

**Grade 1**

**Knowledge 1** | Teacher Guide

**Fables and Stories**

Grade 1

Knowledge 1

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# **Fables and Stories**

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## **Teacher Guide**

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# Contents

## FABLES AND STORIES

**Introduction** 1

**Lesson 1 The Boy Who Cried Wolf** 7

**Introducing the Read-Aloud** (10 min.)

- Domain Introduction
- Essential Background Information or Terms

**Read-Aloud** (30 min.)

- Purpose for Listening
- “The Boy Who Cried Wolf”
- Comprehension Questions
- Word Work: *Startled*

**Application** (20 min.)

- On Stage

**Lesson 2 The Maid and the Milk Pail** 21

**Introducing the Read-Aloud** (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

**Read-Aloud** (30 min.)

- Purpose for Listening
- “The Maid and the Milk Pail”
- Comprehension Questions
- Word Work: *Balanced*

**Application** (20 min.)

- Somebody Wanted But So Then

**Lesson 3 The Goose and the Golden Eggs** 32

**Introducing the Read-Aloud** (10 min.)

- What Have We Already Learned?
- What Do We Know?

**Read-Aloud** (30 min.)

- Purpose for Listening
- “The Goose and the Golden Eggs”
- Comprehension Questions
- Word Work: *Greedy*

**Application** (20 min.)

- Write About It

**Lesson 4 The Dog in the Manger** 42

**Introducing the Read-Aloud** (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

**Read-Aloud** (30 min.)

- Purpose for Listening
- “The Dog in the Manger”
- Comprehension Questions
- Word Work: *Budge*

**Application** (20 min.)

- Personification Chart

## Lesson 5 The Wolf in Sheep's Clothing

53

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- What Do We Know?

### Read-Aloud (30 min.)

- Purpose for Listening
- "The Wolf in Sheep's Clothing"
- Comprehension Questions
- Word Work: *Disguise*

### Application (20 min.)

- Sayings and Phrases: "A Wolf in Sheep's Clothing"
- Syntactic Awareness Activity

## Lesson 6 The Fox and the Grapes

65

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Personal Connections

### Read-Aloud (30 min.)

- Purpose for Listening
- "The Fox and the Grapes"
- Comprehension Questions
- Word Work: *Bunch*

### Application (20 min.)

- Sayings and Phrases: "Sour Grapes"
- Sequencing Events
- Write About It

## Pausing Point (2 days)

76

## Lesson 7 The Little Half-Chick (Medio Pollito)

79

### Introducing the Read-Aloud (10 min.)

- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- "The Little Half-Chick (Medio Pollito)"
- Comprehension Questions
- Word Work: *Waste*

### Application (20 min.)

- Sayings and Phrases: "Do Unto Others as You Would Have Them Do Unto You"
- Sequencing Events
- Personification Chart

## Lesson 8 The Crowded, Noisy House

93

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- "The Crowded, Noisy House"
- Comprehension Questions
- Word Work: *Advice*

### Application (20 min.)

- Story Map

## Lesson 9 The Tale of Peter Rabbit

103

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- "The Tale of Peter Rabbit"
- Comprehension Questions
- Word Work: *Mischief*

### Application (20 min.)

- Retell "The Tale of Peter Rabbit"

## Lesson 10 All Stories Are Anansi's

116

### Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

### Read-Aloud (30 min.)

- Purpose for Listening
- "All Stories Are Anansi's"
- Comprehension Questions
- Word Work: *Satisfied*

### Application (20 min.)

- On Stage

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## Domain Review (1 day)

130

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## Domain Assessment (1 day)

132

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## Culminating Activities (2 days)

135

---

## Teacher Resources

139



# Introduction

This introduction includes the necessary background information to be used in teaching the *Fables and Stories* domain. The Teacher Guide for *Fables and Stories* contains ten daily lessons in addition to six days for a Pausing Point (two days), Domain Review, Domain Assessment, and Culminating Activities (two days) in the order presented in this Teacher Guide. You should spend no more than sixteen days total on this domain.

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## DOMAIN COMPONENTS

Along with this Teacher Guide, you will need the:

- Flip Book for *Fables and Stories*
- Image Cards for *Fables and Stories*
- Activity Book for *Fables and Stories*
- Digital Components for *Fables and Stories*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Tunjur! Tunjur! Tunjur! A Palestinian Folktale* by Margaret Read MacDonald
- Read-Aloud Videos for *Fables and Stories*
- User Guide: You may wish to consult the program's User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including English Language Learners, Gifted/Talented Students, Dual Language Students, and Students with Disabilities.

All domain components materials can also be found on the program's digital components site.



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## WHY FABLES AND STORIES ARE IMPORTANT

This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy. For example, a student who has listened to “The Wolf in Sheep’s Clothing” in this grade will be prepared to later understand an op-ed reporter who characterizes a politician as “a wolf in sheep’s clothing.”

In the first six Read-Alouds of the Teacher Guide, students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as “The Boy Who Cried Wolf,” “The Goose and the Golden Eggs,” and “The Fox and the Grapes” will help students learn the elements of this genre. In the last four Read-Alouds, students will be introduced to classic folktales, such as “The Little Half-Chick (Medio Pollito)” and “The Crowded, Noisy House,” and will develop an understanding of different types of fiction. Reading these fables and stories will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction.

The fables and stories that students will read and discuss in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area, but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Culture and Geography from the social studies discipline.

If the content of any of these fables and stories unsettles some students, you should remind them that the stories themselves are fiction. Please preview all Read-Alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book if you feel doing so would be more appropriate for your students. As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the Read-Alouds in this domain.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the Read-Alouds students will hear in *Fables and Stories*. This background knowledge will greatly enhance your students' understanding of the Read-Alouds they are about to enjoy:

### **Nursery Rhymes and Fables (Kindergarten)**

### **Stories: Fairy Tales and Folktales (Kindergarten)**

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## CORE VOCABULARY FOR FABLES AND STORIES

The following list contains all of the core vocabulary words in *Fables and Stories* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p><b>Lesson 1</b> company prank shepherd <b>startled</b> tended</p>	<p><b>Lesson 5</b> <b>disguise</b> fleece flock pretend prowled</p>	<p><b>Lesson 8</b> <b>advice</b> pondered stunned</p>
<p><b>Lesson 2</b> <b>balanced</b> jealous milkmaid plumpest</p>	<p><b>Lesson 6</b> <b>bunch</b> juicy lunged pluck ripe</p>	<p><b>Lesson 9</b> exert <b>mischief</b> naughty sobs thief</p>
<p><b>Lesson 3</b> delight golden <b>greedy</b></p>	<p><b>Lesson 7</b> abandoned brood stream stubborn <b>waste</b></p>	<p><b>Lesson 10</b> acknowledge approached quarreling <b>satisfied</b></p>
<p><b>Lesson 4</b> <b>budge</b> oxen plow</p>		

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## WRITING

In this domain, students will explore the genre of narrative writing. They will learn to identify important elements of stories before, during, and after informational Read-Alouds. They will practice planning for narrative writing by note-taking as a group with a Story Map, Personification Chart, and Somebody Wanted But So Then organizer. Students will work independently to draw and write or dictate one-sentence retellings of Read-Alouds in Lessons 3 and 6. Finally, as a class, students will review the writing process and draft a narrative retelling of “The Tale of Peter Rabbit” (Lesson 9).

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Write About It (Lessons 3, 6, and 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities



## FABLES AND STORIES

# The Boy Who Cried Wolf

## PRIMARY FOCUS OF LESSON

### Reading

- Students will review the characteristics of stories and fables, including characters, plot, setting, and moral. **TEKS 1.6.E; TEKS 1.8.B; TEKS 1.8.C**

### Speaking and Listening

- Students will listen actively to the Read-Aloud. **TEKS 1.1.A**
- Students will follow oral instructions. **TEKS 1.1.B**

### Reading

- Students will identify the characters, setting, plot, and moral of a fable. **TEKS 1.8.A; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

### Language

- Students will demonstrate an understanding of the Tier 2 word *startled*. **TEKS 1.3.B**

### Reading

- Students will act out the main events of a fable. **TEKS 1.8.C; TEKS 1.9.C**

## FORMATIVE ASSESSMENT

### Exit Pass

**Moral of the Fable** Students will identify the moral of a fable.

- TEKS 1.8.A**

- TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> world map
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 1A-1 <input type="checkbox"/> Activity Page 1.1
"The Boy Who Cried Wolf"			
Comprehension Questions			
Word Work: <i>Startled</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
On Stage	Whole Group	20 min.	<input type="checkbox"/> paper and writing tools
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare and display an enlarged version of the following story map. Alternatively, you may access a digital version in the digital components for this unit. A story map will be created for each story in this domain. You may wish to keep each displayed for students after it is created.

<b>Title</b>	
<b>Character(s)</b>	<b>Setting(s)</b>
<b>Plot</b>	<b>Beginning</b>
	<b>Middle</b>
	<b>End</b>
<b>Lesson</b>	

- You may wish to display a world map in order to locate Greece.

### Application

- Be prepared for students to perform “The Boy Who Cried Wolf.” You may designate students to be the various characters—shepherd/shepherdess, wolf, sheep, men/women. You may include additional men/women and animals as characters to increase active participation. You may also designate areas of the classroom for each of the two settings—one field with sheep and shepherd/shepherdesses and another field with men and women.



## Note to Teacher

- The first Read-Alouds in this domain are from “Aesop’s Fables.” If you wish to add more fables to your reading lists, please do so.

## Universal Access

- Prepare and display an image of a mountain and valley to show students the setting of the story.
- Prepare and display several images, videos, or recordings of key words and actions in the Word Work section (e.g., a recording of a siren or a picture of a cat pouncing from a tree toward a bird).

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## CORE VOCABULARY

**company, n.** people who join you and/or talk to you

Example: I always like to have company when I go for a walk in the park.

Variation(s): none

**prank, n.** a trick or practical joke

Example: I am going to play a prank on my brother by filling his shoes with rocks.

Variation(s): pranks

**shepherd, n.** someone who guards, herds, and tends sheep

Example: The young shepherd watched over his sheep wherever they went.

Variation(s): shepherds

**startled, v.** surprised

Example: Juan was startled by the large spider on his bed.

Variation(s): startle, startles, startling

**tended, v.** watched over or took care of

Example: The boy tended the sheep.

Variation(s): tend, tends, tending

### Vocabulary Chart for “The Boy Who Cried Wolf”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	shepherd	startled tended prank	
Multiple Meaning			company ( <i>compañía</i> )
Sayings and Phrases	cry wolf tell the truth		

## Lesson 1: The Boy Who Cried Wolf

Introducing the  
Read-Aloud

**Reading:** Students will review the characteristics of stories and fables, including characters, plot, setting, and moral.

✦ **TEKS 1.6.E; TEKS 1.8.B; TEKS 1.8.C**

### DOMAIN INTRODUCTION (5 MIN.)

- Ask students if they like to listen to stories, and if they like to make up their own stories to tell their friends or family.
- Tell students that people have been enjoying listening to stories and making up stories to tell others for many, many years. Explain that in this domain they will hear stories different people made up long ago.
- Tell students that because these stories were made up they are called *fiction*. Have students repeat the word *fiction*.

#### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening

#### Exchanging Information and Ideas

##### Beginning

Reframe as simple yes/no questions (e.g., “Is ‘The Ugly Duckling’ a fiction story?”).

##### Intermediate

Provide students with a specific sentence frame (e.g., “. . . is a fiction story I have heard before.”).

##### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “‘Goldilocks and the Three Bears’ is a fiction story I have heard before that has talking animals.”).

**ELPS 2.C; ELPS 2.D**



#### Check for Understanding

**One-Word Answer:** What would you call a story about an elephant who went scuba diving to find his favorite fish? (*fiction*)

- Ask students what stories they have heard before that are fiction.
- Tell students that fiction stories have several key parts they will learn about and discuss more throughout this domain. As you discuss each of these, refer to the Story Map you prepared in advance:
  - a title, or the name of the story
  - characters, or the people or animals who are featured in the story
  - a setting, or a place and time in which the story takes place

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

- a plot, or a sequence of events that makes up the story
- a moral (sometimes), or lesson that is taught by the story
- Tell students that now they will also get to enjoy listening to some of these stories and making up some of their own.

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain to students that a storyteller named Aesop [/ee/\*s//o//p/] lived in Greece a very long time ago.
- Have students repeat the name *Aesop*.
- Tell students that in Aesop's day, people did not have written storybooks, but they did have lots and lots of stories that they told aloud to one another. Aesop collected and told many of these stories. He became especially well-known for his fables.
- Tell students that fables are short, fiction stories intended to teach a lesson, or moral. Many, but not all, of these stories use animal characters.
- Explain to students that since fables are fiction stories, they have the same components of those stories, as shown on the Story Map (i.e., title, character, setting, plot, and—in the case of fables, always—a moral).
- Tell students that the stories they will hear today and over the next few days are just a few of the many stories known as "Aesop's Fables."

### Support

Point out Greece on a world map.



## Speaking and Listening

### Listening Actively

#### Beginning

Ask students simple yes/no questions (e.g., “Does the shepherd boy feel lonely while tending the sheep?”)

#### Intermediate

Provide students with a specific sentence frame (e.g., “The shepherd boy feels lonely because . . .”)

#### Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The shepherd boy feels lonely while tending the sheep because he doesn’t have anyone to keep him company, or talk to.”)

**ELPS 2.E; ELPS 3.F**

### Support

Here, *company* means to have someone to talk to. But *company* can also mean a business. What do you think is the shepherd boy’s plan to get some company?

## Lesson 1: The Boy Who Cried Wolf Read-Aloud



**Speaking and Listening:** Students will listen actively to the Read-Aloud.

✦ **TEKS 1.1.A**

✦ Students will follow oral instructions. **TEKS 1.1.B**

**Reading:** Students will identify the characters, setting, plot, and moral of a fable.

✦ **TEKS 1.8.A; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

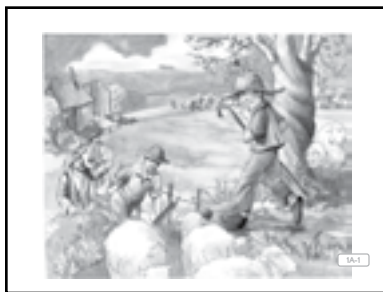
**Language:** Students will demonstrate an understanding of the word *startled*.

✦ **TEKS 1.3.B**

### ✦ **PURPOSE FOR LISTENING** **TEKS 1.1.A**

- Tell students to listen actively by asking and answering questions using detailed responses to learn the moral, or lesson, of the story.

### “THE BOY WHO CRIED WOLF” (10 MIN.)



#### Show Image 1A-1: Shepherd boy chuckling

There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest. *The shepherd boy tended, or took care of, the sheep.* It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley

below. *How does the shepherd boy feel about tending the sheep? Why might he feel lonely?*

One day the boy thought of a plan that would help him get a little **company** and have some fun.

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

The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. *If there really wasn’t a wolf, why would the boy cry out, “Wolf! Wolf!”?*

- ✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

The boy enjoyed the company so much that a few days later he tried the same **prank** again, and again the men ran to help him. *A prank is a trick. Why does the shepherd boy play the prank again?*

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled** or *surprised* boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" *Do you think the men and women will come and help the shepherd boy? Why or why not?*

But the men and women, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep. *How do you think the shepherd boy feels now?*

*Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth. [Have students echo the moral and then discuss its meaning. Remind students that this Read-Aloud was short because fables are short.]*

## COMPREHENSION QUESTIONS (15 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Evaluative.** What elements of this story make it a fiction story? (*Answers may vary, but may include that it was made up to teach a lesson.*)
  - **Inferential.** Is this a true story or is it fiction? (*fiction*)
2. **Inferential.** The people or animals in a story are called the characters of the story. Who are the characters in "The Boy Who Cried Wolf"? (*shepherd boy, men, sheep, wolf*)
3. **Evaluative.** The setting of a story is where it takes place. What is the setting of this fable? (*a field at the foot of the mountain near a dark forest*) Could this fable have taken place in a different setting? (*Answers may vary, but may include that the setting would have to include a field for the sheep.*)
4. **Literal.** What is the shepherd boy doing at the beginning of the fable? (*tending his sheep*) How does he feel? (*lonely*)
  - **Literal.** What does the boy decide to do because he is lonely? (*pretends that he sees a wolf to get company*) What happens at the end when a wolf really comes? (*No one comes to help because they think the shepherd boy is tricking them again.*)

## Support

Point out Greece on a world map.

## Challenge

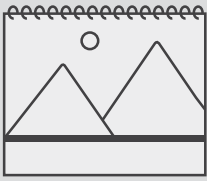
After completing Activity Page 1.1 independently, have students write a explaining what they think the boy in the story should have done instead of crying wolf.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## Support

Display a picture of a mountain and valley to show students the setting of the story.



### Show Image 1A-1: Shepherd boy chuckling

- **Evaluative.** The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (*the middle, because the boy is calling for help, but there is no wolf*)
5. **Literal.** All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*If you often lie, people won't believe you even when you are telling the truth.*) [Accept paraphrasing by students, e.g., "Don't lie."]
- **Evaluative.** Is this an important lesson for you to remember? Why or why not? (*Yes, because people shouldn't tell lies.*)

[Think-Pair-Share activities encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the Think-Pair-Share process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold

students to use the process successfully throughout the year. **TEKS 1.1.B**

In Think-Pair-Share activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response to the question. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class. Directions to students are as follows.]

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

6. **Evaluative.** *Think-Pair-Share:* Pretend that you live near the shepherd boy and hear the story of the wolf getting his sheep. What would you tell the shepherd boy if you had the chance to talk to him? (*Answers may vary, but may include that he shouldn't have lied to the men so much or they may have believed him when it was true.*)

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**TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.



### Check for Understanding

**Recall:** Why don't the men and women come to help the shepherd boy the last time? (*They think the shepherd boy is playing a prank again.*)

### WORD WORK: STARTLED (5 MIN.)

1. In the Read-Aloud you heard, "The startled boy ran toward the valley, and more loudly than ever he cried, 'Wolf! Wolf!'"
2. Say the word *startled* with me.
3. *Startled* means surprised.
4. I was startled by the bee that landed on my nose.
5. Think of a time when you were startled by someone or something. Try to use the word *startled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "My baby sister's crying startled me when I was sleeping."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to read a sentence. If I describe a situation in which someone is surprised, say, "\_\_\_\_\_ was startled." If I describe a situation in which someone is not surprised, say, "\_\_\_\_\_ was not startled."

- The sound of the loud siren made the boy jump. (*The boy was startled.*)
- The boy's father read a story to him before bedtime. (*The boy/father was not startled.*)
- The girl's grandmother helped her comb her hair. (*The girl/grandmother was not startled.*)
- The cat pounced from behind the tree and scared the bird. (*The bird was startled.*)
- When the girl entered the room, her brother jumped out from behind the couch and shouted, "Boo!" (*The girl was startled.*)

### Support

Provide students with images, videos, recordings, or other examples of key words and actions in the statements in the Making Choices activity (e.g., play a sound of a siren or show a picture of a cat pouncing from a tree toward a bird).



## Support

This activity may require additional instruction on topics such as timing and voice.

## Support

Students may refer to the Story Map to determine the characters and settings.

## Challenge

You may also have the characters create some of their own dialogue that goes along with the story.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Presenting

#### Beginning

Have students act out big events, such as the men running to the shepherd, as indicated.

#### Intermediate

Have students act out big actions and use facial expressions when indicated.

#### Advanced/Advanced High

Have students act out all actions and use facial expressions to show characters' feelings.

**ELPS 2.E; ELPS 3.E**

## Lesson 1: The Boy Who Cried Wolf

# Application



**Reading:** Students will discuss elements of drama and act out the main events of a fable.

**TEKS 1.8.C; TEKS 1.9.C**

**ON STAGE (20 MIN.)** **TEKS 1.9.C**

- Tell students that you are going to read “The Boy Who Cried Wolf” again, and this time students will act out the fable. Ask students what characters will be needed. (*shepherd/shepherdess, men/women, wolf, sheep*) Designate students to be the various characters as you prepared in advance.
- Ask students what settings will be needed. (*grassy field for shepherd and sheep, another field for men*) Designate locations in the classroom for the two settings as you prepared in advance.
- Read the story and encourage “characters” to act out scenes in the story, such as the men running to the shepherd.
- Encourage students to use facial expressions to show how the characters are feeling, such as the shepherd being startled.



### Check for Understanding

**Turn and Talk:** The moral of the story is “If you often don’t tell the truth, people won’t believe you even when you are telling the truth.” Turn to a partner and talk about one thing you should do and one thing you shouldn’t do so that people will always believe you. [Ask several students to share and record their answers on the board/chart paper.]

- Ask students to repeat the moral of the story, “If you often don’t tell the truth, people won’t believe you even when you are telling the truth.”

**TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.



### Exit Pass

---

- Give each student an index card.
  - Ask students to answer the following question by writing “yes” or “no” on their index card:
    - Is the moral of “The Boy Who Cried Wolf” that if you often lie, people will still always believe what you tell them? (*no*)
-

Lesson 1: The Boy Who Cried Wolf

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



## FABLES AND STORIES

# The Maid and the Milk Pail

**PRIMARY FOCUS OF LESSON****Reading**

Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.B**

Students will identify the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

**Language**

Students will demonstrate an understanding of the Tier 2 word *balanced*.

