Hare Ye! Hare Ye! Able to be Stable through Aesop's Fables!

No lyin' - You need to learn these lessons!
Unit Title:
Hare Ye! Hare Ye! Able to be Stable through Aesop's Fables!
No lyin' - You need to learn these lessons!

OVERVIEW

I. CONTENT:
Students will learn that a fable is a form of literature that teaches a lesson. Fables have been used to teach valuable life lessons in many cultures. Phrases and lessons from fables are the bases of many modern works. Behaviors which are generally accepted in society are reinforced through these fables.

II. PROCESS:
Students will develop thinking skills through individual projects, group interaction, problem solving, and hands on activities through cooperative learning.

III. PRODUCT:
Student will increase reading skills, develop an awareness of different cultures, understand the importance of relationships, as well as recognize values and improve decision making skills.

Unit Overview: Alignment with National/State/District Pupil Performance Standards

Goal 1: The students will develop an awareness of characters in different types of tales.
Goal 2: The student will be able to recognize the lesson each story tells.
Goal 3: The student will be able to recognize the virtues of character in the stories.
Goal 4: The student will display good decision-making skills.

I–SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:
   Option A: Many people feel that the Aesop’s fables and the stories that later came from them, which teach right from wrong, are no longer relevant to the present day society. Yet, they see examples today in the news. Show in a picture collage examples of lessons from fables.
   Option B: A wolf in sheep’s clothing. Create a hidden picture disguising on animal as another with opposite traits.

2. ATTRIBUTES:
   Explore one of the animals commonly used as characters in Aesop’s fables (i.e. crow, hare, tortoise, fox, mouse, lion, wolf, sheep, dog, goose, ant, and grasshopper). Make a mobile showing the important attributes of the animal you choose.

3. ANALOGIES:
   Colors remind us of qualities in living things. For example, red can mean hot, fast, angry, and/or embarrassed. Choose three animals from fables. Compare them to colors. Create a painting pamphlet (tri-fold brochure) showing your ideas (analogy).

4. DISCREPANCIES:
   If everyone works on practical matters like the ants, no one will be creating art and music. Produce (write/draw/act out) an advertisement that promotes on of the arts.
5. **PROVOCATIVE QUESTIONS:**
   Review the characters from your favorite fables. Choose one to interview about what career they would have in today’s society.

6. **EXAMPLES OF CHANGE:**
   The rules and laws of our community guide our actions. Create a new law for one of the fables that would change the outcome of the story. (i.e. In “The Boy who Cried Wolf” no tending sheep alone; In “Country Mouse and City Mouse” requiring a minimum stay of three years.)

7. **EXAMPLES OF HABIT:**
   Honesty, responsibility, cooperation, and kindness are good character values. Create a mural illustrating examples of these values (i.e. helping someone pick up spilled crayons, comforting someone who is hurt, hanging up your coat, getting up on time)

8. **ORGANIZED RANDOM SEARCH:**
   In the fable “Country Mouse and City Mouse”, the mice visit each other’s homes. Choose an animal character in a fable and design a different habitat or setting for the story. Construct a diorama to illustrate the new environment.

9. **SKILLS OF SEARCH:**
   People have recorded and shared their thoughts in many ways since the beginning of civilization. Investigate ways people have written ideas (i.e. **language:** cuneiform and/or tools: quill pen, rock art). Create a picture book illustrating ways people write.

10. **TOLERANCE FOR AMBIGUITY:**
    There are many ways to solve problems. Design a puzzle cube illustrating a conflict or problem on each side. Roll the cube and respond to the dilemma.

11. **INTUITIVE EXPRESSION:**
    There is music in fables. Use classical music, to create a dance, a sculpture, and a song to express the feelings related to a fable. (I.e. dance showing the tempo of the race between “Tortoise” and “Hare”.)

12. **ADJUSTMENT TO DEVELOPMENT:**
    We all learn from past mistakes or failures and make adjustments in our actions. Create a skit that is a sequel to one of the fables to demonstrate what the character has learned from the original fable lesson. (I.e. what happens the next time the “greedy dog” sees a dog in the pond with a bone? Does he drop the bone or has he learned a new approach?)

13. **STUDY CREATIVE PEOPLE AND PROCESS:**
    Creativity is needed to come up with new ideas to solve problems. The crow was creative in solving a problem. Create a recipe showing what you need to come up with a new idea (i.e. quiet place, resources, food).
    (Or)
    You are trying to hatch a new idea. Make a paper Mache egg with your new creation inside.

14. **EVALUATE SITUATIONS:**
    Characters in fables have to make many decisions or choose between ways to behave. Create a puppet show where two characters debate and defend their viewpoints and/or actions. (I.e. country mouse/city mouse; grasshopper/ant; tortoise/hare; lion/mouse)

15. **CREATIVE READING SKILL:**
    Read or listen to several fables. Create a postage stamp commemorating a fable or a common fable character.

16. **CREATIVE LISTENING SKILL:**
After hearing or reading many fables, select a moral from one. Make up a song based on the message of the moral. Perform the song.

17. **CREATIVE WRITING SKILL:**
People often regret when their actions harm others. Fables include characters that have behaved badly. Choose a fable character and have him write/compose an apology letter (or dictate into a tape recorder) to the character he has treated poorly (i.e. hare teasing tortoise prior to race; city mouse critical of country mouse’s home; lion laughing at mouse being able to help him)

18. **VISUALIZATION SKILL:**
Visualize the characters from at least five fables. Create a portrait gallery of the characters to display in the media.

**CRITICAL THINKING SKILLS – ACADEMIC ANALYZING HUMAN ACTIVITIES! (AHA!)**

**STATE STANDARD: Language Arts # 6:** Students read and recognize literature as a record of human experience. **STUDENTS WILL BE ABLE TO:** Benchmark a: read, respond to and discuss literature as a way to explore the similarities and differences among stories and the ways in which they were written; Benchmark d: read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction etc.

**ESSENTIAL QUESTION:** How does the Universal Theme of Producing, Exchanging and Distributing create mastery learning of essential concepts in this unit?

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]**
(What Your First Grader Needs to Know, “The Goose That Laid the Golden Eggs” (page 37).

**KNOWLEDGE:**
Anticipatory Set: Play “Money Makes the World Go Round” from the Broadway Musical *Cabaret* – Play the instrumental introduction from the Pink Floyd CDE - *Money.*

**Students will:** Listen to the folktale “The Goose That Laid the Golden Eggs”

**COMPREHENSION:**
The story is read to the students two times. During the second reading of the story the students will generalize using the “Stop and Respond” technique from “Step up to Writing”.

**APPLICATION:**
Anticipatory Set: Show a clip from *Fiddler on the Roof* – “If I were a rich man…”

**Students will:** Create a story planner (labeled diagram) from *Writing Alive* of “The Goose That Laid the Golden Eggs”

**Class/team product:** Story Planner

**Multicultural and/or ESL and/or Bilingual Link:** Read *Anansi* to provide comparison between cultures

**Mathematics/Science Link and/or Humanities Link:** Identify coins from other cultures

**School-to-Career/Tech Prep Link:** Bank teller

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
Anticipatory Set: Read *Anansi*

**Students will:** As a group, compare and contrast “The Goose That Laid the Golden Eggs” and *Anansi* using a VENN diagram

**Class/team/individual product:** Venn diagram

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Draw a picture illustrating each character’s greed.

