

Lesson 1: Identifying the Theme of a Fable**Lesson Plan****Learning Goal**

Use the plot and main idea of a fable to identify the theme.

Duration

Approximately 50 minutes

Necessary Materials

Provided: Direct Teaching for Lesson 1: Theme Graphic Organizer A, Guided Practice for Lesson 1: Theme Graphic Organizer B, Guided Practice for Lesson 1: Theme Graphic Organizer B Answer Key, Independent Practice Worksheet

Not Provided: *Aesop's Fables* by Jerry Pinkney, chart paper, markers

Teacher Modeling

I will explain that the “theme” is the underlying meaning or lesson of a story that the author is trying to convey to the reader. I will also explain that good readers think about the events that happen in the story (plot) and what the story is mostly about (main idea) to figure out the lesson we can learn (theme). I will read “The Boasting Traveler” (p. 76) from *Aesop's Fables* by Jerry Pinkney aloud. I will use a graphic organizer to chart the the events from the story and think aloud about what the story is mostly about to identify the theme of the story. (Direct Teaching Teacher Example Graphic Organizer is provided below in Teacher and Student Materials.) I will explain that I think the author is trying to tell me that actions speak louder than words.

Think Check

Ask: How did I identify the theme of the story? Students should respond that you read the story and identified the events in the story and thought about what the story was mostly about. Then you used this information to figure out the lesson or theme of the story.

Guided Practice

WE will read “The Travelers and the Gold Coins” (p. 75) from *Aesop's Fables*. We chart what happened in the story and what the story is mostly about on our graphic organizer, in order to identify the theme of the story. We will conclude that one theme is, “If you don’t share your good luck, don’t expect to share your bad luck. (Guided Practice Student Worksheet and Teacher Answer Key are provided below.)

Independent Practice

YOU will read “The Fox and the Crow” (p. 68) from *Aesop's Fables*. You will use a graphic organizer to chart the the events from the story and think aloud about what the story is mostly about, in order to identify the theme of the story. (Student Independent Practice is provided below.) Note: You will need to provide your students with a copy of the story for Independent Practice.

TIP: Students may word the themes differently. As long as the theme is supported by the plot and the main idea, it is correct. Provide struggling students with two or three options for the theme so that they can choose the best theme based on the plot and main idea.

Build Student Vocabulary boasting

Tier 2 Word: boasting	
Contextualize the word as it is used in the story	“He stood in the marketplace, boasting of his adventure: he had climbed the highest mountains, sailed the deepest seas, and visited the most magnificent cities.”
Explain the meaning student-friendly definition)	To boast is to show off the things you own or have done. The traveler was boasting about the things he did, the places he visited, and about the long jump he made.
Students repeat the word	Say the word with me: boasting .

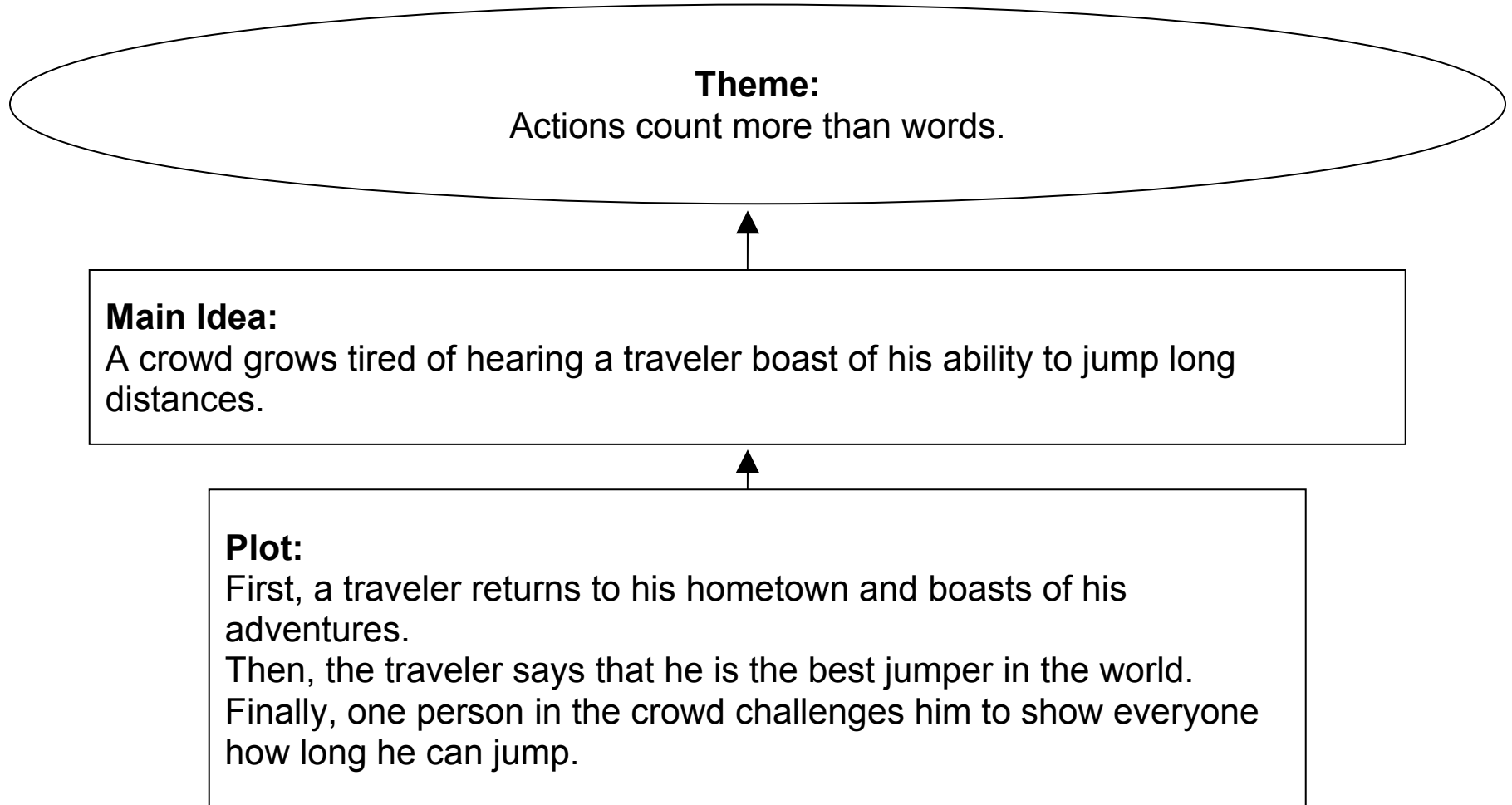
Lesson 1: Identifying the Theme of a Fable