✦ **TEKS 1.3.B**

**Writing**

With assistance, students will use a graphic organizer to summarize the events of a fable.

✦ **TEKS 1.6.G; TEKS 1.7.D**

**FORMATIVE ASSESSMENT****Activity Page 2.2**

**Circle It** Students will identify key information from a fable.

✦ **TEKS 1.6.G**

✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Dairy Cow image (Digital Components) <input type="checkbox"/> Flip Book: 1A-1, 2A-1
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> objects for balancing
"The Maid and the Milk Pail"			
Comprehension Questions			
Word Work: <i>Balanced</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Somebody Wanted But So Then	Whole Group	20 min.	<input type="checkbox"/> Somebody Wanted But So Then chart (Digital Components) <input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> The Writing Process poster (Digital Components)

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare and display an image of a dairy cow being milked. Alternatively, you may access a digital version in the digital components for this unit.

### Read-Aloud

- Prepare and display a blank Story Map for this fable as in Lesson 1. Alternatively, you may access a digital version in the digital components for this unit.
- Gather objects for balancing during the Word Work activity.

## Application

- Prepare and display the following Somebody Wanted But So Then chart. Alternatively, you may access a digital version in the digital components for the domain.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

- Prepare and display an enlarged version of The Writing Process poster. Alternatively, you may access a digital version in the digital components for this unit.

## CORE VOCABULARY

**balanced, adj.** steadied; not likely to fall

Example: The tightrope walker appeared to be well balanced on the high wire.

Variation(s): none

**jealous, adj.** wanting what another person has

Example: Timothy was jealous of Carla's new puppy.

Variation(s): none

**milkmaid, n.** a girl or woman who milks cows

Example: The milkmaid took three buckets of milk back to the house.

Variation(s): milkmaids

**plumpest, adj.** fattest; fullest

Example: Habiba would only sleep on the plumpest pillows.

Variation(s): plump, plumper

### Vocabulary Chart for "The Maid and the Milk Pail"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	milkmaid	jealous plumpest	
Multiple Meaning		balanced	
Sayings and Phrases	I don't care		

## Lesson 2: The Maid and the Milk Pail

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of fables, including characters, plot, setting, and moral.

**TEKS 1.8.B**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students of the fable that they heard in the previous lesson, “The Boy Who Cried Wolf.”
- Remind them that a fable is a short story intended to teach a lesson, called “the moral of the story.”
- Ask students why “The Boy Who Cried Wolf” is considered a fable. (*Answers may include that it is a short, fiction story intended to teach a lesson.*)
- Ask students if they remember the name of the man who collected fables like “The Boy Who Cried Wolf.” (*Aesop*)

## Support

Display Flip Book image 1A-1 and refer to the class Story Map to help students recall ideas from the previous Read-Aloud.



### Check for Understanding

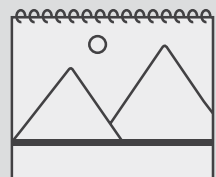
**Recall:** What was the moral of “The Boy Who Cried Wolf”? (*If you often don’t tell the truth, people won’t believe you even when you are telling the truth; don’t lie.*)

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

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

- Tell students that you are going to read another one of Aesop’s fables today.
- Explain that this fable focuses on one character. When there is clearly one most important character, he or she is called the main character.

## Flip Book 2A-1



**TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.



- Explain that in today's Read-Aloud, the main character is a milkmaid, a woman who milks cows.
- Ask students what they think the milkmaid's job might be. (*milking cows*)
- Refer to the image of a dairy cow being milked that you prepared in advance. You may also want to remind students of the dairy farms they learned about in the *Farms* domain in Kindergarten.
- Ask students if any of them has ever milked a cow or seen someone milk a cow.
- Point out the milk pail in the image, and tell students a milk pail will play an important role in the story they will hear today.

## Lesson 2: The Maid and the Milk Pail

# Read-Aloud



**Reading:** Students will identify the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

**Language:** Students will demonstrate an understanding of the Tier 2 word *balanced*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the fable to find how an incident with a milk pail helps teach the milkmaid a lesson.

### “THE MAID AND THE MILK PAIL” (10 MIN.)



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

Peggy the **milkmaid** was going to market. A **milkmaid is a woman who works milking cows.**

There she planned to sell the fresh, sweet milk in the pail that she had learned to carry balanced on her head. **Peggy knew how to keep the pail on her head without it tipping over as she walked.**

As she went along, she began thinking about what she would do with the money she would get for the milk. “I’ll buy the **plumpest or fattest** chickens from Farmer Brown,” she said, “and they will lay eggs each morning. When those eggs hatch, I’ll have more chickens. Then I’ll sell some of the chickens and some of the eggs, and that will get me enough money to buy the blue dress I’ve wanted, and some blue ribbon to match. **What does Peggy plan to do with the milk? Do you think that Peggy’s plans make sense?** Oh, I’ll look so lovely that all the boys will want to dance with me at the fair, and all the girls will be **jealous**. **Peggy thinks that the other girls will wish that they looked as lovely as she will when she wears her new dress.** But I don’t care; I’ll just toss my head at them, like this!” [Demonstrate an exaggerated toss of the head and ask the students what they think happens.]

✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

She tossed back her head.

The pail flew off, and the milk spilled all over the road. *How do you think Peggy feels now? Why?* So Peggy had to return home and tell her mother what had happened. “Ah, my child,” said her mother. “Don’t count your chickens before they’re hatched.” *What do you think her mother means by that?*

*Moral: Don’t count your chickens before they’re hatched; or don’t count on having everything turn out exactly as you plan, because you may be disappointed. [Have students echo the moral and then discuss its meaning.]*

## Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

Exchanging Information  
and Ideas

### Beginning

Ask students simple yes/no questions (e.g., “Is the milkmaid one of the characters in this story?”)

### Intermediate

Provide students with a specific sentence frame (e.g., “The two characters in this story are . . .”)

### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “The story is mostly about the milkmaid, but another character, her mother, shows up at the end of the story.”)

**ELPS 3.C**



## Check for Understanding

**Think-Share:** Think quietly about how you have acted when something didn’t turn out the way you hoped. Turn and share with a partner. [Ask several students to share.] (*Answers will vary.*)

## COMPREHENSION QUESTIONS (15 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Inferential.** There are only two characters in this fable. Who are they? (*the milkmaid and her mother*) Which is the main, or most important, character? (*the milkmaid*)
2. **Literal.** The setting of a story is where it takes place. What are the settings of this fable? (*a road to a market, Peggy’s house*)
3. **Literal.** What does the milkmaid think about on her way to the market? (*all the things she can do with the money from selling the milk*)
  - **Literal.** What does the milkmaid wish to do with the money she thinks she will make? (*She will buy eggs that will hatch into chicks, that she will then sell to buy a blue dress and ribbons.*)

- **Literal.** How does the pail fall? (*She accidentally tosses it off her head while she is thinking on her way to the market.*)
- **Literal.** What happens at the end of the story? (*Peggy returns home and tells her mother.*)

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

- **Evaluative.** The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (*the middle because the milkmaid spills the milk after she is thinking about what to do with the money and before she goes home to tell her mother*)

4. **Literal.** Aesop’s fables were meant to teach a moral, or a lesson. What is the moral of this fable? (*Don’t count your chickens before they’re hatched.*) [Accept any paraphrasing, such as “Do not count on getting everything you want, or have everything turn out exactly as you plan, because you may be disappointed.”]

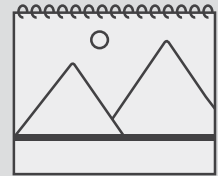
[Please continue to model the Think-Pair-Share process for students, as necessary, and scaffold students in their use of the process.]

5. **Evaluative.** *Think-Pair-Share:* If the milkmaid’s plans had worked out and the story was just about her successful plan, would the story be called a fable? Why or why not? (*No, because it would not teach a lesson.*)

### WORD WORK: BALANCED (5 MIN.)

1. In the Read-Aloud you heard, “There [the milkmaid] planned to sell the fresh, sweet milk in the pail that she had learned to carry balanced on her head.”
2. Say the word *balanced* with me.
3. *Balanced* means steadied or not likely to fall.
4. I was balanced on one foot when I took off my shoe.
5. Think of a time when you have balanced something on your head or elsewhere. Perhaps you’ve seen something balanced. Try to use the word *balanced* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I balanced on my bike when I rode it.”]
6. What’s the word we’ve been talking about?

**Use a Movement activity for follow-up.** [Have objects available to balance.] Try to balance a book or other object on your head. After you balance the object, say, “The \_\_\_\_\_ was balanced on my head.”



## Lesson 2: The Maid and the Milk Pail

# Application



**Writing:** With assistance, students will use a graphic organizer to summarize the events of a fable.

**TEKS 1.6.G; TEKS 1.7.D**

### SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Refer to the Somebody Wanted But So Then chart you prepared in advance. Tell students that they will use the chart to summarize “The Maid and the Milk Pail.”
- Tell students that writers use charts and other devices such as this one to plan a story. You may wish to refer to The Writing Process poster and point out the “Plan” stage. Today, the class will use the Somebody Wanted But So Then chart to recall a story that they already heard.

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

- Ask students the following questions and write their answers in the chart. Explain to students that the “so” and “then” are temporal words that are indications of the plot, or sequence of events, of the story.
  - Who is shown in this image? (*the milkmaid, Peggy*)
  - What was this fable about? (*a milkmaid who daydreams but ends up with nothing*)
  - What did the milkmaid want? (*a blue dress and ribbons*)
  - Why couldn't the milkmaid have these? (*She didn't have enough money to buy them.*)
  - What did the milkmaid do? (*She balanced the milk pail on her head and dreamed that she already had the blue dress and ribbons.*)
  - What happened while she was daydreaming and walking? (*She tossed her head and the milk spilled. She has lost everything!*)
- Explain to students that you will read the chart once through to show how they summarized the story.

### Challenge

If students are able, have them fill in the chart on their own using Activity Page 2.1.

ENGLISH  
LANGUAGE  
LEARNERS



### Writing

#### Writing

#### Beginning

Collaborate with teacher and peers to offer short answers to the questions posed to frame the story summary.

#### Intermediate

Collaborate with teacher and peers to offer answers within given sentence frames to create the story summary.

#### Advanced/Advanced High

Collaborate with teacher and peers to offer detailed answers to create the story summary.

**ELPS 3.B; ELPS 5.F;**

**ELPS 5.G**

**TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.



### Circle It

---

- Have students turn to Activity Page 2.2.
- Ask students to circle the item that Peggy, the milkmaid in “The Maid and the Milk Pail,” carried to the market—that she thought would help her get what she wanted, but in the end did not. (*milk pail*)

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End Lesson

### Activity Page 2.2

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## 3

## FABLES AND STORIES

# The Goose and the Golden Eggs

## PRIMARY FOCUS OF LESSON

### Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.A**

Students will identify and explain the moral of a fable.

✦ **TEKS 1.8.A**

### Language

Students will demonstrate an understanding of the Tier 2 word *greedy*.

✦ **TEKS 1.3.B**

### Speaking and Listening

✦ Students will follow and restate oral instructions. **TEKS 1.1.B**

Students will identify the beginning, middle, and end of a fable, describing plot elements and using sequence words.

✦ **TEKS 1.3.D; TEKS 1.7.E; TEKS 1.8.C**

## FORMATIVE ASSESSMENT

### Exit Pass

**Write About It** Students will draw the beginning, middle, and end of a fable.

✦ **TEKS 1.7.E**

✦ **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 3A-1
What Do We Know?			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-2 <input type="checkbox"/> Story Map (Digital Components)
"The Goose and the Golden Eggs"			
Comprehension Questions			
Word Work: <i>Greedy</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Write About It	Independent	20 min.	<input type="checkbox"/> paper and drawing tools

## ADVANCE PREPARATION

### Read-Aloud

- Prepare and display a blank Story Map for this fable. Alternatively, you may access a digital version in the digital components for this unit.

### Universal Access

- Gather pictures of ducks and geese to help students understand the difference between the two animals.



## CORE VOCABULARY

**delight, n.** great pleasure or happiness

Example: Going to my grandparents' house for a visit is always a delight.

Variation(s): none

**golden, adj.** made of gold

Example: The king sipped from a golden cup.

Variation(s): none

**greedy, adj.** wanting to have more than you need or deserve

Example: King Midas was a greedy man who wanted lots of gold.

Variation(s): greedier, greediest

### Vocabulary Chart for "The Goose and the Golden Eggs"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		delight greedy golden	
Multiple Meaning			
Sayings and Phrases	a handsome sum on second thought		

## Lesson 3: The Goose and the Golden Eggs

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of fables, including characters, plot, setting, and moral.

 **TEKS 1.8.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard the fable “The Maid and the Milk Pail.”



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** The story “The Maid and the Milk Pail” was about a shepherd boy who should not have lied to others. (*thumbs down*)

- Ask students the following:
  - Who was the main character in “The Maid and the Milk Pail”? (*the milkmaid, Peggy*)
  - What did the milkmaid carry on her head to the market? (*milk pail*)
  - Did the milk end up being useful to the girl? Why or why not? (*No, because she spilled it.*)
  - What lesson did the milkmaid learn from this? (*Don't count your chickens before they hatch; or don't count on having everything turn out exactly as you plan, because you may be disappointed.*)

## Support

You may wish to display Flip Book image 2A-1 and the Story Map for “The Maid and the Milk Pail” to help students recall important story elements.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Reading/Viewing Closely

#### Beginning

Prompt and support students to recall words and phrases that relate to the fable.


#### Intermediate

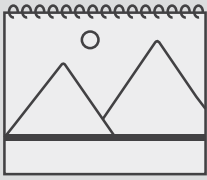
Provide moderate support in eliciting phrases and ideas with greater detail that relate to the fable.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the fable.

**ELPS 2.E; ELPS 4.F**

 **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance.



Support

Show images of ducks and geese to help students understand the difference between the two animals.

**WHAT DO WE KNOW? (5 MIN.)**

**Show Image 3A-1: Goose and goose egg**

- Tell students that the fable “The Maid and the Milk Pail” involved milk that was valuable to the milkmaid. Today, students are going to listen to a fable about a goose and something valuable it provides.
- Ask students if they have ever seen a goose and if they know anything about this animal.
- Tell students a goose is a duck-like bird that lives on or near water.
- Ask students if they know what a goose provides that may be useful to people. (*down/feathers, eggs*)
- Tell students that a goose usually lays one egg each day, and that egg is typically white and lightweight. Tell students to keep this in mind as they listen to the story.

## Lesson 3: The Goose and the Golden Eggs

# Read-Aloud



**Reading:** Students will identify and explain the moral of a fable.

✦ **TEKS 1.8.A**

**Language:** Students will demonstrate an understanding of the Tier 2 word *greedy*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen closely to the fable to find out what the moral of the story is.

### “THE GOOSE AND THE GOLDEN EGGS” (10 MIN.)



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

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock.

He was about to throw it away because he thought that someone was playing a trick on him. *Why does the farmer think that the egg is not a goose egg? How does a normal goose egg*

*look and feel?* But on second thought, he took it home, and discovered to his **delight** or *great happiness* that it was an egg of pure gold!

He sold the egg for a handsome sum or *a large amount (lots and lots)* of money. Every morning the goose laid another **golden** egg, and the farmer soon became rich by selling the eggs. *How do you think the farmer feels now?*

As he grew rich, he also grew **greedy**. *Greedy describes the farmer because he already had more than he needed, but he wanted to have much more.* “Why should I have to wait to get only one egg a day?” he thought. “I will cut open the goose and take all the eggs out of her at once.” *Do you think that this is a good plan?*

When the goose heard the farmer's plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the

### Support

A rock is a stone. *Rock* also means to move back and forth.

✦ **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

goose's nest? *What do you think the farmer finds?* Nothing. *How do you think the farmer feels now?*

*Moral: He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have. [Have students echo the moral and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short and teaches a lesson.]*

### COMPREHENSION QUESTIONS (15 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Inferential.** There are two characters in this fable. Who are they? (*the farmer and his goose*)
2. **Inferential.** The setting of the fable is where it takes place. What is the setting of this fable? (*a farm*)

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

3. **Evaluative.** Does this illustration show the beginning, middle, or end of the fable? How do you know? (*It shows the beginning because the farmer is surprised to see the golden egg.*)
4. **Literal.** Fables are written to teach a lesson. What is the lesson, or moral, of this fable? (*He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.*) [Encourage students to put this in their own words, such as, "Don't be greedy."]



#### Check for Understanding

**Think-Share:** What do you think the farmer should have done instead of trying to take all the eggs at once? (*Answers may vary, but may include that the farmer should have waited for the goose to lay one golden egg every day.*)

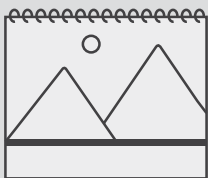
#### Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

#### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

#### Flip Book 3A-2



5. **Inferential.** Was it a good idea for the farmer to try getting all of the eggs from the goose at once? (*no*) What do you think he should have done? (*He should have waited for the goose to lay one golden egg every day.*)

[Please continue to model the Think-Pair-Share process for students, as necessary, and scaffold students in their use of the process.]

6. **Evaluative.** *Think-Pair-Share:* Compare the milkmaid in yesterday's fable with the farmer in today's fable. How are these two characters alike or different? (*Answers may vary, but may include that they both work on a farm, both learn a lesson, both want to have more than they already do, etc.*)

### WORD WORK: GREEDY (5 MIN.)

1. In the Read-Aloud you heard, "As [the farmer] grew rich, he also grew greedy."
2. Say the word *greedy* with me.
3. *Greedy* means wanting to have more than you need or deserve.
4. The greedy pirate wanted all of the treasure.
5. Do you know of other stories that have characters that are greedy? [Ask students if they remember the fable "The Dog and His Reflection" from Kindergarten.] Try to use the word *greedy* when you tell about it. [Ask two or three students to share their responses. If necessary, guide and/or rephrase students' responses: "The dog was greedy when . . ."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to describe some things people do. If what I describe is someone being greedy, say "That's greedy." If what I describe is someone not being greedy, say "That's not greedy." [You may want to have them explain their answers.]

- The king refused to give up any of his land even though he had more than he could rule. (*That's greedy.*)
- The boy gave his friend a piece of chalk to use. (*That's not greedy.*)
- The squirrel ate all of the acorns on the ground and hid the rest before the other squirrels could eat any. (*That's greedy.*)
- The man would not let anyone read any of his books even though he had hundreds. (*That's greedy.*)
- The girl shared her crayons with her friends. (*That's not greedy.*)



ENGLISH  
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## Speaking and Listening

### Selecting Language Resources

#### Beginning

Have students verbally share key words from the Read-Aloud.

#### Intermediate

Have students verbally craft a complete sentence based on the Read-Aloud.

#### Advanced/Advanced High

Have students verbally craft a detailed sentence based on the Read-Aloud.

### ELPS 3.C

### Lesson 3: The Goose and the Golden Eggs

# Application



**Speaking and Listening:** Students will follow and restate oral instructions.

**TEKS 1.1.B**

**Speaking and Listening:** Students will identify the beginning, middle, and end of a fable, describing plot elements and using sequence words.

**TEKS 1.3.D; TEKS 1.7.E; TEKS 1.8.C**

**WRITE ABOUT IT (20 MIN.)** **TEKS 1.1.B; TEKS 1.3.D; TEKS 1.8.C**

## Support

You may wish to display the story map for “The Goose and the Golden Eggs” to help students recall important story elements.

- Students will need to listen carefully to follow oral instructions.
- Remind students that fables, just like other stories, have a beginning, middle, and end.
- Tell students that as a class they are going to retell the beginning, middle, and end, also known as the *plot*, of “The Goose and the Golden Eggs.” Then they will each draw the beginning, middle, and end of the fable. Encourage students to use “First...”, “Then...”, and “Finally/Last...” to frame their answers. Ask students to restate the directions that were just given to them.



## Check for Understanding

**Beginning-Middle-End:** What happens in the beginning of the fable? (*First, the farmer finds his goose has laid a golden egg.*) What happens in the middle of the fable? (*Then, the farmer sells the goose eggs for a lot of money, becomes greedy, and tries to take all the eggs from the goose at once.*) How does the fable end? (*Finally, the goose flies away and the farmer is left with nothing.*)

- Give each student a piece of drawing paper. Show the class how to divide the paper into three parts and how to work from left to right to draw the plot—or beginning, middle, and end—of the fable. Remind students that several important things happen in the middle, but that they should choose only one of the events to illustrate.

**TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

- Tell students that asking questions is one way to make sure that everyone knows what to do. Have students think of a question to ask their neighbor about the directions to share their responses. After students have shared their questions with their neighbors, call on several students to share their questions.
- Have students draw the plot to “The Goose and the Golden Eggs.”
- When they have completed, give students the opportunity to talk about their drawings with a partner, reminding students to use the words *beginning*, *middle*, and *end*.



### Exit Pass

Collect student drawings to evaluate their understanding of the plot of “The Goose and the Golden Eggs.”