HOMELINK:
Retell the fable to someone at home. Use the story planner.

STATE STANDARD: **Science #1:** Students understand the process of scientific investigation and design, conduct, communicate about, and evaluate such investigations. STUDENTS WILL BE ABLE TO: Benchmark a: ask questions and state predictions (hypotheses) that can be addressed through scientific investigation; Benchmark b: select and use simple devices to gather data related to an investigation. **Dance Standard #1:** Students understand and demonstrate dance skills. STUDENTS WILL BE ABLE TO: Benchmark b: demonstrate accuracy in moving with a rhythmic beat and responding to change in tempo. **Language Arts #6:** Students read and recognize literature as a record of human experience. STUDENTS WILL BE ABLE TO: Benchmark b: recognize the concept of classic or enduring literature, and reading and listening to classic works; Benchmark d: read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction etc.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit?

2. **TRANSPORTATION**
(What Your Kindergartner Needs to Know: “The Tortoise and the Hare”) (Page 38)

KNOWLEDGE:
**Anticipatory Set:** The students will watch the video of “Tortoise and the Hare” by J. Stevens. **Students will:** Match their movement to one of the character’s movements in the story.

COMPREHENSION:
Students will make a collage of animals, vehicles, etc. to show their understanding of fast and slow methods of transportation.

APPLICATION:
**Anticipatory Set:** Students will break into teams to have a spoon and egg race. **Students will:** Draw or write about the strategies they utilized during the race. **Class/team product:** List of strategies

**Multicultural and/or ESL and/or Bilingual Link:** Students will learn key vocabulary in other languages. (For example: slow, fast, tortoise, hare in Spanish and French).

**Mathematics/Science Link and/or Humanities Link:** Students will predict the outcome of the race and hypothesize.

**School-to-Career/Tech Prep Link:** Students will discuss career opportunities related to transportation.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** The students will listen to music with different tempos. Students will listen to/sing the poem “Sing a Song of People” by Lois Lenski. **Students will:** The students will dramatize the fable through music, choosing instruments to represent the animals (e.g. tortoise = drum, hare = xylophone, cheering animals = jingle bells). **Class/team/individual product:** A recording of musical instrumental.

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Students will draw or write about something they can do quickly and something they can do slowly.

HOMELINK: Send a copy of “The Tortoise and the Hare” poem to memorize.
STATE STANDARD: **Language Arts # 6:** Students read and recognize literature as a record of human experience. **STUDENTS WILL BE ABLE TO:** **Benchmark c:** Use literary elements such as setting, plot, character, problem, and solutions.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?


**KNOWLEDGE:**

**Anticipatory Set:** The student will watch the film clip of Pinocchio.

**Students will:** discuss as a whole group why his nose grew. Students will listen to the fable, “The Boy who Cried Wolf”

**COMPREHENSION:**

The students will write a newspaper article as a whole group showing each main character’s point of view.

**APPLICATION:**

**Anticipatory Set:** Students will listen to the song, “Whose afraid of the Big Bad Wolf.” The students will create a web outlining character traits of the main characters.

**Students will:** Dramatize the story.

**Class/team product:** The dramatization of “The Boy Who Cried Wolf”.

**Multicultural and/or ESL and/or Bilingual Link:** Learn sign language to the song “It Takes a Whole Village”

**Mathematics/Science Link and/or Humanities Link:** Students will use adjectives to describe predator and prey

**School-to-Career/Tech Prep Link:** Invite radio and newspaper personnel to share career responsibilities.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

**Anticipatory set:** The students will view a clip from Helen Keller’s autobiography, “The Miracle Worker”

**Students will:** Be able to sign the song “It Takes a Whole Village”

**Class/team/individual product:** Recording of the song

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Write about or draw a picture about a time you told the truth or a time you told a lie.

**HOMELINK:**

Draw or write four ways you communicate with your family.

STATE STANDARD: **Language Arts # 6:** Students read and recognize literature as a record of human experience. **STUDENTS WILL BE ABLE TO:** **Benchmark a:** read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which they were written;

**ESSENTIAL QUESTION:** How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

4. **PROTECTING AND CONSERVING:**

**What Your Kindergartner Needs to Know:** “The Grasshopper and the Ant”

**KNOWLEDGE:**
**Anticipatory Set:** Listen to “HI Ho” from the Classic Disney Vol. II CD.
**Students will:** Whole class will create webs to describe ants and grasshoppers and choose whether they would like to be an ant or a grasshopper. Activity will result in a simple graph. Students will listen to the fable “The Ant and the Grasshopper”.

**COMPREHENSION:**
Students will analyze and have an opportunity to change their choice. They will explain, defend, and verbalize the reasons for their choice.

**APPLICATION:**
**Anticipatory Set:** Teacher records class list of brainstorming ideas about conservation of resource facts to create board game using conservation terminology and strategies.
**Students will:** Create a classroom game board.
**Class/team product:** Game board
**Multicultural and/or ESL and/or Bilingual Link:** Students will read “The Cricket and The Ant” from the Scott Foresman French version Anthology of Children’s Literature by Zena Sutherland.
**Mathematics/Science Link and/or Humanities Link:** Students will create a graph and use basic math addition facts utilizing the story.
**School-to-Career/Tech Prep Link:** Invite a representative from a conservation group into your classroom, for example: Board of Water Works, Smokey Bear, Forest Ranger, etc.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** Read the story “The Lorax” by Dr. Seuss, which has a conservation theme?
**Students will:** Design grocery bags or posters that promote conservation.
**Class/team/individual product:** The bags or posters will be distributed throughout the community.

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Students will write thank you notes to guest speakers.

**HOMELINK:**
Have students set up a home recycling center or tally the number of items recycled for a week to increase the family’s awareness of conservation.

**STATE STANDARD:**

**Language Arts #1:** Students write and speak for a variety of purposes and for diverse audiences. STUDENTS WILL BE ABLE TO: **Benchmark a:** generate topics for writing and speaking, develop ideas, and organize as they plan their speaking and writing. **Science # 2.1:** Students know that matter has characteristic properties, which are related to its composition and structure.

**Benchmark b:** measure common physical properties of objects
(For example, size, shape, color, texture).

**ESSENTIAL QUESTION:** How does the Universal Theme of Providing Education create mastery learning of essential concepts in this unit?

**5. PROVIDING EDUCATION**
(What Your Kindergartner Needs to Know: “The Lion and the Mouse”)

**KNOWLEDGE:**
**Anticipatory Set:** A storyteller will tell the story of “The Lion and the Mouse”
**Students will:** Construct a chart categorizing stories into poems, fairy tales, fables, fiction and non-fiction. The following elements will be identified: teach a lesson or entertain, short or long, people or animals that act like people.

**COMPREHENSION:**
After listening to several stories of various genres, students will distinguish if it is a fable by signaling thumbs up or thumbs down.