Teacher gives examples of the word in other contexts	I didn't like it when my friend was boasting about how much money he has. When I told my cousin that I bought a new dress, she boasted that she had seven new dresses.
Students provide examples	Tell me about a time you heard someone boast. What were they boasting about? Say "I heard someone boast about _____."
Students repeat the word again.	What word are we talking about? boasting
Additional Vocabulary Words	spectacular, magnificent

Build Student Background Knowledge

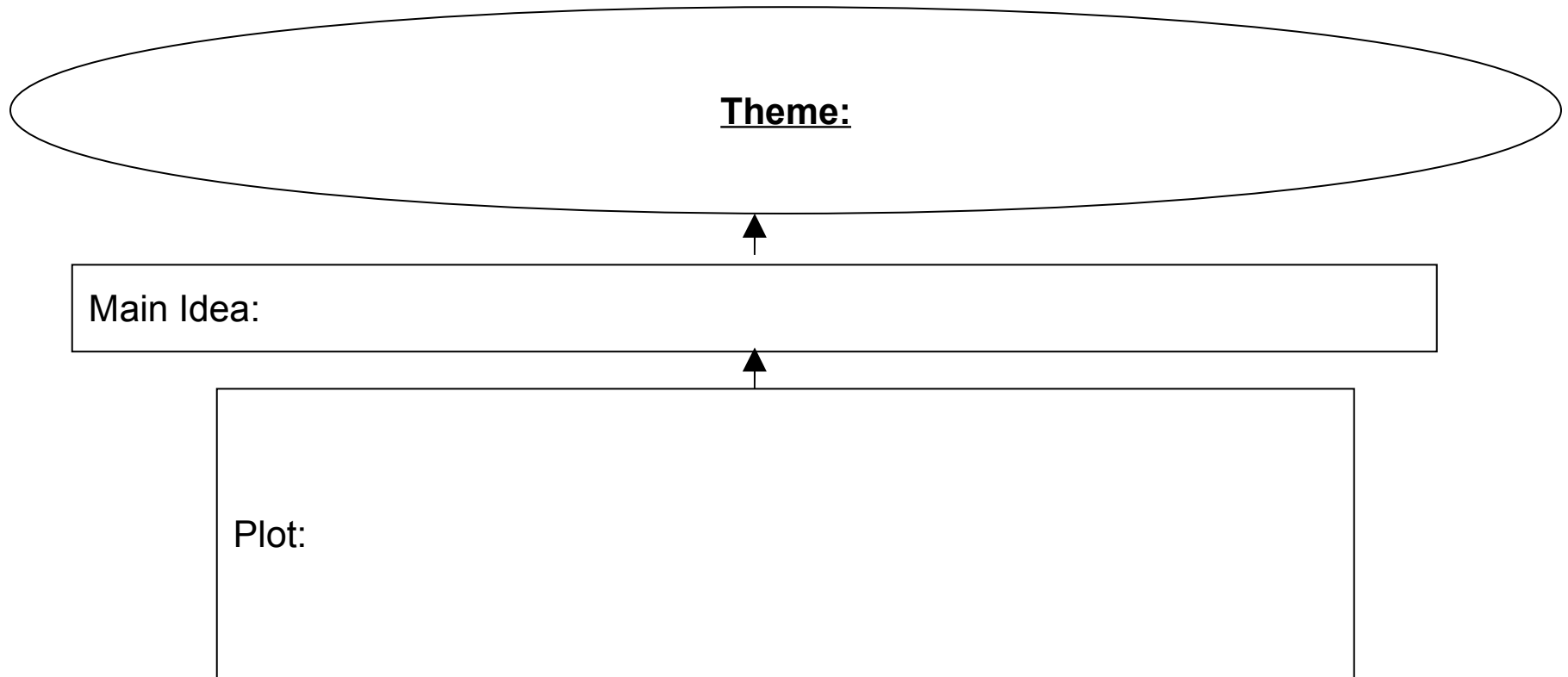
After reading the fable "The Travelers and the Gold Coins", explain that people have been using gold to make jewelry for thousands of years (since the Stone Age). One early source of gold was found in Ethiopia, in East Africa. There were many gold mines in Ethiopia, and many African countries traded their salts and goods for gold.