End Lesson



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## Speaking and Listening

### Presenting

#### Beginning

Encourage students to use key words from the story to describe their drawings (e.g., “a golden egg.”)

#### Intermediate

Encourage students to use key words in complete sentences to describe their drawings (e.g., “The goose laid a golden egg.”)

#### Advanced/Advanced High

Encourage students to use key words in increasingly complex sentences to describe their drawings (e.g., “The goose laid a golden egg once every day. The farmer became greedy as he became more rich from this.”)

**ELPS 3.F**



## 4

## FABLES AND STORIES

# The Dog in the Manger

## PRIMARY FOCUS OF LESSON

**Reading**

Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.9.A**

Students will identify and explain the moral of a fable.

✦ **TEKS 1.8.A**

**Speaking and Listening**

Students will ask relevant questions to clarify information and answer questions

✦ using multi-word responses. **TEKS 1.1.A**

**Language**

Students will demonstrate an understanding of the Tier 2 word *budge*.

✦ **TEKS 1.3.B**

**Writing**

With assistance, students will use a graphic organizer to identify examples of personification in a fable.

✦ **TEKS 1.6.H; TEKS 1.7.E**

## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Circle It** Students will choose the image that shows personification.

✦ **TEKS 1.7.E**

✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	☐ Flip Book: 1A-1, 2A-1, 3A-2, 4A-1
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	☐ Story Map (Digital Components)
“The Dog in the Manger”			
Comprehension Questions			
Word Work: <i>Budge</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Personification Chart	Whole Group	20 min.	☐ Personification Chart (Digital Components) ☐ Activity Page 4.1

## ADVANCE PREPARATION

### Read-Aloud

- Prepare and display a blank Story Map for this fable. Alternatively, you may access a digital version in the digital components for this unit.

### Application

- Prepare and display a Personification Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this domain

Personification Chart		
Animal	Things Animals Really Do	Things Animals Can't Really Do (Personification)

**Universal Access**

- Gather several images of mangers to help students understand what a manger looks like and how animals use it.

## CORE VOCABULARY

**budge, v.** move

Example: I pushed and pushed, but was not able to budge the refrigerator.

Variation(s): budges, budged, budging

**oxen, n.** animals, similar to bulls, used for carrying or pulling things

Example: Two oxen pulled the farmer's cart across town.

Variation(s): ox

**plow, n.** a farm tool used to turn the soil to prepare the ground for planting

Example: The farmer used the plow to prepare the soil for planting the corn seeds.

Variation(s): plows

**Vocabulary Chart for "The Dog in the Manger"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	oxen plow	budge	
Multiple Meaning			
Sayings and Phrases	taking a nap		

## Lesson 4: The Dog in the Manger

Introducing the  
Read-Aloud

**Reading:** Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.9.A**

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

#### Show Images 1A-1, 2A-1, and 3A-2

- Ask students what characters they remember from the three fables that they have already heard. (*the shepherd boy and men from “The Boy Who Cried Wolf,” the milkmaid and her mother from “The Maid and the Milk Pail,” and the farmer from “The Goose and the Golden Eggs”*)
- Have students describe the various characters. (*Answers may vary, but may include that the shepherd boy was lonely and played a prank, the milkmaid was overly eager for what she wanted, and the farmer was greedy.*)
- Ask students what lesson the various characters learned. (*The shepherd learned that if you often lie, people won’t believe you even when you are telling the truth. The milkmaid learned that you shouldn’t count on having everything turn out exactly as you plan, because you may be disappointed. The farmer learned that if you are greedy, you might lose what you already have.*)

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that they are going to hear another fable today.

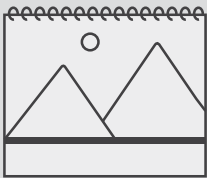


#### Check for Understanding

**Fill in the Blank:** Fables are short, fiction stories that teach a \_\_\_\_\_. (*lesson/moral*)

✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Flip Book 1A-1,  
2A-1, 3A-2



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Reading

Reading/Viewing Closely

#### Beginning

Prompt and support students to use words and phrases that relate to the given image.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given image.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the given image.

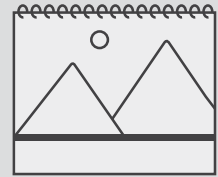
**ELPS 4.F**

- Tell students this fable is also short and has a moral. But in today’s fable, there are no people. All of the characters are animals, and the animals talk!
- Tell students this is another characteristic of fables: animals sometimes act like people. Many of Aesop’s fables have animals that act like people. When animals act like people in a story, it is called personification.
- Have students repeat the word *personification*.

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

- Ask students to describe what they see in the image.
- Tell students that the dog is standing in a manger—a long, narrow, open container that holds food for animals. A manger sits on legs, off the ground, making it easy for animals to reach when they are hungry.
- Tell students that the large animal standing in front of the manger is an ox. Ask students if the ox is similar to another animal that they have seen. Explain that the plural of *ox* is *oxen*, so if there were several of these animals in the illustration, they would be called oxen.

Flip Book 4A-1



Support

Show students images of mangers to help them understand what a manger looks like and how animals use it.

## Lesson 4: The Dog in the Manger

# Read-Aloud



**Reading:** Students will identify and explain the moral of a fable.

✦ **TEKS 1.8.A**

**Speaking and Listening:** Students will ask relevant questions to clarify

✦ information and answer questions using multi-word responses. **TEKS 1.1.A**

**Language:** Students will demonstrate an understanding of the word *budge*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the fable to find out what the moral, or lesson, of this story is.

### “THE DOG IN THE MANGER” (10 MIN.)



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

There was once a dog who liked to nap on hot days in the cool barn. He liked to sleep in the manger, the long wooden box where hay was put for the farm animals to eat. *Why does the dog like to nap in the barn?* One hot day after a long afternoon pulling the **plow** a tool used to *turn the soil*, the **oxen** returned to the barn, hungry for their dinner. But they couldn't get to their food because the dog was lying in the manger taking a nap on the hay.

“Excuse me,” said one of the tired oxen, “would you please move so that I can eat my hay?”

The dog, angry at being awakened from his nap, growled and barked at the ox. *Do you think the dog has a good reason to be angry at the ox? Why or why not?*

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

✦ **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to **budge or move**. At last the poor oxen had to give up, and went away tired and hungry.

*Moral: You should be nice and share, especially when someone else needs something more than you do. [Have students echo the moral and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, it teaches a lesson, and it gives animals human features: they talk.]*

## COMPREHENSION QUESTIONS (15 MIN.)

TEKS 1.1.A

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** Who are the characters in this story? (*dog, oxen*)
2. **Literal.** What is the setting of this fable? (*in a barn on a farm*) What other fable have you heard that was set in a barn? ("*The Goose and the Golden Eggs*")
3. **Evaluative.** Why do the oxen want the dog to move from the manger? (*so they can eat their dinner*) Is their request reasonable? (*yes*)

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

- **Evaluative.** Does this illustration depict the beginning, middle, or end of the fable? (*the end*) How do you know? (*because the dog is barking at the ox*)
4. **Evaluative.** How does the ox in the story act like a person? (*talks*) How does the ox act like an animal? (*wants to eat the hay*)



### Check for Understanding

**Think-Share:** All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? ("*You should be nice and share, especially when someone else needs something more than you.*") [Accept paraphrasing by students, e.g., "Share with others."] Is this an important lesson for you to remember? Why or why not? (Yes, *because sharing is important for everyone.*)

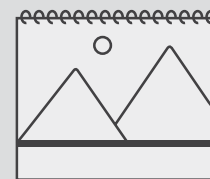
## Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## Flip Book 4A-1



ENGLISH  
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## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases.

#### Intermediate

Provide students sentence frames using an expanded set of learned phrase.

#### Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.1; ELPS 3.G

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



[Please continue to model the Question Pair-Share process for students, as necessary, and scaffold students in their use of the process.]

5. **Evaluative.** *Why? Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *why*. For example, you could ask, “Why was the dog napping in the barn?” Turn to your neighbor and ask your why question. Listen to your neighbor’s response. Then your neighbor will ask a new why question, and you will get a chance to respond. I will call on several of you to share your questions with

 **TEKS 1.1.A**

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### **WORD WORK: BUDGE (5 MIN.)**

1. In the Read-Aloud you heard, “But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to budge.”
2. Say the word *budge* with me.
3. When someone won’t budge, they will not move, not even a little bit.
4. We waited for our teacher at the door, and did not budge!
5. Think of a time when you or someone you know made something budge. Try to use the word *budge* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I made the \_\_\_\_\_ budge when . . .”]
6. What’s the word we’ve been talking about?

**Use a Movement activity for follow-up.** We are going to play a game called “Budge, Don’t Budge,” which is very similar to a game you may know, called “Red Light, Green Light.” (*Have students stand on one side of the room.*) When I say, “Budge,” you should begin walking toward me. When I say, “Don’t budge,” you should stop. [You may also adapt other popular games, such as musical chairs and freeze tag, using the commands “Budge” and “Don’t budge.”]



**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Lesson 4: The Dog in the Manger

# Application



**Writing:** With assistance, students will use a graphic organizer to identify examples of personification in a fable.

**TEKS 1.6.H; TEKS 1.7.E**

### PERSONIFICATION CHART (20 MIN.)

- Remind students that the animals featured in “The Dog in the Manger” are called the characters of the story. Have them say *characters* with you.
- Refer to the Personification Chart you prepared in advance. Have students name the animal characters from this fable. (*dog, oxen*) Record students’ answers in the left-hand column of the chart.
- Ask students to list things that the animal characters in the story would do in real life (e.g., pull a plow). List students’ answers in the middle column of the Personification Chart.
- Next, ask students to list the things that the animals do in the story that they would not normally do in real life (e.g., talk). Write down their answers in the right-hand column.
- Tell students that they have already learned several words to use when talking about fables and stories—characters, setting, and plot—and that now they have learned a special word for animals acting like people: *personification*. Have students echo the word.
- Explain that the word *personification* actually starts with the word *person*. *Personification* means acting like a person.
- Tell students that on the chart they just completed, the things the animals do that they would not normally do in real life are examples of personification in the story.



### Check for Understanding

**Brainstorm:** Brainstorm other things the dog or ox could have done in the fable that would be examples of personification.



**ENGLISH  
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### Speaking and Listening

#### Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about the things animals do in the story (e.g., “Would an ox and dog ever talk to each other in real life?”)

#### Intermediate

Provide students with a specific sentence frame (e.g., “In real life, the ox and dog would/would not . . .”)

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “An ox and dog would not talk to each other in real life because they cannot talk.”)

**ELPS 3.G**

**TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.



Circle It

On Activity Page 4.1, have students choose the image that shows personification. Then, ask them to write or dictate a sentence on the back of the page explaining why they chose that image.

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End Lesson

## FABLES AND STORIES

# The Wolf in Sheep's Clothing

## PRIMARY FOCUS OF LESSON

## Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.9.A**

Students will identify examples of personification in a fable.

✦ **TEKS 1.1.A; TEKS 1.8.B**

## Language

Students will demonstrate an understanding of the Tier 2 word *disguise*.

✦ **TEKS 1.3.B**

Students will demonstrate an understanding of the phrase “a wolf in sheep’s clothing,” and will discuss how the author uses words that help the reader

✦ visualize. **TEKS 1.3.B; TEKS 1.10.D**

Students will use the appropriate article (*a*, *the*) when describing images.

✦ **TEKS 1.6.D; TEKS 1.6.E; TEKS 1.11.D.iv**

## FORMATIVE ASSESSMENT

## Activity Page 5.1

**Choose the Article** Students will choose the correct article: *a* or *the*.

✦ **TEKS 1.11.D.iv**

✦ **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.10.D** Discuss how the author uses words that help the reader visualize; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 5A-1 <input type="checkbox"/> Story Map (Digital Components)
What Do We Know?			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Personification Chart (Digital Components) <input type="checkbox"/> paper and drawing tools
“The Wolf in Sheep’s Clothing”			
Comprehension Questions			
Word Work: <i>Disguise</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Sayings and Phrases: “A Wolf in Sheep’s Clothing”	Whole Group/ Partner	20 min.	<input type="checkbox"/> Flip Book: 5A-1, 5B-1 <input type="checkbox"/> pencils <input type="checkbox"/> various classroom objects <input type="checkbox"/> paper and drawing tools (optional) <input type="checkbox"/> Activity Page 5.1
Syntactic Awareness Activity			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare and display a blank Story Map for this fable. Alternatively, you may access a digital version in the digital components for this unit.

### Read-Aloud

- Prepare and display the Personification Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this domain.

## **Application**

- Gather classroom objects for students to use when questioning a partner about the use of articles.

## **Note to Teacher**

In this lesson, students will learn the saying, “a wolf in sheep’s clothing.” This is a short, traditional saying that has been passed along orally from generation to generation. Sayings and phrases such as this usually express general truths based on experiences and observations of everyday life. Although some do have literal meanings—that is they mean exactly what they say—many sayings have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

## CORE VOCABULARY

**disguise, n.** clothes or other things worn so people will not recognize you  
 Example: We did not recognize Tai because of the glasses and wig he used as a disguise.

Variation(s): disguises

**fleece, n.** a sheep's coat of wool

Example: The sheep farmer carried the fleece to market.

Variation(s): none

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

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

Variation(s): flocks

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

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

Variation(s): pretends, pretended, pretending

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

Example: The new kitten prowled underneath the bird cage.

Variation(s): prowl, prowls, prowling

### Vocabulary Chart for "The Wolf in Sheep's Clothing"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	flock	disguise pretend ( <i>pretender</i> ) prowled	
Multiple Meaning	fleece		
Sayings and Phrases	a wolf in sheep's clothing you might end up		

## Lesson 5: The Wolf in Sheep's Clothing

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of fables, including characters, plot, setting, and moral.

**TEKS 1.9.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard the fable “The Dog in the Manger.”
- Ask students to name some of the characteristics of fables, (e.g., they are short, fiction stories; they have a moral; and they often use personification). Have students echo the word *personification* and remind them that it means giving animals human qualities.
- Ask students how they know that “The Dog in the Manger” is a fable. (*It is a short, fiction story, has a moral, and uses personification.*)
- Tell students that today’s fable also has all these characteristics, making it a fable like the other stories they have heard thus far.

## WHAT DO WE KNOW? (5 MIN.)

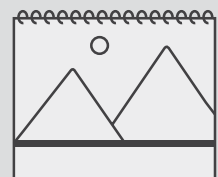
- Remind students that the first fable they heard was “The Boy Who Cried Wolf.”
- Ask students what animals appeared in that fable. (*shepherd boy, sheep, wolf*)
- Remind students that the shepherd boy “cried wolf” as a prank too many times.
- Ask students what happened when a wolf actually came. (*No one believed the shepherd boy.*)

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

- Tell students this illustration is from the Read-Aloud they will hear today.

**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## Flip Book 5A-1





## Support

Point out to students that one of the sheep in the illustration looks different than the others. Ask students how this sheep is different, and why this might be.

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## Reading

### Reading/Viewing Closely

#### Beginning

Prompt and support students to use words and phrases that relate to the given image.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given image.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the given image.

**ELPS 4.F**

- Ask students to describe what characters they see in the illustration. You may need to remind students that the person tending the sheep is called a shepherd. Point as students name each character. (*shepherd, dog, sheep, wolf*)
- Ask students to describe the setting they see in the illustration. (*a field, or pasture*)
- Record the character and setting information in the blank Story Map you prepared in advance.
- Tell students that as they noticed, this Read-Aloud will include many of the same types of characters and a similar setting as in “The Boy Who Cried Wolf” but today’s story will teach a different lesson.

## Lesson 5: The Wolf in Sheep's Clothing

# Read-Aloud



**Reading:** Students will identify examples of personification in a fable.

✦ **TEKS 1.1.A; TEKS 1.8.B**

**Language:** Students will demonstrate an understanding of the Tier 2 word *disguise*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to identify examples of personification.
- As you read aloud, have students raise their hands each time they hear an example.

### “THE WOLF IN SHEEP’S CLOTHING” (10 MIN.)



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

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

But one day the wolf found the skin of a sheep that had been thrown aside. He pulled the skin carefully over him so that none of his fur showed under the white **fleece**. Then he strolled among the flock in this **disguise**. *He no longer looks like a wolf. Now, he looks just like the other sheep. What do you think the wolf is going to do?* The shepherd, thinking that the wolf was one of his sheep, allowed the wolf to graze on the lush grass in the pasture, or field, and even let him sleep in the warm barn with the sheep.

For many days and nights the wolf ate and slept better than he ever had. But one day the shepherd decided to sell one of his flock at the market. He chose the biggest, fattest sheep he could find and brought him into town. Can you guess who it was? *[Pause for students to guess.]* It was the wolf!

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

## Support

To pretend means to try to be or act differently than what you actually are. When have you pretended to be something or someone else? Have students silently pretend to do the following: eat a bowl of cereal; tie a shoe; swim, or be a fish; be a teacher; be a bus driver; be asleep.

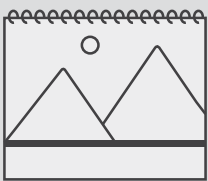
## Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

### Flip Book 5A-1



*Moral: Things are not always as they seem; and, if you **pretend** to be what you are not, you might end up losing in the end. [Have students echo the moral(s) and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.]*

## COMPREHENSION QUESTIONS (10 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, continue to record relevant information on the Story Map and Personification Chart. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Inferential.** At the beginning of the fable, why does the wolf disguise himself? (*to catch a sheep without being noticed*)
  - **Inferential.** Does the wolf's plan work? Why or why not? (*At first it works because he is able to catch sheep, but later he is killed because of his disguise when the shepherd thinks he is the fattest sheep.*)

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

- **Evaluative.** Does this illustration show the beginning, middle, or end of the fable? How do you know? (*the middle, because the wolf is already in disguise*)
2. **Literal.** Fables are written to teach a lesson. What is the lesson, or moral, of this fable? (*"Things are not always as they seem," and "If you pretend to be what you are not, you might end up losing in the end."*) [Accept reasonable paraphrasing by students, such as, "Be yourself. Pretending to be someone that you are not may get you in trouble."]



### Check for Understanding

**Turn and Talk:** Turn to a partner and talk about one way the wolf in the fable acts like an animal and one way the wolf acts like a person. (*wants to eat the sheep, prowls around the flock; dresses in a disguise*)

[Please continue to model the Think-Pair-Share process for students, as necessary, and scaffold students in their use of the process.]

3. **Evaluative.** *Think-Pair-Share:* Do you think the wolf’s plan is smart and clever after all? Why or why not? (*Answers may vary.*)

### WORD WORK: DISGUISE (10 MIN.)

1. In the Read-Aloud you heard, “Then [the wolf] strolled among the flock in this disguise.”
2. Say the word *disguise* with me.
3. When someone wears a disguise, they wear clothing or other things so people won’t recognize them.
4. Anna wore a disguise to surprise us at the party.
5. Have you ever worn a disguise or seen anyone else in a disguise? Try to use the word *disguise* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I saw someone in a disguise . . .”]
6. What’s the word we’ve been talking about?

**Use a Drawing activity for follow-up.** Draw a picture of a disguise you would like to wear or that you have seen someone else wear. Then, dictate or write a sentence about your picture, making sure you use the word *disguise*.



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### Writing

#### Interacting via Written English

##### Beginning

Have students write a word and dictate a phrase or sentence describing the picture they drew.

##### Intermediate

Have students write a phrase and dictate a sentence describing the picture they drew.

##### Advanced/Advanced High

Have students write a sentence about the picture they drew.

**ELPS 5.G**

## Lesson 5: The Wolf in Sheep's Clothing

# Application



**Language:** Students will demonstrate an understanding of the phrase “a wolf in sheep’s clothing and will discuss how the author uses words that help the reader visualize.”

✦ **TEKS 1.3.B; TEKS 1.10.D**

Students will use the appropriate article (*a, the*) when describing images.

✦ **TEKS 1.6.D; TEKS 1.6.E; TEKS 1.11.D.iv**

✦ **SAYINGS AND PHRASES (10 MIN.)** **TEKS 1.10.D**

### A Wolf in Sheep's Clothing

- Remind students that in the fable “The Wolf in Sheep’s Clothing,” the wolf, hiding himself in the skin of a sheep, is able to fool the flock of sheep. Ask students why the wolf wants to hide in the sheep’s skin. (*to fool the sheep so he can eat them*)
- Ask students if they have ever heard the saying “a wolf in sheep’s clothing.”
- Explain to students that “a wolf in sheep’s clothing” is a phrase we use to describe a hidden enemy, or someone who is not as they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice, but may not actually be very nice.
- If someone is only nice to you when she wants to play with your toys, you might say she is “a wolf in sheep’s clothing.”

### Support

Refer to Flip Book image 5A-1 to point out how the wolf looked similar to but behaved differently than the sheep.



### Check for Understanding

**Think-Pair-Share:** Think of an example of how you might use the saying “a wolf in sheep’s clothing.”

- If time permits, have students draw a picture and/or write a sentence about a time they might use this saying.

✦ **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.10.D** Discuss how the author uses words that help the reader visualize; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.11.D.iv** Edit drafts using standard English conventions including adjectives, including articles.

## SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

- The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.
- Tell students they are going to learn about *the* and *a*. They are tiny, but important, words.
- Write these words on the board/chart paper and reference each throughout the lesson.