APPLICATION:
**Anticipatory Set:** An intercom announcement is made stating there is a problem.
**Students will:** Create a classroom fable to solve the problem.
**Class/team product:** Written classroom fable
**Multicultural and/or ESL and/or Bilingual Link:** Students will locate Greece on a globe.
**Mathematics/Science Link and/or Humanities Link:** Students will create a timeline over 2000 years.
**School-to-Career/Tech Prep Link:** Storyteller

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
**Anticipatory set:** Students will take a walking field trip to tour the library to see how the literature is arranged.
**Students will:** Create a genre cube (e.g. Fable, fairytale, poem, story, folktale, directions)
**Class/team/individual product:** Creation of cube

INDIVIDUAL JOURNAL ASSIGNMENT:
Story to me response to the storyteller

HOMELINK:
Retell the story the storyteller told or the class fable to someone at home.

STATE STANDARD: **Language Arts #1:** Students write and speak for a variety of purposes and for diverse audiences. **STUDENTS WILL BE ABLE TO:** **Benchmark a:** generate topics for writing and speaking, develop ideas, and organize as they plan their speaking and writing. **Science # 2.1:** Students know that matter has characteristic properties, which are related to its composition and structure. **Benchmark b:** measure common physical properties of objects (For example, size, shape, color, texture).

ESSENTIAL QUESTION: How does the Universal Theme of Making and Using Tools and/or Technology create mastery learning of essential concepts in this unit?

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY**
(Aesop’s Fables by Munro-Leaf, “The Crow and the Pitcher” page 75)

KNOWLEDGE:
**Anticipatory Set:** Display puppet, small stones partially filled glass of water. Students would be challenged to think of a way to help the puppet get a drink.
**Students will:** Listen to the story of the “Crow and the Pitcher”.

COMPREHENSION:
What are other tools in the classroom we use to solve problems?

APPLICATION:
**Anticipatory Set:** Different shaped containers of colored water displayed around the room for children to do a science investigation.
**Students will:** Predict how many objects it will take to raise the water level to the rim.
**Class/team product:** Students will have a prediction and tally sheet.
**Multicultural and/or ESL and/or Bilingual Link:** Count marbles in Spanish.
**Mathematics/Science Link and/or Humanities Link:** Estimate/Graphing
**School-to-Career/Tech Prep Link:** Ask custodian, lunchroom workers, and media specialist to come and discuss tools they use.
HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Anticipatory set: Using a feely box, have students place their hands inside and identify the tool that has been selected.
Students will: Create their own learning toolbox.
Class/team/individual product: Individual toolboxes

INDIVIDUAL JOURNAL ASSIGNMENT:
List the items they used in their toolbox

HOMELINK:
Take toolbox home and add three more items.

STATE STANDARD: Language Arts #1: Students write and speak for a variety of purposes and for diverse audiences. STUDENTS WILL BE ABLE TO: Benchmark a: generate topics for writing and speaking, develop ideas, and organize as they plan their speaking and writing.

ESSENTIAL QUESTION: How does the Universal Theme of Providing Recreation create mastery learning of essential concepts in this unit?

7. PROVIDING RECREATION
(Aesop’s Fables by Munro Leaf, “The Country Mouse and the City Mouse”)

KNOWLEDGE:
Anticipatory Set: Students will listen to the story, “The Country Mouse and the City Mouse” on tape
Students will: Brainstorm activities of things they do in the city or country.

COMPREHENSION:
Students will create travel brochures for the city and things related to the country.

APPLICATION:
Anticipatory Set: As students enter the classroom, hand each child a wooden mouse to use in their diorama.
Students will: Create a diorama representing city fun and country fun.
Class/team product: Diorama
Multicultural and/or ESL and/or Bilingual Link: Physical Education teacher will teach square dance and ballroom dancing.
Mathematics/Science Link and/or Humanities Link: Display finished diorama in the media center.
School-to-Career/Tech Prep Link: Students will discuss city jobs and country jobs.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Anticipatory set: Hang portraits of different people in the classroom.
Students will: Paint a portrait of their character.
Class/team/individual product: Class art gallery of portraits

INDIVIDUAL JOURNAL ASSIGNMENT:
Have you ever been to the country?”

HOMELINK:
A traveling fake mouse will go home with a different child each night. A class journal will be included to write down things the mouse did at that child’s house.
STATE STANDARD: **Civics 4.4:** Students know how to take part in civic life. **Benchmark a:** explain the meaning of civic life, politics, and identify ways in which they could take an active part in improving their school and community.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

**8. ORGANIZING AND GOVERNING**
(More Aesop’s Fables, Ideals Publishing Company, “Bundle of Sticks”)

**KNOWLEDGE:**
**Anticipatory Set:** The song “The More We Get Together” is playing in the background. As students enter the room, hand each child a piece of paper. Ask students to rip the paper. Pass a phone book around. Ask student to take turns to attempt ripping it in half.

**Students will:** Listen to the fable “Bundle of Sticks”.

**COMPREHENSION:**
Prior to passing the phone around, ask students to predict if they can rip the phone book. Display results in a graph. Have students explain to their neighbor why it is not possible to rip the phone book.

**APPLICATION:**
**Anticipatory Set:** Each student will get one piece of a puzzle and guess what the puzzle is. Students will come together as a whole group and put the puzzle together.

**Students will:** Create a community structure in groups of 4 with 30 popsicle sticks.

**Class/team product:** The class created community

**Multicultural and/or ESL and/or Bilingual Link:** Discuss homes in other countries.

**Mathematics/Science Link and/or Humanities Link:** Students will estimate or predict how many papers it takes before they are unable to rip them apart.

**School-to-Career/Tech Prep Link:** Invite guest speakers to the classroom e.g. contractors, elected government officials, veterans etc.)

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** Play the song “It takes a whole village”.

**Students will:** Vote on a community improvement project (e.g. create the physical environment for a birdhouse, adopt an animal, food drive etc.).

**Class/team/individual product:** Create the physical environment or service-learning project

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Why do you think this will be easier to accomplish with a group than by yourself?

**HOMELINK:**
Discuss things that are easier for your family to do together than by themselves?

STATE STANDARD: **Language Arts #6:** Students read and recognize literature as a record of human experience. **Benchmark d:** read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems. **Science #3.1:** Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment. **Benchmark b:** classify a variety of organisms according to selected characteristics (for example, backbone vs. no backbone).

**ESSENTIAL QUESTION:** How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** create mastery learning of essential concepts in this unit?

**9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR**
(What Your Kindergartner Needs to Know, “The Lion and the Mouse”)

**KNOWLEDGE:**
**Anticipatory Set:** Listen to Walt Disney’s The Jungle Book #12 – “‘That’s What Friends are For’
**Students will:** Listen to the fable “The Lion and the Mouse” and compare it to the story “Andy and the Lion” by James Daugherty and the Greek myth “Androcles and the Lion” from A First Dictionary of Cultural Literacy.