Title: "The Boasting Traveler" from *Aesop's Fables*



Name: _____

Title: “The Travelers and the Gold Coins” from *Aesop’s Fables*



Title: “The Travelers and the Gold Coins” from *Aesop’s Fables*

Theme:

If you don’t share your good luck, don’t expect to share your bad.

Main Idea:

A man does not want to share his gold and his friend chooses not to help protect him from an angry mob.

Plot:

First, one of two companions finds a sack of gold coins.

Then, he refuses to share with his friends.

Next, a mob of angry people accuse him of being a thief.

Finally, the companion refuses to help him because he did not want to share the gold.

Name: _____

Title: "The Fox and the Crow" from *Aesop's Fables*

Theme:

Main Idea:

Plot:

Lesson 2: Events that Support a Theme**Lesson Plan****Learning Goal**

Identify events in the plot that support the theme of a story.

Duration

Approximately 50 minutes

Necessary Materials

Provided: Direct Teaching and Guided Practice Worksheet, Independent Practice Worksheet

Not Provided: *Mufaro's Beautiful Daughters* by John Steptoe, *Boundless Grace* by Mary Hoffman, chart paper, markers

Teacher Modeling

I will remind students that the theme of a story is the underlying message or lesson that the author is trying to convey to the reader. I will explain that stories usually have events in the plot that support the theme of the story. I will read the theme of the story of *Mufaro's Beautiful Daughters* by John Steptoe aloud: "Kindness is rewarded over cruelty". I will read *Mufaro's Beautiful Daughters* by John Steptoe aloud. After reading the story once, I will go back to the first half of the book and model identifying the events in the story that support the theme. For example: Nyasha's singing made her crops more bountiful than anyone else's. This was because Nyasha was kind and happy and sang while she worked in her garden. I will chart the events that support the theme. (Direct Teaching and Guided Practice Example Chart provided below in Teacher and Student Materials.)

TIP: Distinguish between events that support the theme and events that do not.

Think Check

Ask: How did I identify events in the story that supported the theme? Students should respond that you read the story, thinking about the theme, "Kindness is rewarded over cruelty." Then you went back into the story and identified events that supported that theme.

Guided Practice

WE will chart the remaining events from the story and discuss how each event supports the theme. (See Direct Teaching and Guided Practice Example Chart provided below.)

Independent Practice

YOU will read *Boundless Grace* by Mary Hoffman, and identify the events that support the theme: "Families are what you make of them". (Student Independent Practice is provided below.) Note: You will need to either read the story aloud to students or provide them with the story for Independent Practice.

TIP: Support struggling students by providing them with several events from the story for the Independent Practice. Students then can choose which events support the theme.

Build Student Vocabulary bountiful

Tier 2 Word: bountiful	
Contextualize the word as it is used in the story	Nyasha "always sang as she worked, and some said it was her singing that made her crops more bountiful than anyone else's."
Explain the meaning student-friendly definition)	Bountiful means much more than is needed. When people said that Nyasha's singing made her crops more bountiful than anyone else's, they meant that her singing helped to make her crops grow so that she had much more than she actually needed.