### Complex Text Context-Based

- Have students listen to the following passages from the Read-Aloud. Tell students to pay special attention to how *the* and *a* are used to describe the wolf.
  - “Night after night a wolf prowled around a flock of sheep looking for one of them to eat.”
  - Tell students that the first time they hear about the wolf, the author uses the word *a* to tell us that it can look like any wolf. The author says “a wolf” so we can think of a wolf in our heads when listening to the Read-Aloud. It doesn’t matter if it is a specific wolf; it just needs to be any wolf.

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

- “But one day the wolf found the skin of a sheep that had been thrown aside.”
- Tell students that now the author switches to using *the* to talk about the wolf. The author says “the wolf” so that we think of this specific wolf, and only this specific wolf, in our heads when listening to the read-aloud.

### Explicit Instruction

#### Show Image 5B-1: Soccer balls

- Point to the left-hand side of the image. Explain to students that in this part of the image, there are many soccer balls. Tell them that when you ask someone to give you *a* soccer ball, it does not matter which soccer ball they give you—any soccer ball is fine.
- Point to the right-hand side of the image. Explain to students that in this part of the image, there is only one soccer ball. Tell them that when you ask someone to give you *the* soccer ball, you mean that specific soccer ball.
- Ask students which word lets them know that you were talking about any one of the soccer balls. (*a*)



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## Language

### Analyzing Language Choices

#### Beginning

Distinguish how *a* and *the* produce different effects.

#### Intermediate

Distinguish how *a* and *the* produce shades of meaning and different effects.

#### Advanced/Advanced High

Distinguish how *a* and *the* produce shades of meaning and different effects.

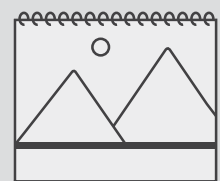
**ELPS 1.C; ELPS 4.C;**

**ELPS 4.F; ELPS 5.E**

### Flip Book 5A-1



### Flip Book 5B-1



- Ask students which word lets them know that you were talking about a specific soccer ball. (*the*)

### Real World

- Explain to students that these tiny words are helpful when asking questions, too.
- Create a real world situation by placing three or four pencils on a student's desk. Go up to that student and ask for a pencil. For example, you may ask if you may please have a pencil.
- Ask students if, when you asked this question, you were asking for a particular pencil, or would any pencil have been okay. (*any pencil*)
- Create another real world situation by giving a few students pencils to hold. Go up to one of those students and ask for the pencil in their hand. For example, you may ask if you could please have the pencil.
- Ask students if, when you asked this question using *the*, you were asking for a particular pencil, or will any pencil be okay. (*a particular pencil*)
- Have students work with a neighbor to ask and answer questions about things using *a* and *the*. You may wish to provide students with classroom objects to prompt questioning, such as pencils, crayons, erasers, etc.

### Activity Page 5.1



#### Exit Pass

Tell students to circle the word on Activity Page 5.1 that correctly completes the phrase they learned about “\_\_\_\_\_ wolf in sheep’s clothing.” (*a*)

End Lesson

## FABLES AND STORIES

# The Fox and the Grapes

## PRIMARY FOCUS OF LESSON

### Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.

✦ **TEKS 1.6.E; TEKS 1.9.A**

### Speaking and Listening

Students will explain the motivation of the main character and how it relates to the moral of a fable.

✦ **TEKS 1.8.A; TEKS 1.8.B**

### Language

Students will demonstrate an understanding of the Tier 2 word *bunch*.

✦ **TEKS 1.3.B**

Students will demonstrate an understanding of the phrase “sour grapes” and will discuss how the author uses words that help the reader visualize.

✦ **TEKS 1.10.D**

### Writing

Students will illustrate and describe the moral of a fable.

✦ **TEKS 1.7.E; TEKS 1.12.A**

## FORMATIVE ASSESSMENT

### Exit Pass

**Write About It** Students will draw a scene from their favorite fable, and write or dictate its moral in their own words.

✦ **TEKS 1.7.E; TEKS 1.12.A**

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.10.D** Discuss how the author uses words that help the reader visualize; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Map (Digital Components)
Personal Connections			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1 <input type="checkbox"/> Personification Chart (Digital Components) <input type="checkbox"/> objects in bunches <input type="checkbox"/> images of bunches (optional)
“The Fox and the Grapes”			
Comprehension Questions			
Word Work: <i>Bunch</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Sayings and Phrases: “Sour Grapes”	Whole Group/ Independent	20 min.	<input type="checkbox"/> Image Cards 2–4 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> paper and drawing tools <input type="checkbox"/> Flip Book images from previous Read-Alouds (optional)
Sequencing Events			
Write About It			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare and display a blank Story Map for this fable. Alternatively, you may access a digital version in the digital components for this unit.

## **Read-Aloud**

- Prepare and display the Personification Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this domain.
- Place several bunches of things around the room for students to identify during Word Work.

## **Universal Access**

- Gather images of things in bunches to share during Word Work.
- Display Flip Book images 1A-1, 2A-1, 3A-2, 4A-1, 5A-1, and 6A-1 during Drawing the Read-Aloud.

## CORE VOCABULARY

**bunch, n.** a group of things growing close together or placed together

Example: Zion's mother bought one bunch of bananas at the market.

Variation(s): bunches

**juicy, adj.** full of juice

Example: Kim used several juicy strawberries to make the smoothie.

Variation(s): juicier, juiciest

**lunged, v.** moved forward suddenly

Example: Tony lunged to catch the baseball.

Variation(s): lunge, lunges, lunging

**pluck, v.** pull off

Example: Manuel plucked a red apple from the tree.

Variation(s): plucks, plucked, plucking

**ripe, adj.** ready to be used or eaten

Example: I can tell that the banana is ripe because it is yellow.

Variation(s): riper, ripest

**Vocabulary Chart for “The Fox and the Grapes”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bunch juicy ( <i>jugoso</i> ) lunged pluck ripe	
Multiple Meaning			
Sayings and Phrases	just missing with all his might gave up		

## Lesson 6: The Fox and the Grapes

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of fables, including characters, plot, setting, and moral.

**TEKS 1.6.E; TEKS 1.9.A**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students whether the fables they have heard are fiction (make-believe) or nonfiction (factual)? (*fiction*)
- Ask students to identify the characteristics of a fable. (*They are short; they have a moral that teaches a lesson; some of them give animals human qualities, like talking.*)
- Remind students that they heard a fable, “The Wolf in Sheep’s Clothing.” Ask them if they remember what it means when people use the phrase, “a wolf in sheep’s clothing” to describe someone. (*A person is not always who they appear to be on the outside.*)



### Check for Understanding

**Stand Up/Sit Down:** Are the following good examples of “a wolf in sheep’s clothing?” Dexter said, “I used to really like Sienna, but I’ve decided that she’s a wolf in sheep’s clothing. I found out she only wanted to be my friend because my family has a swimming pool.” (*stand up/yes*) Indigo said, “I really wish people would believe me when I tell them things. But I’ve been such a wolf in sheep’s clothing, always making up stories, that now no one believes me.” (*sit down/no*)

- Remind students of how the wolf pretended to be a sheep to get something he wanted, but in the end he was the one who got hurt.
- Tell students that today’s fable has another phrase that is commonly used and that this will be the last fable in this domain.

**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance;  
**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## Support

You may wish to display the Story Map for “The Wolf in Sheep’s Clothing” to help students recall important story elements.



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about the things animals do in the story (e.g., “Have you ever wanted a new toy very badly?”)

#### Intermediate

Provide students with a specific sentence frame (e.g., “Once, I really wanted \_\_\_\_ but I couldn’t have it.”)

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “When I was four, I really wanted to have puppy, but mom said we weren’t allowed to have one in our apartment.”)

**ELPS 3.G**

## PERSONAL CONNECTIONS (5 MIN.)

- With a partner, have students answer the following questions. Then call on several students to share their answers.
  - Have you ever wanted something that you couldn’t have for some reason?
  - How did this make you feel?
- Tell students that in today’s Read-Aloud, they will hear a story about a fox who also wanted something badly.

## Lesson 6: The Fox and the Grapes

# Read-Aloud



**Speaking and Listening:** Students will explain the motivation of the main character and how it relates to the moral of a fable.

✦ **TEKS 1.8.A; TEKS 1.8.B**

**Language:** Students will demonstrate an understanding of the Tier 2 word *bunch*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the fox wanted and what lesson he learned because of this.

### “THE FOX AND THE GRAPES” (10 MIN.)



#### Show Image 6A-1: Fox and the grapes

One hot summer day, a fox was strolling along when he noticed a **bunch of juicy** grapes just turning **ripe**, or a group of grapes full of juice, ready to be eaten hanging on a vine high above.

“Mmm, that’s just the thing to take care of my thirst,” said the fox. He trotted back a few steps, then ran forward and jumped, just **missing** or **not**

**getting** the grapes. He turned around and tried again. “One, two, three, go,” he said, and he **lunged** at the grapes with all his might. But again, he missed. **Fox is trying really hard to get the grapes, isn’t he? He lunged, or moved forward suddenly.**

Again and again he tried to **pluck** or **pull off** the grapes from the vine, but at last he gave up. He walked away with his nose in the air, saying, “I didn’t want those old grapes anyway. I’m sure they are sour.” **Why would the fox walk away after trying so hard to get the juicy grapes?**

*Moral: You shouldn’t speak badly about something that you once wanted, just because you can’t have it. [Have students echo the moral and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.]*

✦ **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

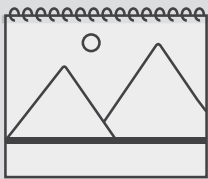
### Support

*Missing* also means to not be in a usual, or expected, place.

## Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

### Flip Book 6A-1



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## Reading

### Reading/Viewing Closely

#### Beginning

Prompt and support students to use words and phrases that relate to the given image.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given image.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the given image.

**ELPS 4.F**

## COMPREHENSION QUESTIONS (15 MIN.)

Ask students to recall the title of this fable. Write it on the Story Map. As students answer the following questions, record relevant information on the Story Map and Personification Chart. Note: You may display images as well as text in the Story Map to support students. If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** Who is the character in this fable? (*fox*)

### Show Image 6A-1: Fox and the grapes

2. **Evaluative.** Does this illustration show the beginning, the middle, or the end of the fable? How do you know? (*Answers may vary, but it is not the end because in the end, the fox turns his nose in the air and walks away.*)
3. **Evaluative.** The plot, or sequence of events, in this fable describes the many times the fox tries to get the grapes. In the end he does not get them. Can you think of a way that the fox might have been able to get the grapes? (*Answers may vary.*)



### Check for Understanding

**Recall:** Aesop's fables were written to teach a lesson. What is the moral, or lesson, of this fable? (*"You shouldn't speak badly about something that you once wanted, just because you can't have it."*) [Accept any reasonable paraphrasing from students.] What did the fox do or say that helped you understand the moral? (*The fox said, "I didn't want those old grapes anyway. I'm sure they are sour."*)

4. **Evaluative.** How does the fox in the fable act like an animal? (*wants to eat grapes, lunges and jumps*) How does the fox in the fable act like a person? (*talks*)
5. **Evaluative.** *What? Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *what*.

For example, you could ask, “What did the fox want to eat?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

---

**WORD WORK: BUNCH (5 MIN.)**

1. In the Read-Aloud you heard, “One hot summer day, a fox was strolling along when he noticed a bunch of juicy grapes just turning ripe, hanging on a vine high above.”
2. Say the word *bunch* with me.
3. *Bunch* means a lot of things or people grouped closely together.
4. Mom bought a bunch of bananas for breakfast.
5. Have you seen a bunch of something? Do you have a bunch of something? Try to use the word *bunch* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I have a bunch of . . .”]
6. What’s the word we’ve been talking about?

**Use an I Spy activity for follow-up.** Look around the room for bunches of things. [You may need to purposely place some bunches of objects around the room.] I will ask one student to give a clue by describing what they see, for example, “I spy a bunch of objects used for drawing.” The others will guess what the student is talking about by replying, for example, “You spy a bunch of crayons!” Be sure to use the word *bunch* in your descriptions and answers.



## Lesson 6: The Fox and the Grapes

# Application



**Language:** Students will demonstrate an understanding of the phrase “sour grapes” and will discuss how the author uses words that help the reader visualize.

✦ **TEKS 1.10.D**

**Writing:** Students will illustrate and describe the moral of a fable.

✦ **TEKS 1.7.E; TEKS 1.12.A**

✦ **SAYINGS AND PHRASES (5 MIN.)** **TEKS 1.10.D**

### Sour Grapes

- Ask students if they have ever heard the phrase “sour grapes.” Ask them what kind of picture comes to mind when they hear this phrase.
- Have students repeat the phrase “sour grapes.”
- Tell students the phrase “sour grapes” is something someone says about the negative comments someone else makes when they could not get something they really wanted.
- Tell students that in “The Fox and the Grapes,” the fox says something negative about the grapes that he wanted so badly. What did the fox say about the grapes at the end? (“*I didn’t want those old grapes anyway. I’m sure they are sour.*”) When the fox cannot reach the grapes, he decides it is okay he cannot have them because they probably wouldn’t taste good anyway. So, when we talk about the fox’s reaction to not getting what he wanted, we say it is “sour grapes.”
- Tell students that just like the fox in this story, when someone says something negative about something they wanted but cannot have, we call their comments “sour grapes.”
- Give students an example of this (e.g., Your teacher wants a certain pencil. When he learns he cannot have it, he says it doesn’t write well anyway. )Your teacher’s comments are sour grapes.

✦ **TEKS 1.10.D** Discuss how the author uses words that help the reader visualize; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

ENGLISH  
LANGUAGE  
LEARNERS



## Speaking and Listening

### Listening Actively

#### Beginning

Ask students simple yes/no questions (e.g., “Is *sour grapes* a phrase someone might use to describe when you called a team bad at a sport after you had to try out for and didn’t get on it?”)

#### Intermediate

Provide students with a specific sentence frame, (e.g., “Once, I made comments that were ‘sour grapes’ because . . .”)

#### Advanced/Advanced High

Encourage students to use key words in complete sentences, (e.g., “When I didn’t make the baseball team last month, I called them bad at baseball. My comments were ‘sour grapes.’”)

**ELPS 2.C**



### Check for Understanding

**Turn and Talk:** Think of a time when you wanted something badly, did not get it, and then pretended you didn't really want it anyway? (*Answers may vary.*) [Make sure that students understand that this phrase refers to the remarks somebody makes about something they can't have.]

### SEQUENCING EVENTS (5 MIN.)

- Display Image Cards 2–4 (shuffled) and have students turn to Activity Page 6.1 in their activity books.
- Tell students the three pictures (Image Cards 2–4) show the beginning, middle, and end of the fable “The Fox and the Grapes.”
- Have students think about what is happening in each one. Ask them to tell you how to put the pictures in order to show the beginning, middle, and end.
- Glue or tape them in the correct order on the board/chart paper.

### WRITE ABOUT IT (10 MIN.)

- Remind students of the fables they have heard and review the lesson of each fable.
- Ask students to identify their favorite fable and explain why it is their favorite.
- Tell students that they will have the opportunity to draw a scene from their favorite fable.
- Tell students that just as each story has characters, a setting, and a plot, their pictures should depict at least one character, the setting, and the beginning, middle, or end of the plot.
- Explain that once students have completed their drawings, they should write or dictate the moral of their chosen fable in their own words.

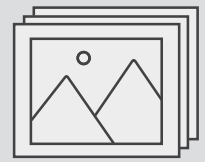


### Exit Pass

- Collect student drawings to evaluate their understanding of the characters, setting, plot, and moral of their chosen fable.

End Lesson

### Image Cards 2–4



### Activity Page 6.1



### Support

Show students images from each fable to help students recall specific details from them.

# Pausing Point

## NOTE TO TEACHER

You should pause here for two days to review, reinforce, and/or extend the material taught thus far.

It is highly recommended that you use the Mid-Domain Content Assessment to assess students' knowledge of fables. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

## MID-DOMAIN CONTENT ASSESSMENT

### Part I

#### Materials: Activity Page PP.1

- Have students identify the six fables illustrated on the two pages of Activity Page PP.1. As you read a sentence about each of the fables you have heard, have students put the corresponding number beside the picture that shows the fable being described.
1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf.
  2. The moral of this fable is “Don’t count your chickens before they’re hatched; or don’t count on having everything turn out exactly as you plan, because you may be disappointed.”
  3. In this fable, a farmer learns a lesson about not being greedy.
  4. In this fable, an animal character is stingy and refuses to budge so others can eat.
  5. In this fable, an animal character gets sold at the market because of his disguise.
  6. The phrase “sour grapes” comes from this fable.

### Part II

- Working with students individually, have them orally retell one of the fables.

Activity Page PP.1



## ACTIVITIES

### Image Review

**Materials:** Flip Book Images 1A-1, 2A-1, 3A-2, 4A-1, 5A-1, and 6A-1

- Divide the class into six groups.
- Have students work together as a group to retell one of the fables using the related Flip Book image.
- Have students come back together as a class to retell the various fables.

### Image Card Review

**Materials:** Image Cards 3–8

- Divide the class into six groups. Give an image card to each group.
- Tell students the image card will depict one of the six fables they have heard.
- Say a word (e.g., characters, setting, plot, lesson/moral), and have students in each group share everything they remember from the image.
- Circulate and listen to the various discussions.
- You may also ask students if the image card depicts the beginning, middle, or end of the fable and have them explain how they know.

### Somebody Wanted But So Then

**Materials:** Activity Page PP.2

- The Somebody Wanted But So Then chart may be used to retell any of the fables.

### Write About It

**Materials:** Class Books

- As a class, have students brainstorm the sequence of events from any fable they have heard: beginning, middle, and end. Also, talk about the other characteristics of fables: they are fiction, have a moral, and often use personification.
- Divide the class into groups to draw the beginning, middle, or end of a given fable.
- Have each student also write or dictate a sentence to go with their picture.

Flip Book 1A-1, 2A-1,  
3A-2, 4A-1, 5A-1, 6A-1

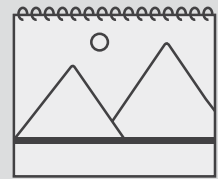


Image Cards 3–8



Activity Page PP.2



- Combine the beginning, middle, and end of a given fable to form the complete tale.
- Have groups share their fables with other groups or with the class.

### **Key Vocabulary Brainstorming**

- Give students a key domain concept or vocabulary word, such as *personification*.
- Have students brainstorm everything that comes to mind when they hear the word, such as, “animals talk and act like people,” etc.
- Record students’ responses on the board/chart paper for reference.

### **Riddles for Core Content**

- Ask students riddles such as the following to review core content and vocabulary:
  - I laid golden eggs. What am I? (*goose*)
  - I disguised myself to look like a sheep. What am I? (*wolf*)
  - I lunged for the bunch of grapes but couldn’t reach them. What am I? (*fox*)
  - I was bored because I had to tend sheep all day. So, I cried “Wolf! Wolf!” Who am I? (*shepherd boy*)
  - I was so busy thinking about how I would look in my new dress that I tossed my head and spilled the milk. Who am I? (*milkmaid*)

### **On Stage**

- Reread and have students act out any of the fables.
- Encourage students to portray actions and feelings and to use some of their own dialogue.
- Alternatively, ask students to create a skit to demonstrate one of the two sayings and phrases they learned: “a wolf in sheep’s clothing” or “sour grapes.”

### **Retelling a Fable with Puppets**

- Have students make simple puppets of the characters from a particular fable and then use them to retell the fable.

### **Domain-Related Trade Book**

- Read an additional trade book to review a particular fable or share a new fable.
- Have students identify the elements of the fable; refer to the books listed in the digital components for this unit.

### **Support**

This activity may require additional instruction on topics such as timing and voice.

## FABLES AND STORIES

# The Little Half-Chick

## (Medio Pollito)

## PRIMARY FOCUS OF LESSON

**Reading**

Students will review the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.6.E; TEKS 1.9.A**

**Speaking and Listening**

✦ Students will listen to third-person texts. **TEKS 1.10.E**

Students will identify the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

**Language**

Students will demonstrate an understanding of the Tier 2 word *waste*.

✦ **TEKS 1.3.B**

✦ Students will demonstrate an understanding of the phrase “Do unto others as you would have them do unto you.” **TEKS 1.6.E**

**Writing**

Students will sequence the events of a folktale.

✦ **TEKS 1.7.D**

## FORMATIVE ASSESSMENT

**Activity Page 7.2**

**Circle It** Students will choose the image that shows what Medio Pollito becomes at the end of the story.

✦ **TEKS 1.8.B**

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 7A-1, 7A-2
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-2–7A-9
“The Little Half-Chick (Medio Pollito)”			
Comprehension Questions			
Word Work: <i>Waste</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Sayings and Phrases: “Do Unto Others as You Would Have Them Do Unto You”	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 7.1, 7.2 <input type="checkbox"/> scissors and glue/tape <input type="checkbox"/> Personification Chart (Digital Components)
Sequencing Events			
Personification Chart			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 7.3

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## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map in order to identify Spain.

### Application

- Prepare and display the Personification Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this domain.