**COMPREHENSION:**
Students will fill in a chart about what was similar and different in the three different genres.

**APPLICATION:**
**Anticipatory Set:** Poem on Friendship
**Students will:** Students will make a friendship bracelet to give to someone in the class.
**Class/team product:** Friendship bracelet
**Multicultural and/or ESL and/or Bilingual Link:** Read Byrd Baylor’s “Amigo”.
**Mathematics/Science Link and/or Humanities Link:** Students will identify characteristics of the cat family and the rodent family.
**School-to-Career/Tech Prep Link:** Arrange for a visit from a docent from the zoo.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** Play a clip of an interview from “The Great Muppet Caper”, “The Reading Rainbow”, etc.
**Students will:** Students will interview each other in small groups to roll play and express individual interpretation of why the lion and the mouse acted the way they did.
**Class/team/individual product:** Video tape or tape-record each group’s interview.

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Write what you think a friend is and list three characteristics.

**HOMELINK:**
Before they leave for the day, each student will draw a classmate’s name. They write three things about what makes that person a friend and bring it to class the next day.

**STATE STANDARD:** **Language Arts #6:** Students read and recognize literature as a record of human experience. **Benchmark d:** read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems. **Visual Arts #3:** Students recognize and use the visual arts as a form of communication.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit?

**10. AESTHETIC NEEDS**
(What Your First Grader Needs to Know, The Wolf in Sheep’s Clothing)(page 36)

**KNOWLEDGE:**
**Anticipatory Set:** Two boxes will be displayed on a table. One box will be beautifully wrapped and the other box will be wrapped shabbily.
**Students will:** Vote on which box they would choose. Students will listen to the fable “The Wolf in Sheep’s Clothing”.

**COMPREHENSION:**
Summarize and discuss how things can be deceiving (e.g. candy, toys, people)

**APPLICATION:**
**Anticipatory Set:** Read the poem “All Things Bright and Beautiful”.

**Students will:** Illustrate the poem

**Class/team product:** Class will assemble class big book

**Multicultural and/or ESL and/or Bilingual Link:** Using National Geographic pictures, students will be introduced to things other cultures consider beautiful.

**Mathematics/Science Link and/or Humanities Link:** Students will compare and contrast illustrations of fables using different books and anthologies.

**School-to-Career/Tech Prep Link:** Artist in residence

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

**Anticipatory set:** Students will listen to the music “Go Into the Night”

**Students will:** Create a pop-up book, which illustrates beautiful things that emerge from not so pretty beginnings (e.g. seed to plant, chrysalis to butterfly, etc.)

**Class/team/individual product:** Classroom pop-up book

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw or write about something you think is beautiful and other may not feel it is.

**HOMELINK:**

Bring something from home that they think is beautiful and share with the class.

**STATE STANDARD:**

**Language Arts #1:** Students write and speak for a variety of purposes and for diverse audiences.

**Benchmark a:** generate topics for writing and speaking, develop ideas, and organize as they plan their speaking and writing.

**Language Arts #5:** Students read to locate, select and make use of relevant information from various media, reference, and technological sources.

**Benchmark d:** use organizational skills such as note taking, outlining, and highlighting main ideas.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of distinguishing a main idea from detail relate to mastery learning of Literature / Fables?

11. **Main Idea**

(What Your First Grader Needs to Know – “The Fox and the Grapes”)

**KNOWLEDGE:**

**Anticipatory Set:** Play the music “Colors of the Wind” sung by Vanessa Williams (Pocahontas) from Disney’s Greatest Pop Hits

**Students will:** Listen to the fable “The Fox and the Grapes”.

**COMPREHENSION:**

Students will do a Retell of “The Fox and the Grapes”.

**APPLICATION:**

**Anticipatory Set:** A bowl of grapes will be displayed and the students will eat them.

Students will: Review the details of story using flannel board (grape parts of the cluster = details, grape cluster = main idea).

**Class/team product:** The student will create a two-column notes page.

**Multicultural and/or ESL and/or Bilingual Link:** Spanish words for key words in the story.

**Mathematics/Science Link and/or Humanities Link:** Make connection between how grapes grow.

**School-to-Career/Tech Prep Link:** Farmer/produce person from local supermarket will be guest speaker.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

**Anticipatory set:** Play song, “I Heard It Through the Grapevine”.

11
Students will: Compose a book showing the process of a grape changing into a raisin.  
**Class/team/Individual product:** Class book called Raisin’ Raisins.

**INDIVIDUAL JOURNAL ASSIGNMENT:**  
Write about things that are made with raisins.

**HOMELINK:**  
Bring your favorite recipe using raisins or grapes.

**STATE STANDARD:**  
**Language Arts #6:** Students read and recognize literature as a record of human experience.  
**Benchmark a:** read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which they were written.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of Common Sayings relate to mastery learning of Literature and Fables?

**12. Common Sayings**  
(Textbook or Database) **What Your First Grader Needs to Know**

**KNOWLEDGE:**
**Anticipatory Set:** Small puppets are displayed on the table from fables “Wolf in Sheep’s Clothing”, “Sour Grapes”, “Haste Makes Waste”.  
**Students will:** Identify which puppet matches which saying.

**COMPREHENSION:**
Students discuss the three common sayings and how they relate to the fables.

**APPLICATION:**
**Anticipatory Set:** Read the book Amelia Bedelia and view cartoon scenes that illustrate play on language.  
**Students will:** Class/team product: Create a book including common sayings.

**Multicultural and/or ESL and/or Bilingual Link:** Locate common sayings from different languages.

**Mathematics/Science Link and/or Humanities Link:** Read jokes and riddles book.

**School-to-Career/Tech Prep Link:** Invite a cartoonist to class.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** Display funnies and comics strips/books in class.  
**Students will:** Compile cartoon strips into a funny book.  
**Class/team/individual product:** Students will create a cartoon book.

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Students will draw or write about someone they think is funny.

**HOMELINK:**
Students bring in cartoon strips from newspaper to add to book.

**STATE STANDARD:**  
**Language Arts #6:** Students read and recognize literature as a record of human experience.  
**Benchmark a:** read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which they were written.  
**Benchmark d:** read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems.  
**Language Arts #4:** Students apply higher-level thinking skills to their visual communications, and their reading, writing, listening, speaking, etc.** Benchmark b:** predict and draw conclusions about stories.
ESSENTIAL QUESTION: How does the discipline/sub-discipline of Predictions relate to mastery learning of Language/Fables?

13. Predictions
(What Your Kindergartner Needs to Know –“The Dog and his Reflection”)

KNOWLEDGE:
Anticipatory Set: Play the song “Who Let the Dogs Out?”
Students will: Listen to the fable and throughout the reading stop and ask students to stop and respond and predict what will happen.

COMPREHENSION:
At the end of the story, students will infer what the moral of the story is.

APPLICATION:
Anticipatory Set: There will be a bird feeder and manger on display.
Class/team product: Each student will draw an animal page with a portion hidden by a flap then the reader has to predict the animal.
Multicultural and/or ESL and/or Bilingual Link: Learn names for animals written in Spanish.
Mathematics/Science Link and/or Humanities Link: What is the difference between a shadow and a reflection?
School-to-Career/Tech Prep Link: Invite a Vet, weatherman, and / or Physician as a guest speaker.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Anticipatory set: Display mystery canisters.
Students will: Sort and predict the contents of each container using smell and taste.
Class/team/individual product: Completed chart

INDIVIDUAL JOURNAL ASSIGNMENT:
Draw or write about what was your favorite food about what you predicted.