Lesson 2: Events that Support a Theme

Students repeat the word	Say the word bountiful with me: bountiful .
Teacher gives examples of the word in other contexts	I watered my vegetable garden everyday. By the end of the summer, my garden was bountiful . There was a bountiful supply of flowers in his garden.
Students provide examples	What do you have that is bountiful ? Start by saying, "I have bountiful amounts of..."
Students repeat the word again.	What word are we talking about? bountiful
Additional Vocabulary Words	considerate, proclaimed

Build Student Background Knowledge

Before reading the story, explain to your students that you are going to read a book that takes place in Zimbabwe. Zimbabwe is a country on the continent of Africa. Point to Zimbabwe on a map, next to South Africa and Botswana. Show students photographs of Zimbabwe's Victoria Falls, one of the natural wonders of the world. During the wet season, over 500 million liters (the equivalent of 250 million "party size" bottles of soda) of water plummet over the edge into the Zambezi River. Explain that this area is famous for its plant and animal life, some of which we will see while reading Mufaro's Beautiful Daughters.

Note: **Bold text** is charted by the teacher during Direct Teaching. (I)
Underlined text is charted with the class during Guided Practice. (We)

Mufaro's Beautiful Daughters

Theme - Kindness is rewarded over cruelty.

Recurring Events in the Plot

- 1. Nyasha's crops were more bountiful than anyone else's because she was kind and happy and sang to them.**
- 2. Nyasha is kind to a garden snake and becomes friends with the snake.**
- 3. Manyara is cruel to the little boy and refuses to give him food.**
- 4. Manyara does not respect the old woman and does not listen to her advice.**
5. Nyasha gives the little boy food.
6. Nyasha follows the old woman's directions and thanks her with sunflower seeds.
7. Manyara says there is a great monster that knows all her faults and almost ate her.
8. The king chooses to marry Nyasha because he knows she is the kindest and most beautiful daughter.

Name: _____

Identify three events from the story that support the theme.

Theme: Families are what you make of them.

1.) _____

2.) _____

3.) _____

Lesson 3: Determining Theme Based on Events in the Story**Lesson Plan****Learning Goal**

Determine the theme based on the events of a story.

Duration

Approximately 50 minutes

Necessary Materials

Provided: Direct Teaching for Lesson 3: Example Chart, Guided Practice for Lesson 3: Example Chart, Independent Practice Worksheet

Not Provided: *Chinese Children's Favorite Stories* by Mingmei Yip, chart paper, markers

Teacher Modeling

I will explain that we can use the main events of stories to identify the theme of the story. I will read aloud "The Fish-Basket Goddess" (p. 9) from *Chinese Children's Favorite Stories* by Mingmei Yip and chart the main events of the story. (Direct Teaching Teacher Example Chart is provided below in Teacher and Student Materials.) I will determine the theme by thinking about all the events in the story. I will identify the theme as: "Goodness wins over evil." The Dragon King was evil and when the Goddess came up with a plan to help the people, the Dragon King lost all his powers. I think the author is trying to give the reader the message that being good and clever is better than being mean and bad.

Think Check

Ask: How did I identify the theme of the story? Students should answer that as you read, you charted the main events from the story. Then you used these events to draw a conclusion about the message of the story.

Guided Practice

WE will read "The Mouse Bride" (p. 15) from *Chinese Children's Favorite Stories* by Mingmei Yip aloud and chart the main events of the story. (See Guided Practice Teacher Example Chart, provided below.) We will use these events to identify the theme of the story: "The strongest and bravest is not always who you think."

Independent Practice

YOU will read "How the Fox Tricked the Tiger" (p.76) from *Chinese Children's Favorite Stories* by Mingmei Yip. You will use the main events of the story to determine the theme of the story. (Student Independent Practice is provided below.) Note: You will need to provide your students with the stories for Independent Practice.

Build Student Vocabulary **mansion**

Tier 2 Word: mansion	
Contextualize the word as it is used in the story	One day, Ming Ming, a boy mouse, passed by the mayor's mansion . He caught the mayor looking up at the sky shaking his head."
Explain the meaning student-friendly definition)	A mansion is a large and expensive house. When Ming Ming passed by the mayor's mansion , he passed by mayor's large and expensive home.
Students repeat the word	Say the word mansion with me: mansion .
Teacher gives examples of the word in other contexts	The White House is a mansion . The President of the United States lives in a mansion .

Lesson 3: Determining Theme Based on Events in the Story

Students provide examples	Where might you see a mansion ? Start by saying, "I might see a mansion _____."
Students repeat the word again.	What word are we talking about? mansion
Additional Vocabulary Words	scurry, worthy

Build Student Background Knowledge

Before reading the story, explain that you are going to read tales from China. In the first story, "The Fish-Basket Goddess," you will encounter a dragon. Share a picture of a Chinese dragon and explain that they are an important Chinese symbol, appearing in mythology and folklore. In European stories, dragons often appear as evil creatures, but in Chinese stories, dragons are powerful, often controlling water, rain, and flooding. Historically, they were the symbol of the Emperor of China, the leader and most powerful position in the country for many generations. The Chinese Emperor is not elected like a president, but is a position passed on from father to son. Only one "empress" has ever ruled China—Empress Wu.