### Note to Teacher

- This second part of the domain will focus on stories. This story, “The Little Half-Chick (Medio Pollito),” is a *pourquoi* story. *Pourquoi* is the French word for *why*. A *pourquoi* story tells why something is the way it is.
- During the first part of this domain, the class completed a story map for each story. In this second part of the domain, students are encouraged to complete the story maps on their own if they are able.



## CORE VOCABULARY

**abandoned, v.** left behind

Example: I abandoned the mirror on my wall when we moved.

Variation(s): abandon, abandons, abandoning

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

Example: Our entire brood will be in town for Thanksgiving.

Variation(s): none

**stream, n.** a small body of running water; a brook

Example: Raina found several small fish in the stream near her house.

Variation(s): streams

**stubborn, adj.** refusing to change your mind

Example: Even though there are a lot of other options, my little sister is stubborn and only eats peanut butter and jelly.

Variation(s): none

**waste, v.** to use up something carelessly or foolishly

Example: Ying made sure that the paint jars were closed tightly so they wouldn't spill and waste her paint.

Variation(s): wastes, wasted, wasting

### Vocabulary Chart for "The Little Half-Chick (Medio Pollito)"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		abandoned ( <i>abandonado/a</i> ) stubborn waste	
Multiple Meaning	brood		stream
Sayings and Phrases	made up his mind		

## Lesson 7: The Little Half-Chick (Medio Pollito)

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of stories, including characters, plot, and setting.

**TEKS 1.6.E; TEKS 1.9.A**

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)

- Remind students that they have heard several fables. Ask students to recall the characteristics of fables. (*short, fiction, have a moral, often use personification*)
- Tell students that today they will hear a longer story called “The Little Half-Chick (Medio Pollito),” and it is a Spanish folktale.
- Explain that a folktale is a story that someone made up a long time ago and has been told again and again. It was first told to family members or friends and later written down for many people to enjoy. Have students say the word *folktale*.
- Tell students a folktale is fiction because it is made up from one’s imagination and is not real.

## Support

You may wish to point out Spain on a world map.



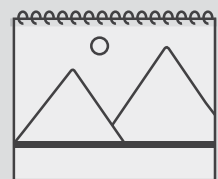
### Check for Understanding

**Thumbs-Up/Thumbs-Down:** If a story is fiction, is it true?  
(*thumbs down/no*)

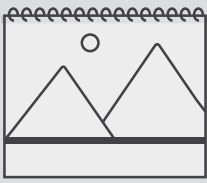
### Show Image 7A-1: Weather vane

- Ask students if they know what is in this picture.
- Tell students that this is an instrument called a weather vane and that you often see these on the top of buildings, particularly on farms. Ask students if they have ever seen a weather vane and if they know why we might use a weather vane.

## Flip Book 7A-1



**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance;  
**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.



## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think that is his name because . . .”)

#### Intermediate

Provide students with sentence frames using an extended set of learned phrases (e.g., “I think this character is called Medio Pollito because . . .”)

#### Advanced/Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G**

- Tell students that weather vanes help tell us which way the wind is blowing.

### Show Image 7A-2: Hen with brood of baby chicks

- Ask students what they see. Point to the chick in the center, and explain that this is a little chick or baby chicken named Medio Pollito [ /m//e//d//\* / ee//\*/ə/ ] [ /p//oe//\*/y//ae//\*/t//oe/ ]. Ask them to repeat the name after you.
- Explain that *medio pollito* is Spanish for *little half-chick* and that this folktale may have first been told in the country of Spain.
- Have students turn to a partner and discuss how a little half-chick might look different from a little chick. Encourage students to think about the body parts of a chick and how a half-chick might look different. Invite students to share their ideas with the class.
- Remind students that Medio Pollito means *little half-chick*. Ask students to talk to their partner about how Medio Pollito may have gotten his name. Have students share their ideas with the class.

## Lesson 7: The Little Half-Chick (Medio Pollito)

# Read-Aloud



**Speaking and Listening:** Students will listen to third-person texts.

✦ **TEKS 1.10.E**

**Reading:** Students will identify the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

**Language:** Students will demonstrate an understanding of the word *waste*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to hear a story of how the weather vane came to be.

### “THE LITTLE HALF-CHICK (MEDIO POLLITO)” (15 MIN.)

**TEKS 1.10.E**



#### Show Image 7A-2: Hen with brood of baby chicks

Once there was a hen who had a large **brood** or **family** of little chicks. They were all fine, plump little birds, except the youngest. He was quite unlike his brothers and sisters. He looked as if he had been cut right in half. All of his brothers and sisters had two wings and two legs and two

eyes, but he had only one wing, one leg, and one eye. And he had only half a head and half a beak. His mother shook her head sadly as she looked at him. “Poor thing!” she said. “He is only a half-chick.”

The mother hen called her youngest chick Medio Pollito [m// e//d// \* / ee// \* / ə /] [p// oe// \* / y// ae// \* / t// oe//], which is Spanish for “half-chick.” **So why is he called, “Medio Pollito” or “Little Half-Chick”?** She thought that he would never be able to take care of himself. She decided that she would have to keep him at home and look after him.

But Medio Pollito had a different idea. Medio Pollito turned out to be a very **stubborn** *Stubborn means that he would not change how he did things.* and

### Support

As it is used here, the word *brood* means a family. *Brood* can also mean to think or worry a lot about something. Point out the brood of chicks in the illustration to reinforce the meaning of this word in the context of the story.

✦ **TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

independent little chick. Even though his brothers and sisters did just what they were told to do, Medio Pollito did not. When his mother called for him to come back to the chicken house, he hid in the cornfield. Sometimes he pretended that he could not hear her (because, of course, he had only one ear). The older he became, the more willful he became. He would not listen to his mother and he was often rude to his brothers and sisters, even though they were always extra nice to him. *So, is he a very kind, or nice, chick?*



### Show Image 7A-3: Medio Pollito leaves for Madrid

One day Medio Pollito strutted up to his mother and made an announcement: "I am tired of life in this dull barnyard. I am going to Madrid to dine *or have dinner* with the king." *Madrid is a city in Spain. Do you think this is a good idea?*

"Madrid!" exclaimed his mother. "Why, that is a long journey, even for a grown-up. You aren't old enough to go to Madrid yet. Wait a bit. When you are a little older, we will go to the city together."

But Medio Pollito had made up his mind. He would not listen to his mother, or to his brothers and sisters, all of whom pleaded with him to stay. "I am going to Madrid to dine with the king," he declared. "And when I get there I will make my fortune and live in a big house. Perhaps I will even invite the rest of you to pay me a short visit sometime."

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

His mother ran after him and called out, "Be sure to be kind to everyone you meet!" But Medio Pollito did not listen. He was in a hurry and, as usual, was thinking only of himself.



### Show Image 7A-4: Medio Pollito at the stream

Medio Pollito hopped on until he came to a little **stream** of water that was almost choked with weeds. *A stream is a small body of running water. When a stream is full of weeds, it is very hard for the water to move.* "Oh, Medio Pollito," the stream called out, "please help me by pulling some of these weeds so I can flow freely!" *Do*

*you think Medio Pollito will help the stream? Why or why not?*

### Support

Here, the *rest of you* refers to the others. *Rest* can also mean to stop doing work or an activity.

### Support

Here, *stream* refers to a small body of water. *Stream* can also mean a continuous flow of something (e.g., a stream of ants marching across the lawn). Point out the stream in the illustration to reinforce the meaning of this word in the context of the story.

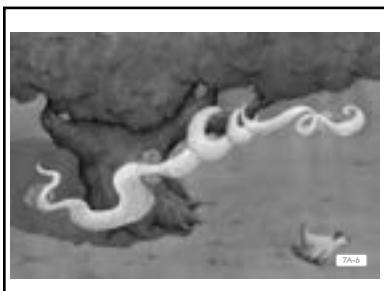
“Help you?” exclaimed Medio Pollito, tossing his head and shaking the few feathers in his tail. “Do you think I have time to **waste** to do that sort of thing? *Waste means to use up something carelessly and foolishly. Medio Pollito does not want to waste, or use up, his time helping the stream.* Help yourself, and don’t bother busy travelers like me. I am off to Madrid to dine with the king.” And away he hopped. *So does Medio Pollito help the stream? (no) Why not?*



### Show Image 7A-5: Medio Pollito at the fire

A little later, Medio Pollito came to an **abandoned** fire that some campers left burning in the woods. *Abandoned means left behind.* “Oh, Medio Pollito,” the fire said, “please toss some sticks on me so I won’t burn out!” *Who does Medio Pollito meet after the water? What does the fire ask Medio Pollito to do?*

“Poo!” said Medio Pollito. “Do you think I have time to waste to do that sort of thing? I am off to Madrid to dine with the king.” And away he hopped. *Does he help the fire? Why not? [Encourage students to use the word waste in their answers.]*



### Show Image 7A-6: Medio Pollito at the tree blowing in the wind

The next morning, as he was nearing Madrid, Medio Pollito came upon a large chestnut tree in which the wind had gotten tangled up. “Oh, Medio Pollito,” said the wind, “won’t you climb up here and help me get myself untangled?” *Who does he meet after the water and the fire? (wind) Do you think he will help the wind? Why or why not?*

“It’s your own fault for going so high up there,” said Medio Pollito. “And besides, I don’t have time to waste to do that sort of thing. I am off to Madrid to dine with the king.” And away he hopped.

When he entered the city, Medio Pollito saw the beautiful royal palace. He was so excited to meet the king, he hopped right into the courtyard without hesitation. The king’s cook spotted him and yelled, “You will make a nice addition to the king’s dinner.” *Is the cook inviting him to dine, or have dinner, with the king?* The cook scooped up Medio Pollito in his hand. He took him

back to the kitchen, and tossed him into a pot of water! *What do you think the cook is making?* Then he set the pot on the stove.



### Show Image 7A-7: Medio Pollito in the kitchen

Medio Pollito was getting very wet. "Oh, water!" he cried, "don't soak me like this!" But the water replied, "You would not help me when I was a little stream choking with weeds, so why should I help you now?" *Who does Medio Pollito ask for help? Does the water help? Why not?*

*[Remind students that he met the water at the stream previously.]*

Then the fire on the stove began to heat the water. Medio Pollito felt very hot. "Oh, fire!" he cried, "don't cook me like this!" But the fire replied, "You would not help me when I was about to burn out, so why should I help you now?" *Who does Medio Pollito ask for help next? Does the fire help? Why not?*

*[Remind students that he met the fire in the woods previously.]*

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

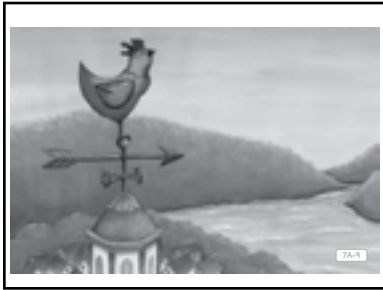
"What's this?" said the cook. "I have overcooked the chicken. He is all blackened and burnt to a crisp. I can't serve this to the king!"



### Show Image 7A-8: The cook tossing Medio Pollito out the window

The cook grabbed Medio Pollito and threw him out the kitchen window. With a gust, the wind caught him and carried him away so fast he could hardly breathe. *Does Medio Pollito have dinner with the king?*

"Oh, wind," Medio Pollito cried, "don't push me around like this. Please, set me down!" But the wind replied, "You would not help me when I was caught in the tree, so why should I help you now?" *Who does Medio Pollito ask for help? Does the wind help? Why not?* And with that the wind lifted Medio Pollito up in the air to the top of a building and left him stuck atop the cupola. *A cupola is a small domed structure on the highest point of a building.*



### Show Image 7A-9: Weather vane over Madrid

And that is where you can find Medio Pollito, to this very day. If you go to Madrid and look for the tallest church in town, you will see a black weather vane in the shape of half a chicken, turning in the wind. That is Medio Pollito, the chick who would not help others. Now he stays there and helps everyone by showing them

which way the wind is blowing—forever. [Point to Medio Pollito in the picture. Remind students that this is called a weather vane.]



### Check for Understanding

**Hold Up Fingers:** Hold up the number of fingers for the number of things Medio Pollito meets and won't help on his way to Madrid. (3)

## COMPREHENSION QUESTIONS (10 MIN.)

If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** Who are the characters in this story? (*Medio Pollito, his mother, his brothers and sisters, water, fire, wind, cook*)
2. **Literal.** Who is telling this story? (*a narrator who is not a character in the story*)
3. **Literal.** Where does the story take place? (*Spain*)
4. **Literal.** What three things does Medio Pollito meet on his way to Madrid? (*a stream or water, a fire, and the wind*) What do they ask Medio Pollito to do? (*help them*) Does Medio Pollito help them? (*no*) Why not? (*He is in too much of a hurry and doesn't want to waste his time.*)
  - **Literal.** Who does Medio Pollito ask for help? (*the water, the fire, and the wind*) Do any of them help him? (*no*) Why not? (*Medio Pollito didn't help them, so they don't help him.*)

### Support

Point out the weather vane and cupola in the illustration.

### Challenge

Students may use Activity Page 1.1 to fill in a Story Map independently.

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.





## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Give students the sentence frame for offering their opinion: "That wastes \_\_\_\_." Help students complete the sentence frame.

#### Intermediate

Encourage students to respond to the opinion of their peers by using phrases (e.g., I agree/I disagree; I also think that ...).

#### Advanced/Advanced High

Challenge students to respond to the opinion of their peers before they offer their own opinion.

**ELPS 3.G**

- **Literal.** What happens to Medio Pollito at the end of the story? (*He lands on top of the cupola, where he stays forever.*)

5. **Evaluative.** *Think-Pair-Share:* The things Medio Pollito won't help along his way also won't help him at the end of the story. What lesson does this folktale teach? (*You should help others because one day you may need their help.*)

### WORD WORK: WASTE (5 MIN.)

1. In the Read-Aloud you heard Medio Pollito say, "Do you think I have time to waste [to help you]?"
2. Say the word *waste* with me.
3. If you waste something, you use it up carelessly and foolishly.
4. If we don't want to waste water, we turn off the faucet.
5. Can you think of things that you might waste, or things that you are careful not to waste? Try to use the word *waste* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I try not to waste paper by . . ."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I will describe an activity. If you think the activity wastes something, you will say, "That wastes \_\_\_\_." If you think it does not waste anything, you will say, "That doesn't waste anything."

[Explain that people often have different opinions about what wastes something, but they should be able to give reasons for their opinions.]  
(*Answers may vary for all.*)

- putting twenty drops of glue on a piece of paper to make it stick
- taking more food than you could possibly eat from the buffet
- riding your bike to school
- watching TV all day
- using a piece of recycled paper

Lesson 7: The Little Half-Chick (Medio Pollito)

# Application



**Language:** Students will demonstrate an understanding of the phrase “Do unto others as you would have them do unto you.”

**TEKS 1.6.E**

**Writing:** Students will sequence the events of a folktale.

**TEKS 1.7.D**

## SAYINGS AND PHRASES (5 MIN.)

### Do Unto Others as You Would Have Them Do Unto You

- Remind students of the lesson from the story: you should help others because one day you may need their help.



### Check for Understanding

**One-Word Answer:** What is another word for the lesson taught by a story? (*moral*)

- Tell students that there is a well-known saying that sums up this moral, or lesson: “Do unto others as you would have them do unto you.” Have students repeat these words.
- Ask students if they have heard this saying before. Tell students that Medio Pollito should have helped the stream, the fire, and the wind; if he had, perhaps the outcome of his situation might have been different.
- Ask students if they can share other applications of this saying.
- Try to find opportunities to use this saying in various situations in the classroom.

## SEQUENCING EVENTS (10 MIN.)

- Have students turn to Activity Page 7.1 in their activity books.

**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Activity Page 7.1



## Challenge

If students are able, have them write a short sentence about what is happening in one or all of the illustrations.

ENGLISH  
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## Speaking and Listening

### Reading/Viewing Closely

#### Beginning

Provide students with a word bank for describing similarities and differences, e.g., *broods*, *talking*, etc.

#### Intermediate

Provide students with a specific sentence frame, e.g., "The chickens live in a \_\_\_\_ just like they do in real life."

#### Advanced/Advanced High

Encourage students to use key words from the story in complete sentences.

ELPS 3.F; ELPS 4.C;

ELPS 4.F

## Activity Page 7.3



- Explain to students that this activity page has images of events from the plot of "The Little Half-Chick (Medio Pollito)." Remind students that the plot is the events that happen in a story.
- Have students cut out the four pictures.
- Then, have students glue or tape the pictures on paper in the correct order so they follow the plot, or sequence of events, of the story.

## PERSONIFICATION CHART (5 MIN.)

- Refer to the Personification Chart and remind students that personification is when, in a story, animals behave like people.
- Ask students what things the animal characters in "The Little Half-Chick (Medio Pollito)" did that they could do in real life. (*live in broods*)
- Ask students what things the animal characters did that were things a person might do but that they could do not in real life? (*talk*)
- Add this information to the Personification Chart.



### Activity Page 7.2

- Have students turn to Activity Page 7.2.
- Ask students to choose the image that shows what Medio Pollito became at the end of the story.

End Lesson

## Lesson 7: The Little Half-Chick (Medio Pollito)

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 7.3.

## FABLES AND STORIES

# The Crowded, Noisy House

## PRIMARY FOCUS OF LESSON

### Reading

Students will demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales.

✦ **TEKS 1.6.E; TEKS 1.9.A**

Students will identify the moral in a folktale.

✦ **TEKS 1.6.C; TEKS 1.6.G; TEKS 1.8.A**

### Language

Students will demonstrate an understanding of the Tier 2 word *advice*.

✦ **TEKS 1.3.B**

### Writing

Students will use a graphic organizer to identify story elements.

✦ **TEKS 1.8.C; TEKS 1.9.A; TEKS 1.12.A**

## FORMATIVE ASSESSMENT

### Exit Pass

**Index Card Response** Students draw a picture that shows the moral, or lesson, of the story.

✦ **TEKS 1.8.A**

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Lesson 7 Flip Book images (optional)
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-6
“The Crowded, Noisy House”			
Comprehension Questions			
Word Work: <i>Advice</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Story Map	Small Group	20 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> index cards and writing tools

## ADVANCE PREPARATION

### Application

- Students will work in groups to complete the Story Map. You may prepare several small groups in advance.
- Prepare and display a completed Story Map for this fable. Alternatively, you may access a digital version in the digital components for this unit.

### Universal Access

- Create picture cards or name cards for each character for students to hold or tape to themselves as they participate in the Read-Aloud.

## CORE VOCABULARY

**advice, n.** guidance; an idea or suggestion that can help you decide what to do

Example: Kate’s teacher always gave great advice about good books to read.

Variation(s): none

**pondered, v.** thought about; reflected on

Example: I pondered my choices before placing my ice cream order.

Variation(s): ponder, ponders, pondering

**stunned, adj.** shocked

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

Variation(s): none

**Vocabulary Chart for “The Crowded, Noisy House”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		pondered stunned advice	
Multiple Meaning			
Sayings and Phrases	mother-in-law Oy vey!		

## Lesson 8: The Crowded, Noisy House

Introducing the  
Read-Aloud

**Reading:** Students will demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales.

✦ **TEKS 1.6.E; TEKS 1.9.A**

✦ **WHAT HAVE WE ALREADY LEARNED? (5 MIN.)** **TEKS 1.9.A**

- Remind students that they heard the folktale, “The Little Half-Chick (Medio Pollito).”
- Briefly review this folktale by asking the following questions:
  - What is a folktale? (*a story that someone made up a long time ago and has been told again and again*)
  - Is a folktale fiction? (*yes*)
  - Do you remember the name of the main character in the folktale we heard yesterday? (*Medio Pollito*)
  - Medio Pollito learned an important lesson about doing unto others as you would have them do unto you. What happened to Medio Pollito? (*Medio Pollito should have been kind and helped the water, the fire, and the wind because they didn’t help him when he needed it.*)

**ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)**

- Tell students that in the folktale they will hear today, one of the characters is a rabbi. Ask them to repeat the word *rabbi*.
- Ask students if they know what a rabbi is. Explain that a rabbi is a person who is trained to be a teacher or advisor in the Jewish religion.
- Tell students that Yiddish was the language used long ago by Jewish people, and many Yiddish phrases are still common today. Tell students there are two Yiddish phrases in today’s story:
  - *kvetches*—a Yiddish word that means complains or whines
  - *oy vey!*—a Yiddish term of dismay, such as “woe is me”; it translates loosely to “how terrible!”

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance;  
**TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## Support

Show students the Flip Book images from Lesson 7 to help them recall relevant information.

**ENGLISH  
LANGUAGE  
LEARNERS**



## Reading

## Reading/Viewing Closely

## Beginning

Prompt and support students to recall words and phrases that relate to the given story.

## Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given story.

## Advanced/Advanced High

Provide minimal support in eliciting key details relating to a given story.

**ELPS 4.F**

## Lesson 8: The Crowded, Noisy House

# Read-Aloud



**Reading:** Students will identify the moral in a folktale.

✦ **TEKS 1.6.C; TEKS 1.6.G; TEKS 1.8.A**

**Language:** Students will demonstrate an understanding of the Tier 2 word *advice*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the rabbi teaches a poor Jewish man.