HOMELINK:
Students will bring to school one object with 3 clues that will help identify the item.

STATE STANDARD: Language Arts #2: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Benchmark b: use modifiers.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Vocabulary relate to mastery learning of Literature / Fables?

14. Vocabulary

KNOWLEDGE:
Anticipatory Set: Play Bahamas Pajamas by Joe Scruggs
Students will: Identify words displayed and organize them next to category (people, animals, places, things)

COMPREHENSION:
Students will complete sentence styling activity using words from fables.

APPLICATION:
Anticipatory Set: On the overhead, display transparency of fable illustration.
Students will: In a group activity, visualize and verbalize the vocabulary definitions.
Class/team product: Create a note card with word definition with word in sentence on one side and with a picture on the backside.
Multicultural and/or ESL and/or Bilingual Link: Do the vocabulary words in Science.
Mathematics/Science Link and/or Humanities Link: Create a math word problem using the vocabulary words.
School-to-Career/Tech Prep Link: Students will access various web sites on fables (e.g. www.first-school.ws/activities/fable/turtlehare.htm)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Anticipatory set: Spider web with yarn and display words on spider web yarn.
Students will: As a whole class, complete a word web using the following categories: word, part of speech, dictionary definition, synonyms, antonyms, symbol (illustration), meaningful sentence.
Class/team/individual product: Create a class word web.

INDIVIDUAL JOURNAL ASSIGNMENT:
Use a vocabulary word in a sentence and illustrate it.

HOMELINK:
Share the words you learned today with someone at home.

STATE STANDARD: Language Arts #2: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Benchmark c: use punctuation, abbreviations, and basic capitalization in construction of simple sentences.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Persuasion relate to mastery learning of Literature/fables?

15. Persuasion

KNOWLEDGE:
Anticipatory Set: Listen to easy listening music of the wind and sound effects.
Students will: Students will view video clips of commercials recorded Saturday morning.

COMPREHENSION:
Give examples of how the wind and sun try to persuade the man to take his coat off.

APPLICATION:
Anticipatory Set: Listen to the song “Sun Star”
Students will: Brainstorm ways to improve class / school and decide on one problem to resolve.
Class/team product: Graphic organizer will include position, audience, facts, feelings, and compromise (e.g. Writing Alive planner)
Multicultural and/or ESL and/or Bilingual Link: Students will learn weather words in Spanish.
Mathematics/Science Link and/or Humanities Link: Students will learn how to use a weather vane and thermometer.
School-to-Career/Tech Prep Link: Guest speaker as weatherman and students will predict time and temperature, dial telephone number to confirm.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):
Anticipatory set: Students will view video clips of commercials recorded Saturday morning.
Students will: Produce a poster or commercial of a favorite product.
Class/team/individual product: Created poster or completed commercial.

INDIVIDUAL JOURNAL ASSIGNMENT:
Write down a list of toys you bought because you saw the commercial and it convinced you to buy the toy.

**HOMELINK:**
At home, watch ten minutes of TV and count how many persuasive commercial you saw.

**STATE STANDARD:** *Civics 2.3:* Students know and understand the place of law in the Colorado and United States constitutional system. **Benchmark c:** identify what makes a good rules or law (ex. fairness, clarity, effectiveness in achieving its purpose).

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of **Cooperation** relate to mastery learning of **Literature/Fables**?

16. **Cooperation**
*What Your First Grader Needs to Know – “The Bundle of Sticks”*

**KNOWLEDGE:**
**Anticipatory Set:** Have students bring three to five small twigs. Collect the twigs and pass one out to each student. Also pass out to each student a bundle of 4-5 twigs banded together.

**Students will:** Try to break the single twig. Next, have student try to break the bundle banded together.

**COMPREHENSION:**
Without voices, ask the class to line themselves in one line from shortest to tallest. No one is to speak until the task is complete.

**APPLICATION:**
**Anticipatory Set:** Have clay sitting on the table and divide the class into small groups.

**Students will:** Set up an assembly line and use the clay to make a sculpture. Each student in the group has 5 minutes to begin or add to the sculpture. You can only add to the sculpture, not take away.

**Class/team product:** Group sculpture

**Multicultural and/or ESL and/or Bilingual Link:** Discuss how Indians gathered bundle of sticks and the different way they used them.

**Mathematics/Science Link and/or Humanities Link:** In small groups have the students make colored pasta necklaces. Work together to create patterns in their creation.

**School-to-Career/Tech Prep Link:** Guest speaker on how cooperation is important in their job. (e.g. postal worker, engineer, factory worker, etc.)

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**
**Anticipatory set:** Display an ant farm.

**Students will:** Create a class story with cooperation as the theme.

**Class/team/individual product:** Story

**INDIVIDUAL JOURNAL ASSIGNMENT:**
Document an observation about the ant farm.

**HOMELINK:**
Discover the type of ants you have in your yard or neighborhood by talking with family.

**STATE STANDARD:** *Civics 4.1:* Students know what citizenship is. **Benchmark b:** explain the meaning of citizenship in the classroom, school, and community.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of **Compassion** relate to mastery learning of **Literature/Fables**?
17. Compassion
(What Your First Grader Needs to Know – “The Lion and the Mouse”)

KNOWLEDGE:

Anticipatory Set: Display a net hanging from the ceiling.
Students will: With a volunteer caught in the net, dismiss the class to recess. Ask the class how they feel about what happened. Discuss this feeling as compassion.

COMPREHENSION:
Read the fable, “The Lion and the Mouse”. Stop reading before the mouse chews all the way through the net. Have students predict the end of the story. Students illustrate their endings and read or have the teacher read the endings orally.

APPLICATION:

Anticipatory Set: Class field trip to the local nursing home.
Students will: Create a booklet of greetings to residents at the nursing home.
Class/team product: The delivery of the booklet to the home.
Multicultural and/or ESL and/or Bilingual Link: Sing a song in Spanish about friendship or cooperation when visiting the nursing home. (e.g. Nature Nuts – “All God’s Critters”, “Amigos”, etc.)
Mathematics/Science Link and/or Humanities Link: Estimate the distance to the nursing home.
School-to-Career/Tech Prep Link: Discuss the type of jobs required to maintain a nursing home.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Discuss how other animals can help each other.
Students will: Rewrite the story of the Lion and the Mouse using different animals.
Class/team/individual product: A copy of the new story.

INDIVIDUAL JOURNAL ASSIGNMENT:
Write about a time you showed compassion to someone.

HOMELINK:
Do something extra nice to someone at home.

MORAL/ETHICAL/SPiritual
REASONING AND DILEMMAS

TEN ETHICAL DILEMMAS

ESSENTIAL QUESTION: How does the content of this unit reflect character education through Moral and Ethical dilemmas?