Title: “The Fish-Basket Goddess” from *Chinese Children’s Favorite Stories*

- 1.) The River Dragon King starts making waves in the river to spoil everyone’s day.
- 2.) Guan Yin, the Goddess of Compassion, comes down to ask the River Dragon King to stop making waves and making people miserable.
- 3.) The River Dragon King refuses to stop making waves.
- 4.) The Goddess plays a game that the person who throws the most money in her basket can marry her.
- 5.) None of the coins make it in the basket and all the money is used to build a bridge.
- 6.) The Dragon King sees that his waves don’t affect people anymore and loses his power to make waves.

Title: “The Mouse Bride” from *Chinese Children’s Favorite Stories*

- 1.) The mayor is looking for a husband who is the most handsome and the strongest, to marry his daughter.
- 2.) All the strong and handsome mice come to compete for the daughter’s hand.
- 3.) A cat drives all the mice away.
- 4.) The mayor asks the sun to marry his daughter because the sun is the most powerful.
- 5.) The mayor asks the cloud to marry his daughter because the cloud is the bravest.
- 6.) The mayor asks the wind to marry his daughter because the wind is the strongest.
- 7.) The mayor asks a wall to marry his daughter because the wall is the strongest.
- 8.) The wall is afraid of mice chewing through his stomach.
- 9.) Mei Mei is saved by Ming Ming, who also grabs her handkerchief.
- 10.) Mei Mei and Ming Ming are married.

Name: _____

Date: _____

Use the following events from the story to determine the theme.

- 1.) The tiger is the king of the forest and all the other animals fear him.
- 2.) The tiger catches a cunning fox and is going to eat him.
- 3.) The fox tells the tiger that he is the king of the forest.
- 4.) The fox proves to the tiger that he is king of the forest by walking through the forest with the tiger and showing him all the animals that fear him.
- 5.) The tiger, seeing all the frightened animals, believes that the fox is king of the forest.

What is the theme of the story?

Unit Level Materials**Unit Extension Ideas**

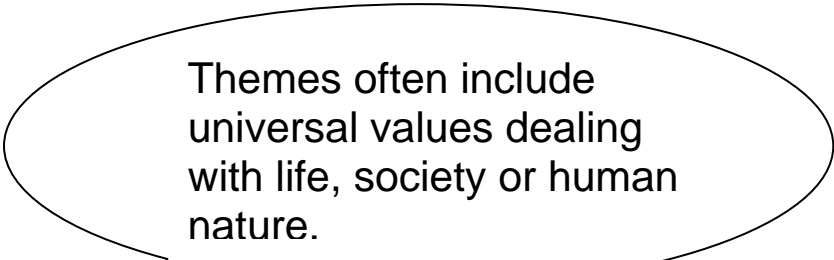
- Identify recurring themes in cultures using the following books:
 - *Indian Children's Favorite Stories* retold by Rosemarie Somaiah
 - *Filipino Children's Favorite Stories* retold by Liana Romulo
 - *Favorite Children's Stories from China and Tibet* by Lotta Carswell Hume
 - *Japanese Children's Favorite Stories* compiled by Florence Sakade
- Continue reading fables from *Aesop's Fables* aloud. Cover the theme at the bottom of each fable and have students identify the theme, or reveal the theme, but ask students to identify the events and textual details that support that theme.
- Have students read the Concepts of Comprehension Reading Passages (provided on the website) and identify the theme.
- Have students write a story and trade it with a partner. Then, have each partner identify the themes of the story. They should underline the text that supports the theme in the story.
- Write themes on index cards. Divide students into groups of two and three. Turn the cards face down and have students select one each. Then, have them talk with their partners to create a skit or silent charade to illustrate the theme. Have the other students guess the message or theme of the skits.

More Books for Teaching Theme

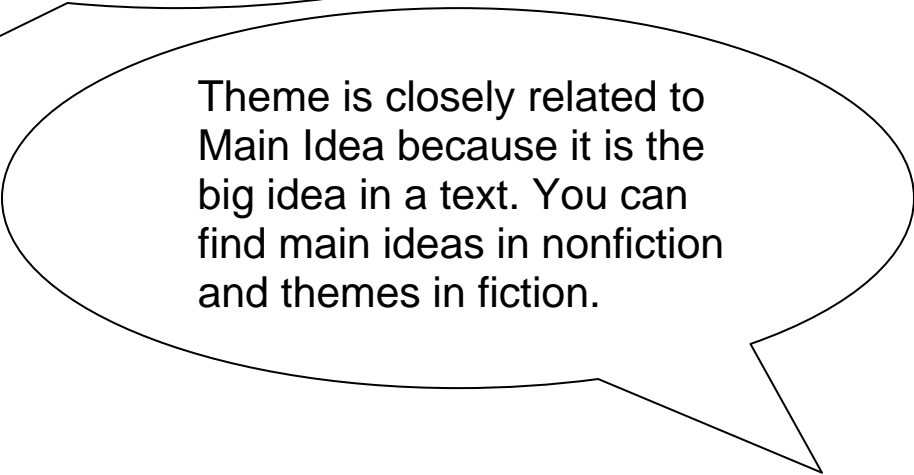
- *The Empty Pot* by Demi
- *Dear Whiskers* by Ann Whitehead Nagda
- *Granddaddy's Gift* by Margaree King Mitchell, Larry Johnson
- *In Daddy's Arms, I am Tall: African Americans Celebrating Fathers* by Javaka Steptoe
- *Carlos and the Cornfield* by Jan Romero Stevens
- *The Hundred Penny Box* by Sharon Bell Mathis