### “THE CROWDED, NOISY HOUSE” (15 MIN.)



#### Show Image 8A-1: Jewish man and rabbi talking

Once there was a poor Jewish man. *Poor means the man does not have much money. He also doesn't have much good luck.* The poor Jewish man went to speak with his rabbi. *[Point to the rabbi.] A rabbi is a leader or teacher in the Jewish religion.*

“Rabbi,” the man said, “you must help me. My life is terrible. I live with my wife, our five children, and my mother-in-law. There is only one room for the eight of us. The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything. *Do you remember what kvetches means? Kvetches is a Yiddish term for complains or whines.* It is crowded and noisy and horrible, I tell you. Honestly, Rabbi, I don't think it could be any worse!”

The rabbi rubbed his chin as he **pondered** *or thought about* the man's situation.

“My son,” he said, “If you will promise to do as I tell you, your life will get better. Will you promise?”

✦ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance.

### Support

Assign roles in the story to students and at the appropriate times in the story, have these students make the noises their character would. Have students hold or tape to themselves the picture cards or name cards you prepared in advance.



“Yes, yes!” said the man. “I promise.” *What advice or ideas do you think the rabbi will give the man?*

“Tell me,” said the rabbi, “do you own any animals?”

“Yes,” said the man, “I have a goat—”

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



### Show Image 8A-2: Taking the goat in the house

The man was **stunned**. *or shocked* Take the goat into the house? The rabbi’s **advice** sounded like a crazy idea. *Advice is an idea or suggestion. What advice does the rabbi give? Do you think this is good advice? Why or why not?* But everyone knew the rabbi was a wise

man, and so the poor man agreed to do what he said. He went home and led the goat into his house. *[Point to the goat.] What do you think will happen with a goat in the house?*

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

“Oy vey!” he said. “I did as you said. I brought my goat into the house, but things are worse than before.”



### Show Image 8A-3: Goat on the table

“The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything. *What does kvetches mean?* The goat, she butts us with her head and knocks the dishes off the shelves. Help me, Rabbi. I don’t think it could be any worse!”

The rabbi sat quietly for a moment. Then he asked the man, “Do you have any other animals?”

“Yes,” said the man. “I have a cow—” *What advice do you think the rabbi will give him this time?*

### Support

Do you remember what the phrase *oy vey* means? *Oy vey* is a Yiddish term of dismay, like “how terrible!”

### Support

Ask students to explain what each character in image 8A-3 is doing. Have various students make the noise of given characters at the same time to demonstrate how noisy the house is.

“Good!” said the rabbi. “Go home and take the cow into your house. Let it eat and sleep with you for a few days.” *Do you think this is good advice? Why or why not? Will the man follow the rabbi’s advice?*

Again, the man did as he was told. He went home and led the cow into his house.

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



### Show Image 8A-4: Cow in the living room

*[Point out the cow.]*

“Oy vey!” he moaned. “I did as you said. I brought the cow into the house, and things are even worse than before. *Why does the man keep following the rabbi’s advice?* The children, they cry and fight. My wife, she screams a lot.

My mother-in-law, she kvetches about everything. The goat, she butts us with her head and knocks the dishes off the shelves. The cow, she eats our clothing. The house is like a barn! We can’t sleep for all of the bleating and mooing! Help me, Rabbi. I don’t think it could be any worse!”

### Support

Ask students to explain what each character in image 8A-4 is doing. Have various students make the noise of given characters at the same time to demonstrate how noisy the house is.

### Support

Explain that bleating and mooing are sounds goats and cows, respectively, make.



### Check for Understanding

**Recall:** Why does the man think things couldn’t be any worse? Think about the title for this story. (*He has a crowded, noisy house.*)

The rabbi was silent for a long time. *What advice will the rabbi give this time?* Then he asked, “Do you have any other animals?”

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

“Perfect!” said the rabbi. “Go home and take the goose into your house. Let it eat and sleep with you.” *Do you think the rabbi is wise, or smart? Why do you think the rabbi is telling him to do all these things?*

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

## Support

Ask students to explain what each character in image 8A-5 is doing. Have various students make the noise of given characters at the same time to demonstrate how noisy the house is.



**Show Image 8A-5: Goose on the carpet** [*Point to the goose on the carpet.*]

“Oy vey!” he groaned. “Things are worse than ever! The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything. The goat, she butts us with her head and knocks the dishes off the shelves. The cow, she eats our clothing. The goose, he honks and poops on the floor. I tell you, Rabbi, it is wrong for a man to eat and sleep with animals. I don’t think it could be any worse!”

“My son,” said the rabbi in a gentle voice, “You are right. Go home and take the animals out of your house. You will find the answer.” *What advice does the rabbi give this time? Is this different than his usual advice?*



**Show Image 8A-6: Quiet, empty house** *Is this the same house from the beginning of the story? How do you think the story will end?*

The next day the man came running to the rabbi. *What do you think the poor man will say to the rabbi?*

“Rabbi!” he cried, his face beaming. “You have made life sweet for me. Now that all the animals are outside, the house is so quiet, so roomy, and so clean! How wonderful!” *How does everything look now? Does it seem bigger to you now that the animals are out?*

## COMPREHENSION QUESTIONS (10 MIN.)

If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** Who does the poor man go to for advice to help with his problem? (*the rabbi*) What advice does the rabbi give the man? (*to bring his animals into the house to live*)
  - **Literal.** Does this solve the problem? (*no*) Why not? (*It gets even noisier and more crowded.*)

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

- **Literal.** What new advice does the rabbi give at the end? (*to take the animals out of the house*)
  - **Inferential.** At the beginning of the story, the man thinks it is too crowded and noisy with just his family. Why does he now think it's roomy and nice and quiet? (*It seems very quiet and peaceful now without the animals.*)
2. **Evaluative.** What lesson do you think this story teaches? (*Don't get upset when things are going badly, because it could always be worse.*)
  3. **Evaluative.** This folktale is sometimes titled "It Could Always Be Worse." Why do you think it would be called that? (*Even when you think things are bad, it could be worse.*) Do you think that is a good title for this folktale?

### WORD WORK: ADVICE (5 MIN.)

1. In the Read-Aloud you heard, "The rabbi's advice sounded like a crazy idea."
2. Say the word *advice* with me.
3. When someone gives advice, she or he is giving ideas or suggestions to help you decide what to do.
4. My dentist gave me good advice about taking care of my teeth.
5. Who do you go to for advice? Tell about a time when someone has given you advice. Try to use the word *advice* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "\_\_\_\_\_ gave me good advice about \_\_\_\_\_.")
6. What's the word we've been talking about?

**Use a Sharing activity for follow-up.** I will describe a situation. For each situation, you will decide what advice you would give the person. Be sure to use the word *advice* in your response. You might start by saying, "My advice is . . ." (*Answers may vary for all.*)

- a friend has a cold
- a friend lost her lunch box
- a classmate is having trouble with his or her schoolwork
- a friend is sad because he is moving away
- a classmate is not sharing



ENGLISH  
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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe as simple yes/no questions (e.g., "If your friend had a cold, might your advice be to get extra rest?")

#### Intermediate

Provide students with a specific sentence frame (e.g., "My advice is . . .")

#### Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "If my friend had a cold, my advice would be to stay home from school, go to the doctor, and get medicine.")

**ELPS 3.G**



ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., "Is the house a character in 'The Crowded, Noisy House'?")

Intermediate

Provide students with a specific sentence frame (e.g., "One of the characters in 'The Crowded, Noisy House' is . . .")

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "The characters in 'The Crowded, Noisy House' are the poor man, the rabbi, and the man's wife, five children, and mother-in-law. The main character is the poor man.")

ELPS 3.G

Lesson 8: The Crowded, Noisy House

Application



Writing: Students will use a graphic organizer to identify story elements.

TEKS 1.8.C; TEKS 1.9.A; TEKS 1.12.A

STORY MAP (20 MIN.) TEKS 1.9.A

- Have students turn to Activity Page 8.1 in their activity books.
- Explain to students that working in groups, they will complete a story map for the folktale they heard today, "The Crowded, Noisy House."
- Group students as you prepared in advance. As students work, circulate and check in to ensure they are able to fill in the chart appropriately.
- After groups complete their charts, refer to the Story Map for "The Crowded, Noisy House" you prepared in advance to check student responses.
- Ask students to repeat the moral, or lesson, of the story: Don't get upset when things are going badly, because it could always be worse.
- Have students write a sentence about one of the important characteristics in this story: characters, setting, plot, or lesson.



Exit Pass

- Hand out index cards to each student, and have them write their name at the top.
- Have students draw a picture that shows the moral, or lesson, of the story.

End Lesson

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; TEKS 1.12.A Dictate or compose literary texts, including personal narratives and poetry.

## FABLES AND STORIES

# The Tale of Peter Rabbit

## PRIMARY FOCUS OF LESSON

### Reading

Students will review the morals of two different folktales.

✦ **TEKS 1.1.A**

Students will explain the moral of a folktale.

✦ **TEKS 1.6.G; TEKS 1.8.A**

### Language

Students will demonstrate an understanding of the Tier 2 word *mischief*.

✦ **TEKS 1.3.B**

### Writing

With assistance, students will use a graphic organizer to retell a folktale using sequence words.

✦ **TEKS 1.3.D; TEKS 1.7.D; TEKS 1.11.A; TEKS 1.11.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Somebody Wanted But So Then** Students will use a graphic organizer to retell a folktale using sequence words.

✦ **TEKS 1.3.D; TEKS 1.7.D; TEKS 1.11.A; TEKS 1.11.B.i**

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 9A-1 <input type="checkbox"/> images of rabbit habitats (optional)
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-13 <input type="checkbox"/> images of vegetables (optional)
“The Tale of Peter Rabbit”			
Comprehension Questions			
Word Work: <i>Mischief</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Retell “The Tale of Peter Rabbit”	Independent/ Whole Group	20 min.	<input type="checkbox"/> Somebody Wanted But So Then chart (Digital Components) <input type="checkbox"/> The Writing Process poster (Digital Components) <input type="checkbox"/> board/chart paper and writing tools <input type="checkbox"/> Activity Page 9.1

## ADVANCE PREPARATION

### Application

- Prepare and display the following Somebody Wanted But So Then chart. Alternatively, you may access a digital version in the digital components for this domain.
- Display The Writing Process poster. Alternatively, you may access a digital version in the digital components for this domain.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

### Note to Teacher

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

### Universal Access

- Gather images of the things and concepts you will discuss in the Introducing the Read-Aloud section (e.g., herbivore, rabbit nest, thicket/bush).
- Gather images of the vegetables in Mr. McGregor's garden to supplement the images in the Read-Aloud.



## CORE VOCABULARY

**exert, v.** to make a strong effort

Example: The runner thought, “If I exert myself, I can make it to the finish line.”

Variation(s): exerts, exerted, exerting

**mischief, n.** behavior that causes trouble

Example: Mrs. Rabbit told her little rabbits not to get into mischief while she was away.

Variation(s): none

**naughty, adj.** bad; mischievous

Example: Jaylen did a naughty thing and put worms in his sister’s shoes.

Variation(s): naughtier, naughtiest

**sobs, n.** sounds made when someone cries very hard

Example: I could hear the sobs of the little boy who was looking for his lost dog.

Variation(s): sob

**thief, n.** someone who steals

Example: The police officers caught the jewelry thief.

Variation(s): thieves

**Vocabulary Chart for “The Tale of Peter Rabbit”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		exert ( <i>ejercer</i> ) mischief naughty sobs thief	
Multiple Meaning			
Sayings and Phrases			

## Lesson 9: The Tale of Peter Rabbit

# Introducing the Read-Aloud



ENGLISH  
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## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Ask students simple yes/no questions (e.g., “Is the moral of ‘The Little Half-Chick’ to remember that things could always be worse?”)

#### Intermediate

Provide students with a specific sentence frame (e.g., “The moral of ‘The Little Half-Chick (Medio Pollito)’/‘The Crowded, Noisy House’ is . . .”)

#### Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The moral of ‘The Crowded, Noisy House’ is to remember that things could always be worse.”)

#### ELPS 2.C

### Support

Show images of the things and concepts you are discussing (e.g., herbivore, rabbit nest, thicket/bush.)

**Reading:** Students will review the morals of two different folktales.

#### ✦ TEKS 1.1.A

### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard the folktales, “The Little Half-Chick (Medio Pollito)” and “The Crowded, Noisy House.”
- Ask students to recall the morals, or lessons, that they heard in each folktale. (*Medio Pollito should have been kind and helped the water, fire, and wind: “Do unto others as you would have them do unto you.” The poor man in “The Crowded, Noisy House” learned not to get so upset when things are going badly because it could always be worse.*)
- Ask students in what ways the lessons in the folktales are similar and different. (*Answers will vary.*)

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that today they are going to hear a well-known story, “The Tale of Peter Rabbit.” Tell students that the author and illustrator of the story is a woman named Beatrix Potter. Ask students if they have heard of Beatrix Potter or “The Tale of Peter Rabbit.”

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

- Ask students what they see in the illustration. Point to Peter Rabbit, and explain that he is the main character in the story.
- Ask students to share what they know about rabbits and the kinds of things they do.
- Explain to students that rabbits are small animals that are herbivores—they only eat plants. Rabbits sometimes build a nest on the ground hidden under a thicket or bush.
- Tell students the story they will hear about today is fiction—it is make-believe—but sometimes Peter Rabbit does things that a regular rabbit might do.

✦ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Lesson 9: The Tale of Peter Rabbit

# Read-Aloud



**Reading:** Students will explain the moral of a folktale.

✦ **TEKS 1.6.G; TEKS 1.8.A**

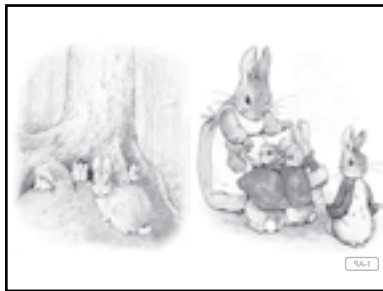
**Language:** Students will demonstrate an understanding of the word *mischief*.

✦ **TEKS 1.3.B**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the moral, or lesson, of this folktale is.

### “THE TALE OF PETER RABBIT” (15 MIN.)

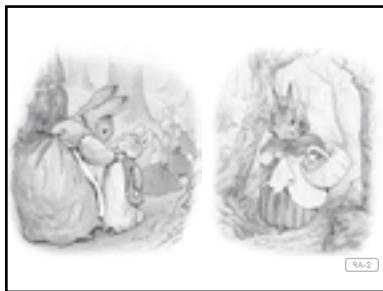


#### Show Image 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree. *Who are the members of the Rabbit family?*

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.



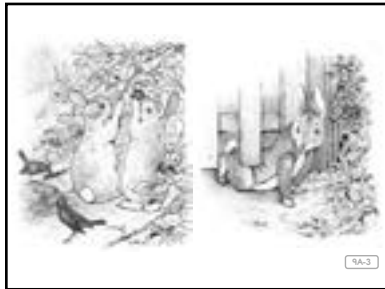
#### Show Image 9A-2: Mrs. Rabbit fastening Peter’s jacket/going out

Now run along, and don’t get into **mischief**. I am going out.” *What does Mrs. Rabbit tell her children not to do? What do you think mischief means? If you get into mischief, you do something that causes trouble.*

✦ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

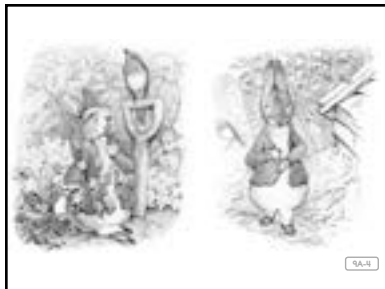
*Why do you think Mrs. Rabbit bought five currant buns at the baker's? (for the four little Rabbits and herself) [Have students name the members of the family again.]*



**Show Image 9A-3: Bunnies picking berries/  
Peter squeezing under the gate**

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. *Who is good and listens to their mother's directions?*

But Peter, who was very **naughty**, ran straight away to Mr. McGregor's garden, and squeezed under the gate! *Who is naughty, or makes a bad choice, and does not listen to Mrs. Rabbit's directions? What do you think will happen in Mr. McGregor's garden?*



**Show Image 9A-4: Peter snacking/Peter feeling full** [As you read the following, point to the vegetables mentioned and pictured.]

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. *Why is Peter feeling rather sick?*



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

But round the end of a cucumber frame, whom should he meet but Mr. McGregor! *What do you think is going to happen now that Mr. McGregor sees Peter?*

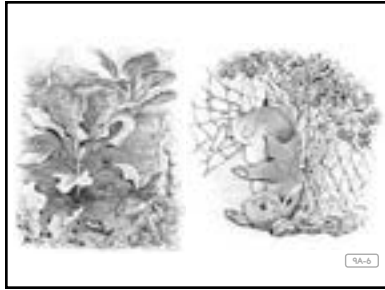
Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop, **thief!**" *Do you know what a thief is? A thief is someone who steals. Why does Mr. McGregor call Peter a thief? How do you think Peter feels?*

**Support**

Explain to students that currants are like raisins, so a currant bun would be similar to a bun with raisins.

**Support**

Show images of the vegetables in Mr. McGregor's garden.

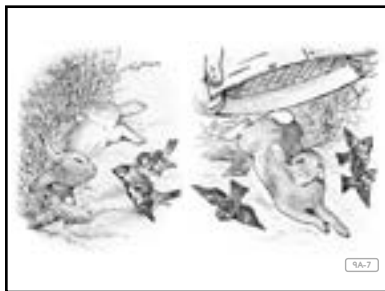


**Show Image 9A-6: Peter's shoe in the cabbages/Peter caught in the gooseberry net**

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. *What happens to Peter because he is so frightened or scared? (He rushes and loses his shoes.)*

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new. *Will Peter be able to get out of the net?*

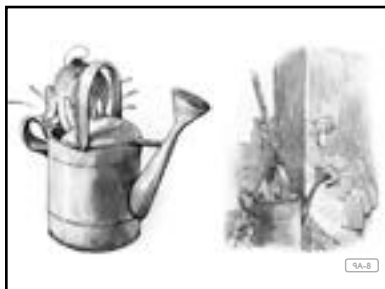


**Show Image 9A-7: Sparrows imploring Peter/Peter escaping the sieve**

Peter gave himself up for lost, and shed big tears; but his **sobs** were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to **exert** himself. *Sobs are the sounds sometimes made when crying. Who hears Peter's sobs and encourages him to exert himself,*

*or make a real effort, to wriggle out of the net?*

Mr. McGregor came up with a sieve, *[Point to the sieve as you read.]* which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. *Is he able to escape? What does Peter leave behind? (his jacket)*



**Show Image 9A-8: Peter jumping into the watering can/Mr. McGregor searching the shed**

And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—"Kertyschoo!" Mr. McGregor was after him in no time. *Where does Peter hide from Mr. McGregor? (in a can in the tool-shed)*  
*This works until Peter does what?*

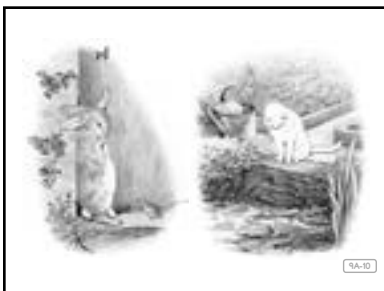


**Show Image 9A-9: Peter jumping out the window/Peter resting**

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. *That was a close call. Has Peter gotten away from Mr. McGregor?*

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going *lippity—lippity*—not very fast, and looking all round. *What will Peter do next?*



**Show Image 9A-10: Peter and the old mouse/Peter and the cat**

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry. *Why do you think Peter is crying if he has gotten away from Mr. McGregor? (Answers may vary, but may include that he wasn't sure how to get out of the garden.)*

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled

his water-cans. A white cat was staring at some gold-fish. She sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny. *Why doesn't Peter ask the cat for help? (The cat might try to harm Peter.)*



**Show Image 9A-11: Peter and Mr. McGregor/Peter escaping the garden**

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—*scr-r-ritch, scratch, scratch, scritch*. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate! *[Point to the gate.] Will Peter be able to get out of the gate without Mr. McGregor seeing him?*

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. *Let's give a cheer because Peter is outside of the garden and safe.*



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

Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds. *Whose jacket and shoes are those?*

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight! *Why is Peter so tired? If this is the second little jacket and pair of shoes that Peter has lost, do you think Peter has gotten into mischief before?*



**Show Image 9A-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail** [Point out Peter in the background.]

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter!

“One tablespoonful to be taken at bedtime.” *Why is Peter not feeling well? (Answers may vary, but may include that he ate too much or had a rough day.) Do you think his mother knows what happened? (Answers may vary.)*

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. *Why do Flopsy, Mopsy, and Cotton-tail get to have a nice dinner? Does this story teach a lesson? (Yes, listen to your parents.) Do you think Peter learned his lesson?*

### COMPREHENSION QUESTIONS (10 MIN.)

If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** What advice does Mrs. Rabbit give Flopsy, Mopsy, Cotton-tail, and Peter at the beginning of the story? (*Don't go into Mr. McGregor's garden; don't get into mischief.*)
  - **Literal.** Who follows Mrs. Rabbit's advice? (*Flopsy, Mopsy, and Cotton-tail*) Who is naughty and does not follow her advice? (*Peter*) What does he do? (*He goes to Mr. McGregor's garden.*)
  - **Evaluative.** Why do you think Peter chooses not to follow his mother's advice? (*He is curious, adventurous, naughty, etc.*)
  - **Evaluative.** How do you think Peter feels when he is finally home again? (*relieved, tired, etc.*)

### Challenge

Students may use Activity Page 1.1 to fill in a Story Map independently.