1. Producing, Exchanging, and Distributing [Economics]
ESSENTIAL QUESTION: How does the Human Activity of Producing, Exchanging and Distributing create moral/ethical dilemmas?
DILEMMA: Many students raise and care for an animal as a 4-H project. An example may be a rabbit or a sheep. Often these animals are sold to be used as food or other products. Your choice is to continue to spend money to feed and care for your animal or would you sell it to get the money? What would you do?

2. Transportation
ESSENTIAL QUESTION: How does the Human Activity of Transportation create moral/ethical dilemmas?
DILEMMA: You are running in a race and are close to the finish line. Your best friend falls down and needs help. Your choice is to stop and help your friend and lose the race or run past your friend and win the race. What would you do?

3. Communications
ESSENTIAL QUESTION: How does the Human Activity of Communications create moral/ethical dilemmas?
DILEMMA: You and your friends are playing at the park by the school. Two of your friends say, “Let’s go break windows at the school!” You and your friend do not go. On Monday your teacher and principal ask your class if anyone has any information about the broken windows. Would you share your information?

4. Protecting and Conserving
ESSENTIAL QUESTION: How does the Human Activity of Protecting and Conserving create moral/ethical dilemmas?
DILEMMA: You drink a can of pop everyday at lunch. There is a recycling bin on the other side of the playground. Your friends are waiting for you to join them in a soccer game. Will you take the extra time to place the can in the recycle bin or do you leave the can on the playground and go play?

5. Providing Education
ESSENTIAL QUESTION: How does the Human Activity of Providing Education create moral/ethical dilemmas?
DILEMMA: It is almost time for recess and you notice only one person at your table cleaning up. Everyone else from your table has already lined up. Would you go and help your friend or would you get in line so you’re not late for recess?

6. Making and Using Tools and/or Technology
ESSENTIAL QUESTION: How does the Human Activity of Making and Using Tools and/or Technology create moral/ethical dilemmas?
DILEMMA: Last week you lost your pair of scissors out of your crayon box. Today you find a nice pair of scissors on the floor in the hallway. Do you turn them in to “the lost and found” or do you keep them?

7. Providing Recreation
ESSENTIAL QUESTION: How does the Human Activity of Providing Recreation create moral/ethical dilemmas?
DILEMMA: Your team is playing a soccer game and the referee calls a goal good but you and your team know it actually wasn’t. The other team won the game with that goal. Do you argue or do you accept the referee’s decision because he’s in charge of the game?

8. Organizing and Governing
ESSENTIAL QUESTION: How does the Human Activity of Organizing and Governing create moral/ethical dilemmas?
DILEMMA: Your school is sponsoring a neighborhood clean up. Your friend has invited you to a movie at the same time. Will you join in with you school to improve your neighborhood or will you go to the movies and have fun with your friend?

9. Moral, Ethical and Spiritual Behavior
ESSENTIAL QUESTION: How does the Human Activity of Moral, Ethical and Spiritual Behavior create moral/ethical dilemmas?
DILEMMA: You have been best friends with Sally since pre-school. This year you’re in different classes, but you still play together. Today a new girl came into your class and you want to be friends. At recess when you’re all three playing, Sally says, “I won’t be your friend if you’re her friend anymore.” What will you do?
10. Aesthetic Needs

ESSENTIAL QUESTION: How does the Human Activity of Aesthetic Needs create moral/ethical dilemmas?

DILEMMA: Your best friend gets a new haircut; other children are teasing your friend about it. You think the haircut looks funny also. Will you stick up for your friend or will you join in on the teasing?

PRODUCTIVE THINKING SKILLS
DIVERGENT/CREATIVE THINKING

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE __________:
   AHA #1. Ways you can buy things
   AHA #2. Ways to get from here to there
   AHA #3. Ways to send a message
   AHA #4. Things you can recycle
   AHA #5. People you learn from
   AHA #6. Tools you use to write
   AHA #7. Places you would like to visit

B. BRAINSTORM AS MANY __________ AS YOU CAN THINK OF.
   AHA #8. Leaders of groups
   AHA #9. Things to do with a friend
   AHA #10. Types of clothing
   AHA #11. Morals from fables
   AHA #12. Famous sayings by cartoon characters
   AHA #13. Things you can predict
   AHA #14. Words (adjectives) to describe characters in fables

C. HOW MANY WAYS CAN YOU COME UP WITH TO __________?
   AHA #15. Persuade someone to do what you want him or her to do
   AHA #16. Work as a team member
   AHA #17. Help someone in your family
   Random Brainstorm Show kindness to a lion if you are the mouse
   Random Brainstorm Teach a lesson
   Random Brainstorm Tell a story
   Random Brainstorm Sing a song

2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)

A. HOW WOULD __________ LOOK TO A(N) __________?
   AHA #1. A goose banker
   AHA #2. Corvette turtle
   AHA #3. Cell phone Shepard boy
   AHA #4. Grocery store grasshopper
   AHA #5. Videos Aesop
   AHA #6. The Grand Canyon crow
   AHA #7. Disneyland (amusement park) (country) mouse
   AHA #8. Crayon rainbow

B. WHAT WOULD A __________ FROM THE VIEWPOINT OF A (N) __________?
   AHA #9. Mousetrap mouse
   AHA #10. Halloween wolf in sheep’s clothing
   AHA #11. Ladder fox with grapes
AHA #12. Olympic competition hare and the tortoise
AHA #13. The Queen’s mirror in Snow White greedy dog
AHA #14. A golden egg Humpty Dumpty
AHA #15. The boy who cried wolf Judge Judy
AHA #16. Football team football
AHA #17. A net giant

3. INVOLVEMENT MODEL (Personification/Inanimate object brought to life)

A. HOW WOULD YOU FEEL IF YOU WERE ________________?
   AHA #1. A penny in a Piggy Bank
   AHA #2. A tennis shoe in race ; the finish line in The Tortoise and Hare
   AHA #3. The words being spoken by the Boy Who Cried Wolf
   AHA #4. The grasshopper’s fiddle in "The Grasshopper and the Ant"
   AHA #5. Book being checked out
   AHA #6. A pencil writing a story
   AHA #7. A suitcase going on vacation

B. IF YOU WERE A ____________ WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?
   AHA #8. Stick in the Bundle/feel
   AHA #9. Friendship bracelet/feel
   AHA #10. Gift box/see
   AHA #11. Rain falling on the grape vine/see
   AHA #12. Puppet in the classroom/hear
   AHA #13. Reflection in the water in The Dog and the Bone/feel
   AHA #14. Word in a dictionary/hear

C. YOU ARE A ________________. DESCRIBE HOW IT FEELS.
   AHA #15. Weathervane
   AHA #16. Ball of clay
   AHA #17. Net/trap in The Lion and The Mouse
   Random Involvement one brick in the castle
   Random Involvement raindrop in the cloud
   Random Involvement star in the sky
   Random Involvement light bulb on a strand

4. CONSCIOUS SELF–DECEIT MODEL

A. SUPPOSE ________________ WHAT ____________________________
   AHA #1. You could create a new kind of money. What would it be?
   AHA #2. You could be a magic carpet. What places would you visit?
   AHA #3. You could have a conversation with animals. What would you ask?
   AHA #4. You could bring back one extinct animal. What animal would it be?
   AHA #5. You could add a new school class. What would it be?
   AHA #6. You can give the crow a tool to use to get water out of the vase. What would it be?
AHA #7. You can travel in time history/future. What would you take with you?
AHA #8. You can make only one rule for the playground. What rule would you choose?
AHA #9. You can take one person to a deserted island. Who would you take?