Th Theme

Definition: The underlying message or lesson that the author is trying to convey to the reader.



Themes often include universal values dealing with life, society or human nature.



Theme is closely related to Main Idea because it is the big idea in a text. You can find main ideas in nonfiction and themes in fiction.

Questions:

- What is the theme of this passage?
- What is the moral of this story or novel?
- What message is the author trying to show the reader?

All in a Week

On Monday I rode a rocket ship away to outer space.
On Tuesday I ran my heart out in a mile-long foot race.
On Wednesday I taught a purple baby dragon how to fly.
On Thursday I flew in a big balloon across the sunny sky.
On Friday I swam the ocean blue atop a friendly whale.
On Saturday I climbed a mountain up a rocky trail.
How did I go on a great adventure every day?
Easy—I just read a book, and words took me away!

Question Sheet

Name: _____

Date: _____

“All in a Week” Questions

- _____ 1. This passage is a poem. We know this because
- a. the author mentions something for everyday of the week.
 - b. it is about reading.
 - c. it is imaginative.
 - d. it has rhythm and rhyme.
- _____ 2. The theme of this passage is
- a. reading is exhausting.
 - b. reading is adventurous.
 - c. reading is difficult.
 - d. reading is relaxing.
- _____ 3. Which of the following sentences supports the theme of the poem?
- a. Reading lets you experience many things.
 - b. You can travel to a new place everyday.
 - c. Once you start reading a book, you are forced to travel.
 - d. You will be tired after you read a book.
- _____ 4. This poem is written in the
- a. first person.
 - b. second person.
 - c. third person.
 - d. none of the above.
- _____ 5. What could someone learn from this poem? Explain.

Name: _____

Date: _____

“All in a Week” Answer Sheet

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 - Once you start reading a book, you are forced to travel.
 - You will be tired after you read a book.
- PoV 4. This poem is written in the
- first person.**
 - second person.
 - third person.
 - None of the above.
- Th 5. What could someone learn from this poem? Explain.

Answers will vary. This poem teaches the reader to look at reading as a hobby that is fun and exciting.

Knocked Down

Christopher held the heavy bowling ball in his right hand. He stared down the long, waxed lane in front of him. He closed his eyes and imagined throwing a strike, the pins tumbling down with a loud crash. He opened his eyes, took a deep breath, took three steps, and then sent the ball rolling. A thundering sound erupted as the ball collided with the pins, knocking them all down.

“Yes!” Christopher cried, running back to his seat.

“Nice,” his friend Patrick said. “You’re still like fifty points behind me, though.” Christopher leaned back in his seat. He was feeling pretty good. Then he heard a voice behind him.

“Hey, Chris.” A terrible feeling overcame Christopher. He looked behind him to see Sam. He and Sam had been friends since kindergarten, but Christopher had been avoiding him lately. Kids like Patrick didn’t think Sam was cool.

“I thought you said you were too busy to go bowling today,” Sam said.

Christopher shrugged. “I changed my mind.”

“Whatever,” Sam said, with a hurt look on his face. Then he walked away. Patrick finished his turn and nodded to Christopher.

“What’s that geek Sam doing here?” he asked.

“I don’t know,” Christopher answered.

-

Question Sheet

Name: _____

Date: _____

“Knocked Down” Questions

- _____ 1. The theme of this story is
- a. sportsmanship.
 - b. friendship.
 - c. winning.
 - d. losers.
- _____ 2. Which of the following does not necessarily support the theme?
- a. A terrible feeling came over Christopher.
 - b. Sam had a hurt look on his face.
 - c. Patrick asked why Sam was there.
 - d. Christopher knocked all the pins down.
- _____ 3. From the story, you can assume that Christopher is
- a. disloyal.
 - b. proud.
 - c. smart.
 - d. honest.
- _____ 4. This passage takes place
- a. at Christopher's house.
 - b. at Patrick's house.
 - c. at Sam's house.
 - d. none of the above.
- _____ 5. What lesson do you think the author may try to teach in this passage?
- _____
- _____
- _____

Name: _____

Date: _____

“Knocked Down” Answer Sheet

- Th 1. The theme of this story is
- sportsmanship.
 - friendship.**
 - winning.
 - losers.
- Th 2. The following does *not necessarily* support the theme:
- A terrible feeling came over Christopher.
 - Sam had a hurt look on his face.
 - Patrick asked why Sam was there.
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- disloyal.**
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 - honest.
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- at Christopher's house.
 - at Patrick's house.
 - at Sam's house.
 - none of the above.**
- Th 5. What lesson do you think the author may try to teach in this passage?