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.





## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think Mrs. Rabbit will/will not find out.”)

#### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think Mrs. Rabbit will/will not find out that Peter was in Mr. McGregor’s garden, because . . .”)

#### Advanced/Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G**



### Check for Understanding

**Think of a Word:** Think of what lesson this story teaches. [Pause.] Think of one word that describes the lesson. [Ask several students to share.] (*Answers may vary, but may include listen, parents, etc.*)

2. **Evaluative.** *Think-Pair-Share:* Do you think that Mrs. Rabbit will ever find out that Peter was in Mr. McGregor’s garden? (*Answers may vary.*)

### WORD WORK: MISCHIEF (5 MIN.)

1. In the Read-Aloud you heard Mrs. Rabbit say, “Now run along, and don’t get into mischief.”
2. Say the word *mischief* with me.
3. Mischief is behavior that causes trouble.
4. My younger sister is full of mischief; she is always thinking of ways to annoy me.
5. Are you full of mischief? Do you know of someone else who is full of mischief? Can you think of any other characters in stories who are full of mischief? What kinds of mischief do they get into? Try to use the word *mischief* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is full of mischief because . . .”]
6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I will describe a situation. If what I describe is an example of mischief, say, “That’s mischief.” If what I describe is not an example of mischief, say, “That’s not mischief.”

- The puppy nipped at his brother’s ear. (*That’s mischief.*)
- I shared my crayons with my partner during art. (*That’s not mischief.*)
- I try to always do what my parents ask me to do. (*That’s not mischief.*)
- The boy hid his dad’s shoes. (*That’s mischief.*)
- The boy cried “wolf” when there really wasn’t a wolf. (*That’s mischief.*)

## Lesson 9: The Tale of Peter Rabbit

# Application



**Writing:** With assistance, students will use a graphic organizer to retell a folktale using sequence words.

✦ **TEKS 1.3.D; TEKS 1.7.D; TEKS 1.11.A; TEKS 1.11.B.i**

✦ **RETELL “THE TALE OF PETER RABBIT” (20 MIN.)** **TEKS 1.3.D**

- Tell students that as a class you are going to retell in writing the tale you just read about Peter Rabbit.
- Referencing The Writing Process chart, tell students you will first use a Somebody Wanted But So Then chart to recall what happened in the story and plan their writing.
- Have students turn to Activity Page 9.1. Refer to the Somebody Wanted But So Then chart you prepared in advance.
- Lead students in identifying each of the following parts to complete the chart. When filling in the “Somebody” row of the chart, remind students that the “somebody” is a person in the story, or a character. In addition, remind students that the “So” and “Then” labels are temporal words that are indications of the plot, or sequence of events, of the story.

<b>Somebody</b>	Peter Rabbit
<b>Wanted</b>	to eat the fruits and vegetables in Mr. McGregor’s garden.
<b>But</b>	Mr. McGregor did not want him eating food from his garden
<b>So</b>	Peter ran away and Mr. McGregor chased him until Peter got lost.
<b>Then</b>	Peter finally found the way out and made it home, but he was sick from his adventure so he only got tea for dinner.

- Once the chart has been completed, guide the class in translating these ideas into sentences that tell a story with a clear beginning, middle, and end. Write these sentences on the board/chart paper. Reinforce that this is the draft, as indicated in The Writing Process chart. After the story has been written, read it aloud to the class.
- If time allows, you may have each student draw an illustration of the Peter Rabbit tale.

~ End Lesson ~

✦ **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.



**ENGLISH  
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### Reading

#### Reading/Viewing Closely

##### Beginning

Prompt and support students to recall words and phrases that relate to the sequence of events.

##### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the sequence of events.

##### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the sequence of events.

**ELPS 3.B; ELPS 4.G;**

**ELPS 5.G**

## 10

## FABLES AND STORIES

# All Stories Are Anansi's

## PRIMARY FOCUS OF LESSON

### Reading

Students will review the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

Students will identify the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

### Speaking and Listening

✦ Students will ask relevant questions to clarify information. **TEKS 1.1.A**

### Language

Students will demonstrate an understanding of the word *satisfied*.

✦ **TEKS 1.3.B**

### Reading

✦ Students will imagine and draw a character from a description. **TEKS 1.6.D**

Students will act out the main events of a folktale.

✦ **TEKS 1.7.D; TEKS 1.9.C**

## FORMATIVE ASSESSMENT

### Exit Pass

**Write About It** Students will draw a picture in response to a question about a story.

✦ **TEKS 1.6.D**

✦ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 10A-2
Essential Background Information or Terms			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-8 <input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> Personification Chart (Digital Components)
“All Stories Are Anansi’s”			
Comprehension Questions			
Word Work: <i>Satisfied</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
On Stage	Whole Group	20 min.	<input type="checkbox"/> picture/name cards (optional) <input type="checkbox"/> branch, net, and box

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display a world map to identify Africa and the country of Ghana.

### Application

- Be prepared for students to perform “All Stories Are Anansi’s.” You may designate students to be the various characters—Anansi, Nyame, Anansi’s wife, Onini, Osebo, Mmoboro. You may have other students portray other animals that get tricked to increase active participation.
- Identify locations in the classroom to serve as different settings for acting out the Read-Aloud.
- Gather the following props for acting out the Read-Aloud: a branch, a net, and a box.

### Universal Access

- Create picture cards or name cards for each character for students to hold or tape to themselves as they participate in the performance.

## CORE VOCABULARY

**acknowledge, v.** to give credit or admit

Example: Ben made sure to acknowledge that the bug collection he brought to show the class was his brother's.

Variation(s): acknowledges, acknowledged, acknowledging

**approached, v.** got closer to, in time or distance

Example: I got more excited as my birthday approached.

Variation(s): approach, approaches, approaching

**quarreling, v.** disagreeing; arguing

Example: The two boys were often quarreling because they didn't want to share.

Variation(s): quarrel, quarrels, quarreled

**satisfied, adj.** pleased or happy

Example: Deven's teacher was satisfied with the way he nicely cleaned up the play area.

**Vocabulary Chart for "All Stories Are Anansi's"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		acknowledge approached quarreling satisfied ( <i>satisfecho/a</i> )	
Multiple Meaning			
Sayings and Phrases	pass the time spun a web crafted a plan		

## Lesson 10: All Stories Are Anansi's

# Introducing the Read-Aloud



**Reading:** Students will review the characteristics of stories, including characters, plot, and setting.

**TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they heard “The Tale of Peter Rabbit.”
- Ask students to recount the plot of the story. Students should be able to recall the following:
  - Mrs. Rabbit tells Flopsy, Mopsy, Cotton-tail, and Peter not to go into Mr. McGregor’s garden while she is away and to stay out of mischief.
  - However, while his sisters pick berries, Peter is naughty and disobedient.
  - Peter’s sense of adventure leads him into Mr. McGregor’s garden, where he helps himself to some vegetables.
  - Peter is seen and chased by Mr. McGregor, and he barely escapes.
  - When he finally gets home, Peter is sick and tired, and has to go to bed, while his sisters, who were obedient, get to stay up for a nice supper.



### Check for Understanding

**Compare/Contrast:** How did Peter Rabbit’s behavior differ from that of his sisters?

- Ask students if they think Peter learned his lesson and if he will listen to his mother next time.
- Tell students that today’s folktale has a trickster in it, a character that tricks others.
- Ask students to listen to see how the trickster in this story tricks others.

**TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting;

## BACKGROUND INFORMATION AND ESSENTIAL TERMS (5 MIN.)

- Tell students that today's story is a folktale that was probably first told in Africa.
- Have a student locate the continent of Africa and the country of Ghana on a world map.
- Ask students what it means to say that this story is a folktale. (*Folktales are stories that were told long ago and have been told again and again.*)
- Tell students that many tales from the Ashanti people of Ghana, in Africa, begin with the same message: "We do not really mean that what we are going to say is true."
- Explain that this means the stories are fiction, because they are not really true.

### Show Image 10A-2: Nyame and Anansi

- Ask students what they see in the illustration. Tell students that like many folktales, the characters in this story are animals.
- Point to the spider, and explain that this is Anansi [/ $\text{ə}$ \*/n//o//n/\*s//ee/], the main character in the story. Have students share what they know about spiders.
- Tell students that the Ashanti people call their folktales "spider stories."
- Tell students that many African folktales feature the spider in this illustration, "Kwaku Anansi" [/ $\text{k}$ //w//aer/\*k//oo/] [/ $\text{ə}$ \*/n//o//n/\*s//ee/], as a main character. Anansi is a folk hero to the Ashanti. He is a lovable trickster, a mischief maker who triumphs over larger foes.
- A common theme, or big idea, of spider stories is that a small, defenseless creature, like a spider, outwits other characters to succeed against great odds.
- Point to the man in the picture and explain that he is called Nyame [/ $\text{n}$ //y// o//m/\*ee/], the sky god, and he is another character in the story.



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### Reading

#### Reading/Viewing Closely

#### Beginning

Prompt and support students to use words and phrases that relate to the given image.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given image.

#### Advanced/Advanced High

Provide minimal support in eliciting key details relating to the given image.

ELPS 4.F



## Lesson 10: All Stories Are Anansi's

# Read-Aloud



**Reading:** Students will identify the characteristics of stories, including characters, plot, and setting.

✦ **TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

**Speaking and Listening:** Students will ask relevant questions to clarify information. **TEKS 1.1.A**

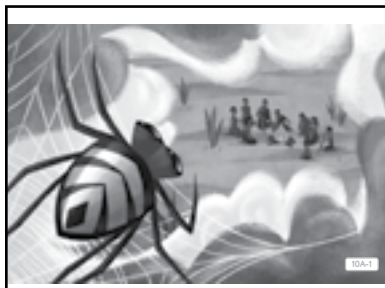
**Language:** Students will demonstrate an understanding of the word *satisfied*.  
✦ **TEKS 1.3.B**

**Reading:** Students will imagine and then draw a character from a description.  
✦ **TEKS 1.6.D**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out how Anansi came to be the keeper of the stories.

### “ALL STORIES ARE ANANSI’S” (15 MIN.)



#### Show Image 10A-1: Anansi overlooking the village

Long ago, there were no stories on Earth. It was believed that all stories belonged to the sky god, Nyame, who kept the stories in a box beneath his throne.

Because they had no stories to share, the people of the earth just sat around their campfires. One day, looking down from his web, Anansi the Spider could see that the people were restless and bored. Anansi decided he would bring them something that would make them happy and would help them pass the time. *[Point out the village in the picture.] What do you think is going to happen?*

✦ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance.

Anansi stretched his eight legs and wove a wonderful web that reached all the way to the sky. He climbed up the web until he arrived at the throne of the sky god Nyame, the keeper of all stories. *Where did Nyame keep the stories?*



### Show Image 10A-2: Nyame and Anansi

“Nyame,” he said, “wise one, great god of the sky, will you let me have the great box where you keep the stories? I would like to take the stories to the people who live on the earth.”

“I will give you the box of stories,” said Nyame, in a booming voice. “But the price is high. You must bring me three things: Onini

[/oe/\*n// ee/\*n//ee/], the great python or *big snake* who can swallow a goat; Osebo [/oe/\*s//ae/\*b//oe/], the mighty leopard, whose teeth are as sharp as spears; and Mmoboro [/m//oe/\*b//oe/\*r//oe/], the hornet whose sting burns like a needle of fire.”

“I will pay the price,” said Anansi.

Anansi swung back down to Earth on his web. He went to speak with his wife, Aso. Together, they crafted a plan to capture Onini, the great python who could swallow a goat. *How do you think a little spider will catch a giant python?*



### Show Image 10A-3: Anansi carries a branch in the forest

The next morning, Anansi sneakily walked into the forest, waving a big branch and talking to himself. *What does it mean to be sneaky?*

“She’s wrong,” he said, pretending to be very upset. “I know she is. He is much longer than this branch.”

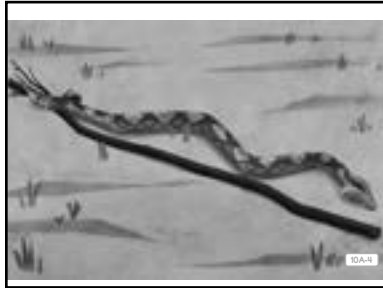
As Anansi **approached** or *walked up to* the watering hole, a large snake rose up. It was Onini, the great python who can swallow a goat.

“What are you muttering about, Anansi?” asked Onini. “You are disturbing my nap.”

“I have been **quarreling** or *disagreeing* with my wife,” said Anansi. “She says that you are shorter than this branch. But I say you are longer. She will not listen to me, and I do not see how I can prove that I am right.”

“That is easy,” said Onini. “Lay your branch on the ground and I will lie next to it. Then you shall see that I am longer.”

The great snake slithered over and lay next to Anansi’s branch.



**Show Image 10A-4: Snake tied to the branch**

It looks like you may be longer,” said Anansi, still questioning. “But I can’t tell for sure because you are not quite straightened out. Could I straighten you out a bit?” *What do you think will happen next?*

“Certainly,” said Onini.

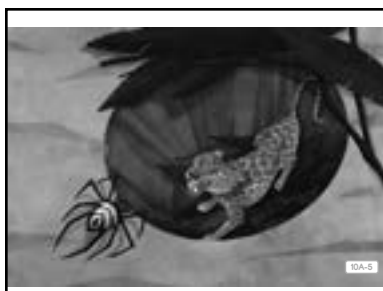
“Let me fasten your tail at this end,” said Anansi as he worked. “That way I can really straighten you out. And also here a little lower . . . and here by your head.” Before the python realized what Anansi was up to, Anansi spun a web and used it to tie Onini to the branch.

“Now you are caught!” said Anansi.

With that, Anansi carried Onini the python to Nyame.

“That is one thing,” said Nyame in a loud, deep voice. “Two things remain.”

Anansi went back to Earth and began to strategize *or plan* how he would catch Osebo, the mighty leopard, with teeth as sharp as spears. He dug a deep hole on the path Osebo used to get to the watering hole. He laid branches across the hole and covered the branches with sticks and leaves and dirt. When Anansi was **satisfied** that the hole was well hidden, he scurried home and went to sleep. *Satisfied means pleased or happy. Do you think Anansi is trying to trick Ononi?*



**Show Image 10A-5: Leopard in a hole** *Where is the leopard now?*

When Osebo came out to hunt during the night, he fell right into Anansi’s trap. Anansi found him down in the hole the next morning.

“Osebo,” said Anansi, “what are you doing down in that hole?”

“You fool!” said Osebo. “Can’t you see that I have fallen into a trap? You must help me get out.”

“I will see what I can do,” said Anansi.

Anansi found a large willow tree and bent the top of the tree over the pit. He spun two silky cords and used them to fasten the tree. Then he spun another silky cord and attached it to the top of the tree. This third cord dangled down into the pit.

“Tie the cord to your tail,” said Anansi. “Then I will lift you up.”

Osebo tied the web to his tail. *Is Anansi going to trick Osebo?*



**Show Image 10A-6: Leopard hanging from a willow tree**

Anansi cut the cords that were holding the tree down. The tree sprang back to its original position, carrying Osebo with it. Osebo dangled from the tree, tangled up in Anansi’s web-work.

“Now you are caught!” said Anansi.

Anansi tightly tied the ends of the web and dragged Osebo the leopard to Nyame.

Now the sky god was impressed. “That is two things,” said Nyame. “Only one thing remains.” *Do you remember what it was?*

Anansi went back to Earth to catch Mmoboro, the hornet whose sting burned like a needle of fire. He cut a gourd from a vine and hollowed out the inside. Then he filled the gourd with water and went to the nest where Mmoboro the hornet made his home.



**Show Image 10A-7: Hornet’s nest**

Anansi poured some of the water in the gourd over his own head. Then he dumped the rest of the water on the hornet’s nest. Mmoboro the hornet came out, buzzing angrily. He saw Anansi standing nearby, holding a leaf over his head. *Why do you think Anansi poured water in the gourd and held a leaf above his head?*

**Support**

A gourd is a rounded plant like a squash. Point out the gourd in image 10A-7.

“Oh, my!” said Anansi. “The rainy season seems to have come early this year, and it looks like you have no shelter from the rain. Why don’t you take shelter in my gourd until the rain goes away?” *Is Anansi tricking Mmoboro?*

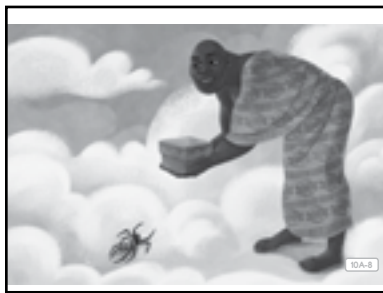
“Thank, you, Anansi,” said Mmoboro the hornet, as he flew into the gourd.

“You’re welcome!” said Anansi, as he closed up the opening in the gourd with his leaf and fastened the leaf with his finest, most intricately laced web yet.

“Now you are caught!” said Anansi.

Anansi proudly carried Mmoboro the hornet to Nyame.

“That is the last thing,” proclaimed Nyame. “You have succeeded, Anansi, where many before you have failed. You have paid the price.”



### Show Image 10A-8: Anansi and the box of stories

Then Nyame called out in a voice like thunder: “Listen to me! Anansi has paid the price for the stories of the sky god, and I do hereby give the stories to him. From this day forward, all of the stories belong to Anansi. *What will Anansi do with the stories?* Whenever someone

tells one of these stories, they must **acknowledge** that it is Anansi’s tale.” *Acknowledge means to give credit to.*

Anansi took the box of stories back to Earth and shared them with the people. They were grateful for the stories, and told them over and over to their children, and to their children’s children, who told them to their children, and so on. Even to this day, these stories are known as “spider stories.”



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** If your prediction of what Anansi would do with the stories was correct, give me a thumbs up. If not, give me a thumbs down. How was your prediction different from what really happened? (*Answers may vary.*)

At the end of many spider stories, the storyteller often says, “This is my story which I have related, if it be sweet or if it be not sweet, take (it) elsewhere and let it come back to me.” *And now, since we’ve told the story, too, we’ve helped to keep it alive.*

## COMPREHENSION QUESTIONS (10 MIN.)

If students give one-word answers and/or fail to use Read-Aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal.** Who is the main character of this story? (*Anansi*) What animal is he? (*a spider*)
2. **Literal.** Why does Anansi want the box of stories? (*to give them to the people to tell*)
  - **Literal.** Who does Anansi trick first? (*the python, Onini*) Who does Anansi trick next? (*the leopard, Osebo*) Who does Anansi trick last? (*the hornet, Mmoboro*)
  - **Inferential.** How does a small spider catch animals that are much bigger and stronger? (*He outsmarts, or tricks, them.*)
3. **Inferential.** What is the term used to describe when animals act like people in a story? (*personification*) What are some ways animals in this story act as they would in real life? (*spider: spins webs; python: slithers; leopard: hunts at night; hornet: stings, flies, buzzes*) What are some things animals do in this story that they could not do in real life? (*talk, quarrel*)
4. **Evaluative.** *Who? Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the Read-Aloud that starts with the word *who*. For example, you could ask, “Who were the characters in today’s story?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### TEKS 1.1.A

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

## Challenge

Students may use Activity Page 1.1 to fill in a Story Map independently.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## WORD WORK: SATISFIED (5 MIN.)

1. In the Read Aloud you heard, “When Anansi was satisfied that the hole was well hidden, he scurried home and went to sleep.”
2. Say the word *satisfied* with me.
3. *Satisfied* means pleased or happy.
4. I was satisfied with my drawing of the tree because I had taken my time and done my best.
5. Can you think of times that you have been satisfied with something you have done? Try to use the word *satisfied* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was satisfied . . .”]
6. What’s the word we’ve been talking about?

**Use an Antonyms activity for follow-up.** [Tell students that the opposite of *satisfied* is *dissatisfied*.] I will describe an activity. You will respond how you would feel in that situation. Be sure to use the word *satisfied* or *dissatisfied* in your response (e.g. “I was satisfied,” or “I was dissatisfied.”) (*Answers may vary for all.*)

- You finished your homework early.
- You built a large structure from blocks by yourself.
- You ate a delicious dinner.
- Someone knocked over your block structure.
- Your forgot your homework at home.
- You are still hungry.



### Exit Pass **TEKS 1.6.D**

Have students imagine and then draw a picture of the character described: This animal was so giant it could swallow a whole goat. He was the first animal Anansi caught. Anansi tricked him into lying next to a branch and allowing him to fasten his head and tail to the branch. Which animal was this?

**TEKS 1.6.D** Create mental images to deepen understanding with adult assistance.

ENGLISH  
LANGUAGE  
LEARNERS



Language

Analyzing Language Choices

#### Beginning

Distinguish how *satisfied* and *dissatisfied* produce a different effect.