B. YOU CAN ___________. WHAT ___________?
AHA #10. Pick an animal to change. What modification would you make to the animal?
AHA #11. Have all the money. Would you do to improve the world?
AHA #12. Have all the cartoon characters come to your house for a party. What would you play and do?
AHA #13. Invent a new kind of weather. What would it look and feel like?
AHA #14. Rename everything in your day. What would be five things you would rename?
AHA #15. Convince your teacher to totally change your playground. What would the revised playground look like?
AHA #16. You have the cooperation of all the countries. Which country would you help first?
AHA #17. Change a nursing home. What improvement would you make?

Random Have all the websites. What information would you share?
Random Have all the medicine. What would you cure?
Random Have all the atlases. What trip would you plan?

5. FORCED ASSOCIATION MODEL (Use cultural literacy terms here)

A. HOW IS ___________ LIKE ___________?
AHA #1. A fable a story
AHA #2. A train an airplane
AHA #3. A letter e-mail
AHA #4. Recycling saving money
AHA #5. Storyteller a video
AHA #6. A toolbox your backpack
AHA #7. Riding a horse riding a bike

B. GET IDEAS FROM _________ TO IMPROVE ____________.
AHA #8. The homeless the community
AHA #9. Zookeeper animal habitats
AHA #10. Pretty things your surroundings
AHA #11. An author your writing
AHA #12. Illustrations your drawing
AHA #13. Fortune teller your life
AHA #14. Fables manners

C. I ONLY KNOW ABOUT ___________. EXPLAIN ___________ TO ME.
AHA #15. Listening convincing
AHA #16. Being an only child having siblings
AHA #17. Have all my senses having no sight, hearing, etc.
Random receiving giving
Random cooperation selfishness
Random saving earning
Random today tomorrow
Random elementary high school

6. REORGANIZATION/SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____________?
AHA #1. All the money in the world disappeared?
AHA #2. The slower runner won the race?
AHA #3. All animals and people understood and spoke the same language?
AHA #4. We passed a law that we had to recycle all paper?
AHA #5. All books disappeared?
AHA #6. Animals used tools, not people?
AHA #7. Animals could square dance?

B. SUPPOSE ____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?
AHA #8. Animals ruled the earth
AHA #9. People and animals became friends so we no longer used any animal products
AHA #10. Everyone in the world wore the same uniform
AHA #11. All the countries in the world became one nation
AHA #12. All past knowledge was erased
AHA #13. We could predict the future
AHA #14. We all spoke in rhyme

C. WHAT WOULD HAPPEN IF THERE WERE NO ____________________ ?
AHA #15. Wind
AHA #16. Team sports
AHA #17. Nurses
Random animals
Random stories
Random spoken words
Random illustrations

CULTURAL LITERACY

Students must meaningfully use these terms to: (1) spell correctly, (2) use correctly in a sentence, and (3) use a metaphor. Use E.D. Hirsch’s, The Core Knowledge Series (i.e. What Your Third Grader Needs to Know) and your textbooks.

1. Dates:
   - 600-501 B.C.
   - Mayan civilization in Mexico
   - Age of the “Seven Wise Men of Greece”
   - Confucius – 551-479) –Chinese Philosopher
   - Public Libraries in Athens
   - Banking business in Babylon
   - Phytagoras introduced the octave in music

2. Names (nouns):
   - character
   - fable
   - fiction
   - folktale
   - imagery
   - moral
   - play
   - plot
   - poem
   - metaphor
   - country
   - city
   - grapes
   - tortoise
- hare
- wolf

3. Proper Names:
- Aesop
- Walt Disney
- Greece
- Dr. Seuss
- Helen Keller
- Hillary Clinton

4. Ideas:
- Respect
- Friendship
- Sharing
- Persistence
- Loyalty
- Cooperation

5. Phrases
- “Little friends may be great friends” – The Lion and the Mouse
- “If you are greedy, you may lose everything” – The Dog and His Shadow
- “Slow and steady wins the race” – The Tortoise and the Hare
- “If you often lie, people won’t believe you even when you are telling the truth.” – The Boy Who Cried Wolf
- “When people cannot get what they want, they sometimes tell themselves that way they want is no good anyway.” and “Sour Grapes” – The Fox and the Grapes
- “Beware of a wolf in sheep’s clothing: things are not always what they appear to be” and “If you pretend to be what you are not, you might get caught.” and “Don’t Judge a Book By It’s Cover” – The Wolf in Sheep’s Clothing
- “He who wants more often loses all. When you want something, be patient. If you are reedy, you might lose what you already have.” – The Goose That Laid the Golden Eggs
- “Two Heads are Better than One” – The Bundle of Sticks
- “Simplicity enjoyed in peace can be preferable to sophistication accompanied by anxiety.” – The City Mouse and the Country Mouse

RESOURCES

I. Bibliography – Teacher/Professional Books and Resources
*Hirsch Jr., E. D., What Your First Grader Needs to Know*. Core Knowledge Foundation, 1997
II. Bibliography – Student Books on loan from Media Center for classroom use as anticipatory sets, to read in class and/or as I-Search Projects

*Daugherty, James. *Andy and the Lion,* The Trumpet Club, 1988
*Dr. Seuss. *The Lorax.* Random, 1971
Ideals Publishing Co., *More Aesop’s Fables,* 1966
* Kimmel, Eric A. (illustration Stevens, Janet) *Anansi Goes Fishing.* Holiday House, 1992
Leaf, Munro. *Aesop’s Fables.* Heritage Press. 1941
*Lobel, Arnold. *Fables.* Scholastic, Inc. 1980
McGovern, Ann. *Aesop’s Fables,* Scholastic, 1963
*Powell, Anton. *Great Civilizations, Greece 1600-30 B.C.,* Franklin Watts, 1987
Sayre, Henry M. *A World of Art.* Prentice Hall. 1997
Schwartz, Alvin. *Whoppers, Tall Tales and Other Lies.* Harper Trophy.1975
Weigle, Oscar. *Fairy Tales to Read Aloud.* Wonder Books. 1960

III. Educational Films/Videos

*Aesops Fables* starring Bill Cosby, *The Tortoise and the Hare.* United American Video Corp., 1989
*Ana in the Rainforest.* Laura Heller. Bullfrog Films
*Animal Planet*
*Berenstain Bears and Their Trouble with Friends*
*Edge TV: Friendship*
*Eyewitness Series*
*National Geographic*
*Reading Rainbow*
*The Wonderful World of Aesop’s Fables.* VCAT Productions (nine volume series), 1989
*Winnie the Pooh*