Answers will vary but may include the importance of being loyal to your friends and standing up for what you believe is right.

The High Dive

The summer sun warmed the cement under Alisa's bare feet as she walked around the edge of the town pool. Her friend Maria was waiting for her by the diving boards. "Come on, Alisa," Maria said. "Let's jump off the high dive."

Alisa looked at her with wide eyes. "The high dive? No way." "Don't be scared," Maria said. "It's really fun." Alisa walked away and sat on a bench. "You go. I'll watch you." Maria shook her head. "You don't know what you're missing."

Alisa frowned and bit her lip. She watched Maria climb up the tall ladder. It made Alisa dizzy just imagining being up there. Alisa had been afraid of the high dive since she could remember. The thought of being up so high terrified her. She had never even tried to jump off.

Maria jumped off the board and then climbed out of the pool. She approached Alisa. "Come on, Alisa, you've got to try it. It's awesome," she said. Alisa looked up at the board. Maybe it was time for a new experience. "Okay," she said.

Alisa climbed up the ladder for the high diving board. When she got to the top, she gripped the rails tightly. The water down below looked far, far away. She wanted to turn back, to walk back down the ladder, but that would be way too embarrassing. There was only one thing to do. Alisa walked to the edge of the board and took a deep breath. Then she closed her eyes and jumped. A rush of excitement **coursed**¹ through her as she plummeted into the pool. She emerged from the water, sputtering and splashing. "That was awesome!" she cried.

¹ **to course:** to move rapidly

Question Sheet

Name: _____

Date: _____

“The High Dive” Questions

- _____ 1. The theme of this passage is
- a. friends should encourage each other.
 - b. swimming is great exercise.
 - c. trying something new.
 - d. your friends should not force you to do something you don't want to do.
- _____ 2. In the sentence, “It made Alisa dizzy just imagining being up there,” *it* refers to
- a. the edge of the pool.
 - b. the high dive board.
 - c. the hot summer sun.
 - d. being at the top of the tall ladder.
- _____ 3. Which of the following does *not* support the theme?
- a. Alisa had never been off of the high dive.
 - b. The sun warmed the cement under Alisa's bare feet.
 - c. Maria asked Alisa to go off of the high dive.
 - d. Alisa decided to jump off of the high dive.
- _____ 4. The problem in this story is
- a. Maria wants Alisa to do something new.
 - b. Alisa has never been off of the high dive.
 - c. Alisa was afraid to go off of the high dive.
 - d. Alisa decided to try to the high dive.
- _____ 5. What does this passage teach the reader? Explain.

Name: _____

Date: _____

“The High Dive” Answer Sheet

- Th 1. The theme of this passage is
- friends should encourage each other.
 - swimming is great exercise.
 - trying something new.**
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- Maria wants Alisa to do something new.
 - Alisa has never been off of the high dive.
 - Alisa was afraid to go off of the high dive.**
 - Alisa decided to try to the high dive.
- Th 5. What does this passage teach the reader? Explain.

Answers will vary. This passage teaches the reader that even though trying something new is scary at times, it can end up being a good decision.

*Suggested Additional Vocabulary:
to emerge, to sputter, to plummet, to approach*

The Wise Choice

"You have rescued my horse," Queen Olivia told the young boy standing before her. "Now you shall have a reward." Peter nervously ran his fingers through his brown hair. The frightened horse had run past him as he worked in the field that morning. He would have helped it whether it belonged to the queen or not. But he had to admit that getting a reward was nice.

Two of the queen's **pages**¹ appeared. One carried a small pillow with a mirror sitting on top. Red jewels sparkled on top of the mirror's silver frame. The other page carried a wood cage with a clucking chicken inside it.

"Only one reward can be yours," the queen said. "Choose wisely." "That's easy," Peter said. "I'll take the chicken." Some of the people in the court laughed. It was clear they thought he had made a foolish choice.

"And why did you choose the chicken?" the queen asked. "Well, I don't know much about jewels and things," Peter answered. "But I do know about chickens. The chicken will provide eggs for my family for a long while."

Queen Olivia smiled. "Then you did make a wise choice," she said. "That mirror may look fancy. But the jewels you see are only colored glass, and the frame is painted silver. The chicken is much more **valuable**²." Peter took the chicken from the page. Then he bowed. "Thank you, your majesty."