#### Intermediate

Distinguish and use *satisfied* and *dissatisfied* to produce a different effect.

#### Advanced/Advanced High

Distinguish and use *satisfied* and *dissatisfied* in complete sentences to produce a different effect.

**ELPS 1.C; ELPS 2.C**

## Lesson 10: All Stories Are Anansi's

# Application



**Reading:** Students will act out the main events of a folktale.

**TEKS 1.7.D; TEKS 1.9.C**

### ON STAGE (20 MIN.)

- Remind students how they heard at the end of the Read-Aloud that spider stories have been kept alive by being retold over and over.
- Tell students that one way to retell a story is to act it out. Tell them that you are going to read “All Stories Are Anansi’s” again, and this time they will act it out.

### Check for Understanding



**Hold Up Fingers:** How many animals did Anansi trick? (3)

- Ask students what characters will be needed. (*Anansi, Nyame, Aso, Onini, Osebo, Mmoboro*) Designate students to be the various characters as you prepared in advance.
- Ask students what settings will be needed. (*the forest, a willow tree, Nyame’s throne, and Anansi’s house*) Designate locations in the classroom for the various settings as you prepared in advance.
- Read the story and encourage the “characters” to listen carefully to know what actions to use, such as (gently) falling to the ground, and where to go, such as to the sky god’s throne, or Anansi’s house.
- Encourage students to use facial expressions to show how the characters are feeling.

End Lesson

**TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.

### Support

This activity may require additional instruction on topics such as timing and voice.

### Challenge

You may also have the characters create some of their own dialogue.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening

#### Presenting

#### Beginning

Have students act out big actions, such as (gently) falling to the ground, as indicated in the story.

#### Intermediate

Have students act out big actions and use facial expressions when they are indicated in the story.

#### Advanced/Advanced High

Have students act out all actions and use facial expressions to show how characters are feeling.

**ELPS 1.A; ELPS 1.C;**

**ELPS 1.D**



# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## REVIEW ACTIVITIES

### Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the folktale or story using the illustrations.
- You may also show various illustrations and focus on a particular element of the story: characters, plot, setting, or moral.

### Story Map

**Note:** Some students may need to work with the teacher and complete this on chart paper as a group, whereas others may be able to complete the story map on their own.

- Have students use Activity Page DR.1 to identify and describe the characters, setting, and plot of any story.

### Teacher Choice

- Read an additional trade book to review a particular folktale or share a new fictional story, and have students identify the elements of the story.

### Key Vocabulary Brainstorming

- Give students a key domain concept or vocabulary word such as *trickster*.
- Have students brainstorm everything that comes to mind when they hear the word, such as, Anansi, plays tricks, etc.
- Record student responses on chart paper, on a chalkboard, or a whiteboard for reference.

### Riddles for Core Content

- Ask students riddles such as the following to review core content and vocabulary:
  - I did not want to waste my time helping the water, the fire, or the wind.  
Who am I? (*Medio Pollito*)

Activity Page DR.1



- The poor, unfortunate man came to me for advice when it was too noisy in his hut. Who am I? (*the rabbi*)
- I got into mischief by going into Mr. McGregor's garden? Who am I? (*Peter Rabbit*)
- I played tricks on the python, the leopard, and the hornet. Who am I? (*Anansi*)

### **Somebody Wanted But So Then**

- The Somebody Wanted But So Then chart may be used for retelling any of the fables or folktales.

### **Venn Diagram**

- Draw a Venn diagram on board/chart paper. Label the left side of the Venn diagram "Peter Rabbit" and the right side "Anansi."
- Have students share what they remember about Peter Rabbit. Then, have students share what they remember about Anansi.
- Ask students how these two characters are alike. (*animal characters, etc.*) Record responses in the overlapping part of the two circles.
- Ask students how Peter Rabbit and Anansi are different. (*different animals, play different tricks, etc.*) Record responses in the circle for each character.



# Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Fables and Stories*. The results should guide review and remediation the following day.

There are four parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II, III, and IV (optional) of the assessment address the core content targeted in *Fables and Stories*.



## PART I

TEKS 1.7.F

### Activity Page DA.1



- Tell students you are going to ask a question using a word they have heard in the Read-Alouds. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
  - Tell students you will ask each question two times.
  - Do the first question together.
1. **Fable:** Is a fable a story that teaches a lesson? (*thumbs up*)
  2. **Moral:** Is the moral of the story where the story takes place? (*thumbs down*)
  3. **Personification:** When animals act like humans, is that called personification? (*thumbs up*)
  4. **Fiction:** Is a true story a work of fiction? (*thumbs down*)
  5. **Character:** Is a character a person or animal who is featured in a story? (*thumbs up*)
  6. **Plot:** Is the plot of the story the sequence of events? (*thumbs up*)
    - Tell students that now you will read more sentences using other words they have heard and practiced. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
    - Ask each question two times.
  7. **Waste:** Is it a waste to drink all of your milk? (*thumbs down*)

8. **Advice:** Might your teacher’s advice be to read every night? (*thumbs up*)
9. **Satisfied:** If the cat ate a big meal, would he be very satisfied? (*thumbs up*)
10. **Bunch:** If I give you one grape, will you have a bunch? (*thumbs down*)
11. **Greedy:** Would a pirate who wanted all the treasure be greedy? (*thumbs up*)
12. **Balanced:** If a teeter-totter tipped to one side, would it be balanced? (*thumbs down*)
13. **Pretend:** Can you pretend to be someone you are not? (*thumbs up*)

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**PART II**    **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

- Tell students you will ask a question about one of the fictional stories they have heard. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
  - Tell students you will ask each question two times.
1. In “All Stories Are Anansi’s,” is Anansi always thinking of ways to help his animal friends? (*thumbs down*)
  2. In “The Crowded, Noisy House,” is the rabbi’s advice to the poor unfortunate man to move to a larger house? (*thumbs down*)
  3. In “The Tale of Peter Rabbit,” do Mr. McGregor and Peter Rabbit become good friends? (*thumbs down*)
  4. At the end of “The Little Half-Chick,” does Medio Pollito become a weather vane? (*thumbs up*)
  5. Are fables and folktales two types of nonfiction, or stories that really happened? (*thumbs down*)
  6. Is the setting of “The Tale of Peter Rabbit” a busy city? (*thumbs down*)
  7. Are the rabbi, Medio Pollito, Anansi, and Peter Rabbit all characters in the stories you heard? (*thumbs up*)
  8. Are characters, setting, and plot all important parts of a story? (*thumbs up*)





### PART III

TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C

- Have students identify the six fables and folktales illustrated on the activity page. As you read a sentence about each of the fables you have heard, have students put the corresponding number beside the picture that shows the fable being described.
1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf. (*“The Boy Who Cried Wolf”*)
  2. In this story, an animal character doesn’t listen to his mother and ends up with a stomachache and quite a fright. (*“The Tale of Peter Rabbit”*)
  3. In this folktale, an animal character tricks bigger, stronger animals and earns a box of stories, which he shares with people. (*“All Stories Are Anansi’s”*)
  4. In this folktale, a poor man learns that no matter how bad it is, it could always be worse! (*“The Crowded, Noisy House”*)
  5. In this fable, an animal character is stingy and refuses to budge so others can eat. (*“The Dog and the Manger”*)
  6. In this folktale, a selfish animal character turns into a weather vane after refusing to help others. (*“The Little Half-Chick (Medio Pollito)”*)



### PART IV (OPTIONAL)

TEKS 1.7.D

- Working with students individually, have them orally retell one of the folktales heard.

# Culminating Activities

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## NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. We suggest you begin with the whole-class Read-Aloud activity to reinforce domain content. Based on the results of the Domain Assessment and students' formative assessments, you may wish to use the remaining time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to give students opportunities to enliven their experiences with domain concepts.

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## READ-ALoud

- Tell students that today they will hear a fable by Aesop. Ask students to name another fable they have heard that was written by Aesop. (*Answers could include "The Boy Who Cried Wolf," "The Maid and the Milk Pail," "The Fox and the Grapes," "The Goose and the Golden Eggs," "The Dog in the Manger," or others.*)
- Ask students to name some characteristics of fables. (*Answers may vary but could include that fables are fiction stories intended to teach a lesson or moral. They often include animal characters. They have titles, characters, settings, and a plot.*)
- Tell students to listen actively by asking and answering questions using detailed responses to learn the moral, or lesson, of the story.

## The Hare and the Tortoise

By Aesop

The Hare was once boasting of his speed before the other animals. *A hare is a kind of animal that is like a large rabbit. Boasting means bragging.* "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way." *Why does the Hare think the Tortoise is joking? How quickly do tortoises move?*

"Keep your boasting till you've beaten me," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made. The Hare darted almost out of sight at once but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. *Darting is a quick movement similar to running. Contempt means dislike or disgust. How does the Hare feel about racing the Tortoise?* The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then said the Tortoise:

"Plodding wins the race." *Plodding means moving very slowly.*

- 
1. Who won the race? (*the Tortoise*)
  2. Name an example of personification from this fable. (*the speaking animals*)
  3. All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*Plodding wins the race; being slow and steady can be good.*)
  4. Is this an important lesson for you to remember? Why or why not? (*Answers will vary, but students should offer a reason for their response.*)

You may also use The Somebody Wanted But So Then chart (Activity Page PP.2) for a retelling of the fable.

Activity Page PP.2



## REMEDIATION

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing selected Read-Alouds

## ENRICHMENT

### Student Choice

- Have students select a Read-Aloud to be heard again.

### Story Map

**Note:** Some students may need to work with the teacher and complete this on chart paper as a group, whereas others may be able to complete the story map on their own.

- Have students use Activity Page DR.1 to identify and describe the characters, setting, and plot of their favorite story.

### Somebody Wanted But So Then

- The Somebody Wanted But So Then chart may be used for a retelling of any of the fables.

### Retelling a Story with Puppets

**Materials:** paper bags, drawing tools, miscellaneous materials for decorating

- Have students make simple puppets of the characters from a particular folktale and then use them to retell the story.

### Write About It: Retelling a Fable or Folktale

- As a class, brainstorm the sequence of events: beginning, middle, and end of one of the fables or folktales heard. Also discuss the other elements of fictional stories, including characters, setting, and the moral/lesson.
- Have students draw a picture on each page of the booklet to show the beginning, important middle events, and end of the story. Students may also write or dictate a sentence to go with each picture.
- Have students share their stories with a partner or with the class.

Activity Page DR.1



Activity Page PP.2





## Support

This activity may require additional instruction on topics such as timing and voice.

### On Stage

- Reread and have students act out any of the fables or folktales.
- Encourage students to portray actions and feelings and to use some of their own dialogue.
- Alternatively, ask students to create a skit to demonstrate one of the sayings and phrases they learned, such as “do unto others as you would have them do unto you.”

### Domain-Related Trade Book

#### Materials: Trade book

- Read an additional trade book to review a particular fable, or share a new fable.
- Have students identify the elements of the fable; refer to the books listed in the digital components for this domain.

# Teacher Resources

Grade 1	Knowledge 1
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## Teacher Guide

# Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ 2.1 **Activity Page**  
 DATE: \_\_\_\_\_

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

<b>Somebody</b>	The milkmaid, Peggy
<b>Wanted</b>	a blue dress and ribbons.
<b>But</b>	She didn't have enough money to buy them.
<b>So</b>	She balanced the milk pail on her head and dreamed she already had them.
<b>Then</b>	She tossed her head and the milk spilled. She lost everything!

Knowledge 1 Fables and Stories 9

NAME: \_\_\_\_\_ 2.2 **Activity Page**  
 DATE: \_\_\_\_\_

Directions: Circle the correct image, based on the question your teacher asks.

Knowledge 1 Fables and Stories 11

NAME: \_\_\_\_\_ 4.1 **Activity Page**  
 DATE: \_\_\_\_\_

Directions: Circle the image that shows personification.

Knowledge 1 Fables and Stories 13

NAME: \_\_\_\_\_ 5.1 **Activity Page**  
 DATE: \_\_\_\_\_

Directions: Choose the correct article, based on the question your teacher asks.

a

the

Knowledge 1 Fables and Stories 15

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**6.1** **Activity Page**

Knowledge 1

Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on a piece of paper.

X

1  


2  


3  


17


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PP.1** **Activity Page**


Knowledge 1

Directions: Write the number beside the picture of the fable that is being described.


6  
\_\_\_\_\_



1  
\_\_\_\_\_



5  
\_\_\_\_\_



19

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_


**PP.1** **Activity Page**

CONTINUED


Knowledge 1

Directions: Write the number beside the picture of the fable that is being described.


4  
\_\_\_\_\_



3  
\_\_\_\_\_



2  
\_\_\_\_\_



21

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**7.1** **Activity Page**

Knowledge 1

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Mede Pajilo)." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

2  
\_\_\_\_\_

4  
\_\_\_\_\_

1  
\_\_\_\_\_

3  
\_\_\_\_\_

25

NAME: \_\_\_\_\_ 7.2 **Activity Page**

DATE: \_\_\_\_\_

Knowledge 1

Directions: Circle the correct image based on the question your teacher asks.

Knowledge 1 Fables and Stories 27

NAME: \_\_\_\_\_ 8.1 **Activity Page**

DATE: \_\_\_\_\_

Knowledge 1

**Title** The Crowded, Noisy House

<p><b>Character(s)</b> poor man, rabbi, man's wife, 5 children, mother-in-law</p>	<p><b>Setting(s)</b> the poor man's house</p>
---	---

**Beginning**  
The poor man has a crowded, noisy house. His rabbi tells him to bring in animals to fix this.

**Middle**  
The animals make the house more crowded and noisy. The rabbi eventually tells him to remove all the animals from the house.

**End**  
The house no longer feels crowded and noisy.

**Lesson** It could always be worse.

Directions: Use this story map to describe the characters, setting, plot, and lesson of the fable.

Knowledge 1 Fables and Stories 31

NAME: \_\_\_\_\_ 9.1 **Activity Page**

DATE: \_\_\_\_\_

Knowledge 1

<b>Somebody</b>	Peter Rabbit
<b>Wanted</b>	to eat the fruits and vegetables in Mr. McGregor's garden.
<b>But</b>	Mr. McGregor did not want him eating food from his garden
<b>So</b>	Peter ran away and Mr. McGregor chased him until Peter got lost.
<b>Then</b>	Peter finally found the way out and made it home, but he was sick from his adventure so he only got tea for dinner.

Knowledge 1 Fables and Stories 33

NAME: \_\_\_\_\_ DA.1 **Assessment**



DATE: \_\_\_\_\_



Knowledge 1



Directions: Listen to your teacher's instructions.

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Knowledge 1 Fables and Stories 37

11.  



12.  



13.  



Knowledge 1 Fables and Stories



NAME: \_\_\_\_\_ DA.2 **Assessment**



DATE: \_\_\_\_\_



1.  



2.  



3.  

4.  

5.  

6.  

7.  


8.  


Directions: Listen to your teacher's instructions.


Knowledge 1 Fables and Stories

NAME: \_\_\_\_\_ DA.3 **Assessment**

DATE: \_\_\_\_\_

1 \_\_\_\_\_ 

2 \_\_\_\_\_ 


6 \_\_\_\_\_ 


Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.


Knowledge 1 Fables and Stories

NAME: \_\_\_\_\_ DA.3 **Assessment**

DATE: \_\_\_\_\_

4 \_\_\_\_\_ 

3 \_\_\_\_\_ 

5 \_\_\_\_\_ 

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

Knowledge 1 Fables and Stories

# TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

## Knowledge 1

## Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develop. oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D1: p. 7, D1: p. 14, D1: p. 42, D1: p. 48, D1: p. 49, D1: p. 50, D1: p. 59, D1: p. 103, D1: p. 107, D1: p. 116, D1: p. 122, D1: p. 127
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	D1: p. 7, D1: p. 14, D1: p. 16, D1: p. 32, D1: p. 40
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develop. word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or group. of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including <i>-ed</i> , <i>-s</i> , and <i>-es</i>	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	D1: p. 7, D1: p. 14, D1: p. 21, D1: p. 27, D1: p. 32, D1: p. 37, D1: p. 42, D1: p. 48, D1: p. 53, D1: p. 59, D1: p. 62, D1: p. 65, D1: p. 71, D1: p. 79, D1: p. 85, D1: p. 93, D1: p. 97, D1: p. 103, D1: p. 108, D1: p. 116, D1: p. 122
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	D1: p. 32, D1: p. 40, D1: p. 103, D1: p. 115
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	D1: p. 93, D1: p. 97, D1: p. 116, D1: p. 122
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	D1: p. 53, D1: p. 62, D1: p. 116, D1: p. 122, D1: p. 128
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	D1: p. 7, D1: p. 12, D1: p. 53, D1: p. 62, D1: p. 65, D1: p. 69, D1: p. 79, D1: p. 83, D1: p. 91, D1: p. 93, D1: p. 96
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	D1: p. 21, D1: p. 30, D1: p. 93, D1: p. 97, D1: p. 103, D1: p. 108
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	D1: p. 42, D1: p. 51
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.7.C	use text evidence to support an appropriate response	
TEKS 1.7.D	retell texts in ways that maintain meaning	D1: p. 21, D1: p. 30, D1: p. 79, D1: p. 91, D1: p. 103, D1: p. 115, D1: p. 116, D1: p. 129
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	D1: p. 32, D1: p. 40, D1: p. 42, D1: p. 51, D1: p. 65, D1: p. 74
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	D1: p. 7, D1: p. 14, D1: p. 32, D1: p. 35, D1: p. 37, D1: p. 42, D1: p. 48, D1: p. 65, D1: p. 71, D1: p. 93, D1: p. 97, D1: p. 103, D1: p. 108
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	D1: p. 7, D1: p. 12, D1: p. 14, D1: p. 21, D1: p. 25, D1: p. 27, D1: p. 42, D1: p. 46, D1: p. 53, D1: p. 59, D1: p. 65, D1: p. 71, D1: p. 79, D1: p. 85, D1: p. 116, D1: p. 120, D1: p. 122

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	D1: p. 7, D1: p. 12, D1: p. 14, D1: p. 18, D1: p. 21, D1: p. 27, D1: p. 32, D1: p. 40, D1: p. 42, D1: p. 46, D1: p. 79, D1: p. 85, D1: p. 93, D1: p. 102, D1: p. 116, D1: p. 120, D1: p. 122
TEKS 1.8.D	describe the setting	D1: p. 7, D1: p. 14, D1: p. 21, D1: p. 27, D1: p. 79, D1: p. 85, D1: p. 116, D1: p. 120, D1: p. 122
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	D1: p. 42, D1: p. 46, D1: p. 53, D1: p. 57, D1: p. 65, D1: p. 69, D1: p. 79, D1: p. 83, D1: p. 93, D1: p. 96, D1: p. 102
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	D1: p. 7, D1: p. 14, D1: p. 18, D1: p. 116, D1: p. 122, D1: p. 129
<p>(D) recognize characteristics and structures of informational text, including:</p>		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		
TEKS 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	D1: p. 53, D1: p. 62, D1: p. 65, D1: p. 74
TEKS 1.10.E	listen to and experience first- and third-person texts	D1: p. 79, D1: p. 85

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	D1: p. 103, D1: p. 115
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	D1: p. 103, D1: p. 115
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	D1: p. 53, D1: p. 62
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun “I”	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	D1: p. 65, D1: p. 74, D1: p. 93, D1: p. 102
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

### Knowledge 1

### Correlation—Teacher's Guide

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	D1: p. 129
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concep. mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	D1: p. 63, D1: p. 128, D1: p. 129
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	D1: p. 129
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D1: p. 12, D1: p. 74, D1: p. 107, D1: p. 128
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	D1: p. 12

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D1: p. 14, D1: p. 18, D1: p. 35
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D1: p. 49
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D1: p. 30, D1: p. 115
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D1: p. 28, D1: p. 39
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	D1: p. 18

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 1		Correlation—Teacher’s Guide
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D1: p. 14, D1: p. 41, D1: p. 92
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D1: p. 49, D1: p. 51, D1: p. 70, D1: p. 84, D1: p. 90, D1: p. 101, D1: p. 102, D1: p. 114
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	D1: p. 63, D1: p. 92
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

### Knowledge 1

### Correlation—Teacher’s Guide

ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D1: p. 35, D1: p. 46, D1: p. 58, D1: p. 63, D1: p. 72, D1: p. 92, D1: p. 96, D1: p. 121
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D1: p. 115
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationship between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 1		Correlation—Teacher's Guide
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	D1: p. 63
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D1: p. 30
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D1: p. 30, D1: p. 61, D1: p. 115

## General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

## Chief Academic Officer, Elementary Humanities

Susan Lambert

### Content and Editorial

Elizabeth Wade, PhD, Director,  
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

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Christina Cox, Managing Editor

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LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

### Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

### Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

## Texas Contributors

### Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-  
Rodríguez

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Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

### Product and Project Management

Stephanie Koleda

Tamara Morris

### Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

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Parker-Nia Gordon

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**Design and Graphics Staff**

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Liz Loewenstein  
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**Consulting Project Management Services**

ScribeConcepts.com

**Additional Consulting Services**

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

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**Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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## Writers

Matt Davis, Beatrix Potter

## Illustrators and Image Sources

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