III. Commercial Films/Videos

*Antz*
*Beauty and the Beast*
A Bug’s Life
Charlotte’s Web
A Christmas Carol
Clifford
Disney’s Fairy Tales
Fiddler on the Roof, (clip “If I were a rich man….“)
Dr. Doolittle
Dr. Seuss, How the Grinch Stole Christmas
Dumbo
Fly Away Home
Free Willy
Ice Age
It's a Wonderful Life
Jungle Book
Mighty Ducks
The Miracle Worker (clip showing signing of ‘water”)
Pinocchio (clip puppet’s noise growing as lies), Walt Disney, 1940
October Sky
Peter Pan
Race for Your Life, Charlie Brown
The Rescuers
The Rookie
Shrek
Star Wars
Tortoise Beats Hare (Tex Avery, 1941); Tortoise Wins by Hare (Bob Clampett, 1943); Rabbit Transit (L.T. Friz Freleng, 1947). Warner Brothers, Inc.
Searching for Bobby Fischer
Secret Garden
Stuart Little
Toy Story
Velveteen Rabbit
Watership Down

V. Literature/Language Arts (on reserve in Media Center for interest reading)

Fiction
*Dolch, Edward W. Aesop’s Stories for Pleasure Reading. The Garrard Press. 1951
*Galdone, Paul. Three Aesop Fox Fables. The Seabury Press. 1971


*Schechter, Ellen. *The Town Mouse and the Country Mouse.* (Bank Street Ready-to-Read Lvl. 3). Bantam Press. 1984


**Non–Fiction**

Bendick, Jeanne. *Putting the Sun to Work.* Garrod. 1979


Micklethwait, Lucy. *I Spy a Lion.* Greenwillow Books. 1994


Roehrig, Catherine. *Fun with Hieroglyphs.* Metropolitan Museum of Art. 1990

*Reader’s Digest. *Animals Can Be Almost Human.* 1982


**Poetry**

Alexander, Cecil Frances. *All Things Bright and Beautiful.* Random House…. 1983


*Coatsworth, Elizabeth. *Swift Things are Beautiful .* The Children’s Treasury, Discovery Books, 1987


Lenski, Lois. *Sing a Song of People.*


Rossetti, Christina G. *“Hurt No Living Thing”*


**Drama (Stage Productions and Early Childhood Dramatizations)**

“Androcles and the Lion”

“Cabaret”, Broadway Musical (song: *Money Makes the World Go Round*)

Fingerplays. *Where is Thumbkin?*. Gryphon House. 1993


**Art Works**

Illustrations:
*Carle, Eric. *Sounds of the Storyteller (Lion and Mouse)*. Woodcut illustration
*Dolch, Marguerite. *Aesop’s Stories for Pleasure Reading*. Line drawing (LMB Visualizing)
Cuneiform tablets, Summerian 1800 B.C.
Hicks, Edward, *Peaceable Kingdom*
Raphael. *The School of Athens*, 1510-1511 (Sayer, p.426) (instructional setting of ancient Greece)

**Music**

“The Ants Go Marching”
“Bahamas Pajamas”. Joe Scruggs
“Go Into the Night”. Nature Nuts. Mary Miche.
“Greenback Dollar”, Kingston Trio
“Heigh-Hoe”(Snow White and the Seven Dwarfs), *Classic Disney, Volume II*, 1995
“If You’re Happy and You Know It”
“It Takes a Whole Village”, school music resource
“Money Makes the World Go Round”, Cabaret
“Money”, Pink Floyd. CD
“Smile”. Wee Sing, Sing Alongs

“Theme from Star Wars”
“That’s What Friends Are For”, The Jungle Book, Walt Disney, 1990
“You’ve Got a Friend” , Lion King
“We Can Do It”, Cinderella
“Who Built the Ark”. Wee Sing Sing-Alongs
“Who Let the Dogs Out?”, Baha Men
“Who’s Afraid of the Big Bad Wolf?” (Three Little Pigs), *Classic Disney, Volume II*, 1995

VI. **Resource People/Mentors**

Bank Teller (Savings Club for students speaker--- Minnequa Saving Club)
Contractors
Elected Government Officials
Engineer
Factory Worker
Forest Ranger/Smokey the Bear (representative about conservation)
Physical Educations teacher (teaching square dance—country entertainment)
Physician/Nurse
Radio/Newspaper/T.V. reporter or other personnel (i.e. Marvin Read)
School Staff (custodian, media specialist, cafeteria—for tools, technology prep.)
Storyteller
Veterans
Water Works: Board member/Chemist/representative
Weatherman
Zoo Docent

VII. **Field Trips**

Library, school or public
Supermarket (categorize)
Mint
Theatre
Post Office (cooperative working)
Zoo

VIII. **Other Material (CD–ROM, Laser Disc, Internet sites, etc.)**

CD Nature Sounds, Wind
Additional Web Site References:

Fables:
http://www.fables.org (fables and folklore)
http://www.comenius.com/fables (fluency and idioms)
http://www.umass.edu/acco/projects/aesop (illustrated by art students)
http://www.fablesonline.com (focused on 5 major themes in Literature)
http://www.fables.co.uk (children’s fables)
http://classics.mit.edu/Aesop/fab.html (Internet Classics Archive)
http://www.fluffyfables.com (pet stories, articles and fables)
http://www.belinus.co.uk/fairytales/Homeextra.htm (fables and fairy tales)
http://www.ivyjoy.com/fables/index.shtml (fables, fairy tales and nursery rhymes)
http://www.literature.org/authors/aesop (fables and the life of Aesop)
http://www.cruzioc/~nikan (Native American fables)
http://gate.cruzioc/~seaweb/Corbin/aesop.html (Aesop’s fables)
http://www.ipl.org/cgi-bin/youth (Internet Public Library)
http://eserver.org/fiction/aesop-fables.txt (84 fables)
http://www.chinavista.com/experience (Chinese and English fables)
http://storiestogrowby.com (interactive, animated variety of stories)
http://voxbibris.claremont.edu/sc/events/accent/Hi_AccentonImages.htm
(illustrated interactive books on a variety of subjects)
http://www.crittergames.com (games with fable animals)

Art:
http://www.arthistory.net
http://www.eduweb.com/pintura (interactive art adventures in History)
http://www.dia.org/collections/ancient/ancientindex.html (ancient art of Greece, etc.)
http://www.Georgeortiz.com/aasite/index.html (ancient art of Greece, etc.)
http://www.metmuseum.org/toah/splash.htm (timeline of Art History)

Aesop’s Life:
http://www.literature.org/authors/aesop/fables/biography.html
http://mizzi.com/mythbook/emyths/greek/aesop/aslife.html
http://ancienthistory.about.com/library/bl/bl_aesop_lifeof.html
http://www.nhin.com/asp/aesop-h.htm
http://uk.excite.co.uk/directory/categories/920995

Reading Skills:
http://www.kidsource.com/schwab/developing.reading.skills.html
http://eslus.com/LESSONS/READING/READ.HTM
http://www.eslcafe.com idioms
http://www.rootsweb.com/~genepool/sayings.htm (common sayings)
http://www.funbrain.com/idioms (many learning games/ all subjects)

For Teachers:
http://www.lessonplans.com
http://ericir.syr.edu/virtual/lessons
http://www.col-ed.org/cmr
http://school.discovery.com/lessonplans
http://www.execpc.com/~dboals/k-12.html