"You are a smart child," the queen said. "I could use a smart boy to help take care of my horses. Would you like a job?" Peter grinned. "Thank you!" he said. A job at the castle paid well. Now his family would eat well for the rest of their lives—all because he had chosen a chicken!

1 **page**: boy in training to become knight

2 **valuable**: of great use or service

Name: _____

Date: _____

“The Wise Choice” Questions

- _____ 1. The theme of this story is about
 - a. returning things to their owners.
 - b. paying attention to other people’s opinions.
 - c. knowing the value of things.
 - d. the importance of earning money.

- _____ 2. Which of the following best describes Peter?
 - a. He is greedy.
 - b. He cares a lot about his family.
 - c. He does not respect the queen.
 - d. He does not like jewelry.

- _____ 3. What is the moral of the story?
 - a. A horse has the same value as a chicken.
 - b. It is important to make the right decision even though other people may disagree with your decision.
 - c. Queens can be kind.
 - d. Understanding the true value of things can lead you to wise decisions.

- _____ 4. Peter chooses the chicken as his reward. Why do some of the people in the court most likely think this is a foolish decision?
 - a. They most likely think the mirror with the jewels is fancier and worth more than the chicken.
 - b. They most likely think the chicken is fancier and worth more than the mirror with the jewels.
 - c. They most likely think Queen Olivia would become angry at Peter if he chose the chicken.
 - d. They most likely think Peter would end up losing the chicken.

- _____ 5. Identify a detail in the story and explain how it supports the theme.

Name: _____

Date: _____

“The Wise Choice” Answer Sheet

- Th 1. The theme of this story is about
- returning things to their owners.
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 - knowing the value of things.**
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- Th 3. What is the moral of the story?
- A horse has the same value as a chicken.
 - It is important to make the right decision even though other people may disagree with your decision.
 - Queens can be kind.
 - Understanding the true value of things can lead you to wise decisions.**
- DC 4. Peter chooses the chicken as his reward. Why do some of the people in the court most likely think this is a foolish decision?
- They most likely think the mirror with the jewels is fancier and worth more than the chicken.**
 - They most likely think the chicken is fancier and worth more than the mirror with the jewels.
 - They most likely think Queen Olivia would become angry at Peter if he chose the chicken.
 - They most likely think Peter would end up losing the chicken.
- Th 5. Identify a detail in the story and explain how it supports the theme.

Answers will vary. For example, students may explain that Peter says that he chose the chicken because it would provide eggs for his family for a long while. Since he is able to value the use of the chicken and how it would benefit his family, he makes a wise decision. Thus, the detail identified supports the theme of understanding the value of things to make wise decisions.

Suggested Additional Vocabulary: appear, rescue, foolish

A Tricky Monkey

Kojo the monkey lived in the rain forest. There were lots of monkeys in Kojo's part of the forest. Kojo had many brothers and sisters. That was good, because Kojo had many monkeys to play with. But Kojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Kojo decided to play a trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody will believe anything you say if you keep this up." The monkeys were all pretty upset with Kojo. They ignored him. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. "Leopard! A leopard is coming for real this time!" Kojo yelled. None of the monkeys paid any attention. The leopard was headed right for them. Kojo knew what he had to do.

"Here, leopard! Over here!" he yelled. The leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard and they climbed into the trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

Kojo was relieved. The other monkeys were glad that Kojo had tried to save them. They forgave him for lying and played with him again. And Kojo became someone they could trust.

Question Sheet

Name: _____

Date: _____

“A Tricky Monkey” Questions

- _____ 1. The theme of this passage is
- a. trust.
 - b. lying.
 - c. fear.
 - d. danger.
- _____ 2. Which of the following statements supports the theme?
- a. Kojo got bored.
 - b. Kojo got in trouble.
 - c. A leopard came near the monkeys.
 - d. Kojo saved the monkeys.
- _____ 3. What is the main problem in this passage?
- a. The monkeys got mad at Kojo.
 - b. Kojo lost the monkeys' trust.
 - c. Leopards eat monkeys.
 - d. Kojo tricked the leopard.
- _____ 4. This passage teaches the reader
- a. to stay away from leopards.
 - b. to not listen to liars.
 - c. that trust is important.
 - d. that scaring others is a problem.
- _____ 5. How would you describe Kojo?

Name: _____

Date: _____

“A Tricky Monkey” Answer Sheet

- Th 1. The theme of this passage is
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- to stay away from leopards.
 - to not listen to liars.
 - that trust is important.**
 - that scaring others is a problem.
- C 5. How would you describe Kojo?

Answers will vary. Kojo gets bored easily. He doesn't think ahead about lying to the other monkeys. When the leopard came, Kojo thought quickly to save the other monkeys.

Suggested Additional Vocabulary: scold, scramble, to pad, being relieved