

The “Fantastic Four” Fables to Teach Reading Skills

Grade Level: Kindergarten Language Arts
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Length of Unit: 5 Lessons (plus additional optional culminating activity)

I. ABSTRACT

Old and new are melded together in a way that is sure to please teachers and students alike. Four of Aesop’s fables (old) are presented using literacy block format (new) that includes center rotations, giving students the movement needed to stay focused. Classic stories plus scientific data based activities equal a high end learning experience.

II. OVERVIEW

A. Concept Objectives

1. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)
2. Students will communicate effectively through speaking and writing. (NM LA K2)
3. Students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)

B. Content from the *Core Knowledge Sequence*

1. Understand and follow oral directions. (p.8)
2. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p.8)
3. Distinguish fantasy from realistic text. (p.8)
4. Listen to and understand a variety of texts, both fiction and nonfiction. (p.8)
5. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word. (p.7)
6. Read any three sound CVC word or nonsense word. (8)
7. Orally blend onsets and rimes in spoken words. (p. 7)
8. Match a letter to a spoken phoneme. (p. 7)
9. Write the correct letter to represent a sound or sequence of sounds. (p. 8)
10. Read simple phrases or sentences made up of the phonemes mastered so far. (p. 8)
11. Orally blend isolated sounds into a spoken one-syllable word. (. 8)
12. Orally segment words into syllables and demonstrate an understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable. (p.7)
13. Orally blend syllables into words. (p. 7)
14. Orally blend onsets (any initial consonant or consonant cluster) and rimes in spoken words. (p. 7)
15. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word. (p. 7)
16. Given a spoken word, produce another word that rhymes with the given word. (p. 7)

17. Begin to recognize common words by sight including: a, the, I, my, you, is, are. (p. 8)
 18. Decode a letter into the phoneme it represents. (p. 7)
 19. The Hare and the Tortoise. (p. 38)
 20. The Lion and the Mouse (p. 38)
 21. The Grasshopper and the Ants (p. 39)
 22. The Dog and His Shadow (p. 37)
- C. Skill Objectives
1. Decode unknown words by phonemic clues: beginning, middle, and ending sounds, etc. (Hobbs LA K.1,D)
 2. Write the correct letters to represent a sound or sequence of sounds. (Hobbs LA K.1,L)
 3. Demonstrate correct audience behavior through listening and response. (Hobbs LA K.4,C)
 4. Recite in groups or individually rhymes, pledges, sayings, phrases, etc. (Hobbs LA K. 4,C)
 5. Read individual words and sight words. (Hobbs LA K 1,M)
 6. Develop sentence sense: capital letter, period. (Hobbs LA K.6,F)
 7. Retell stories. (Hobbs LA K.4,F)
 8. Respond to critical thinking questions: compare, evaluate, predict, cause/effect. (Hobbs LA K.4,E)
 9. Copy/trace a shape or design. (Hobbs LA K.2,D)
 10. Write upper and lower case letters. (Hobbs LA K.2,E)
 11. Match word meaning to context/pictures. (Hobbs LA K.1,H)
 12. Introduce sentence sense. (Hobbs LA K.2,C)
 13. Asks and/or responds appropriately to specific questions. (Hobbs LA K.4,B)
 14. Contribute to group discussions. (Hobbs LA K.4,A)

II. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Winter, Milo, *The Aesop for Children*
 2. Hirsch, E.D.,Jr. and Wright, Souzanne A. Wright, *Core Knowledge Teacher Handbook Series*
 3. Hirsch, E.D.Jr. and Holdren, John, *What Your Kindergartener Needs to Know*
- B. For Students
 1. Core Knowledge Foundation, *Core Knowledge Preschool* (optional)

III. RESOURCES (Provide a list of key resources-literature selections, activity books, AV materials, etc.-that are critical in teaching this unit.)

- A. Book - Winter, Milo *The Aesop for Children* Checkerboard Press. (Lessons 2-6)
- B. CD – Weiss, Jim, *Animal Tales*. Core Knowledge Foundation (Lesson 3)
- C. CD player (Lesson 3)

IV. LESSONS

Lesson One: Fable Facts

- A. *Daily Objectives*
 1. Concept Objective(s)

- a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)
 - b. Students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)
2. Lesson Content
- a. Understand and follow oral directions. (p.8)
 - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p.8)
 - c. Distinguish fantasy from realistic text. (p.8)
 - d. Listen to and understand a variety of texts, both fiction and nonfiction. (p.8)
3. Skill Objective(s)
- a. The student will identify literary elements: author and character. (Hobbs LA K.1,O)
 - b. The student will contribute to group discussion. (Hobbs LA K.4, A)
 - c. The student will be able to differentiate between real and not real. (Hobbs LA K.3,C)
- B. *Materials*
- 1. *Core Knowledge Teacher Handbook* - Grade K (p.83)
 - 2. *The Aesop for Children* - Illustrated by Milo Winter
 - 3. Two word cards/index cards for vocabulary that can be used on a word wall (fable and moral)
 - 4. KWL chart made from chart paper or poster board
 - 5. Markers for KWL chart
- C. *Key Vocabulary*
- 1. A **fable** is a short story that teaches a lesson. It usually has animals as the main characters and these animals act like people. (Student vocabulary)
 - 2. A **moral** is a lesson, taught by a fable, about making right and wrong choices. (Student vocabulary)
 - 3. **Personification** is a figure of speech in which an animal, object, or idea is given human characteristics. (Teacher vocabulary)
- D. *Procedures/Activities*
- 1. Prior to beginning the lesson, the teacher will prepare a KWL chart and display it.
 - 2. The teacher will gather the students into a large group for this entire lesson.
 - 3. Read “The Town Mouse and Country Mouse” from *The Aesop for Children*, p.18 to students without stating that it is a fable. (This is a fable from the Preschool Core Knowledge Sequence.) Discuss the fable by asking various questions such as:
 - a. Did you like the story? (responses will vary)
 - b. Who were the characters in the story? (responses will vary)
 - c. Did you learn anything from the story? (responses will vary)
 - d. Do you know what a fable is? (responses will vary)
 - 4. Write correct student responses to question d under the K column of the KWL chart.

5. The teacher will state that the story we just heard is called a **fable**. The teacher will then define fable while displaying the word wall card and placing it on the word wall.
6. The teacher will ask the students what they want to learn about fables. Record their responses under the **W** column of the KWL chart.
7. The teacher will explain that a story is different from a fable because a fable teaches a **moral**.
8. The teacher then asks:
 - a. What is a **moral**? (responses will vary)
9. Write correct responses on the same KWL chart under the **K** column.
10. The teacher will then define moral while displaying the word wall card and placing it on the word wall.
11. The teacher will ask the students what they want to learn about morals. Record their responses under the **W** column of the KWL chart.
12. The teacher will then ask:
 - a. What were the characters in our story?
 - b. What did the characters all have in common? (Appropriate response should be that all the characters in the story are animals.)
 - c. Do any of you know of other stories that have animals in them and the animals act like people? (examples: The Three Little Pigs, The Little Red Hen, Little Red Riding Hood)
 - d. Can you tell me how these animals acted like people?
13. Once students have told ways in which the animals acted like people in various stories, the teacher will explain that this is called **personification**. (Teacher vocabulary)
14. The teacher will ask:
 - a. Can animals really do those things?
 - b. What things did these animals do that they can't really do?
15. The teacher will explain that this is the difference between real and not real and this will sometimes be called fact and fiction.
16. The teacher will then tell the students that they are beginning a new unit of study about the four Core Knowledge fables by Aesop. The teacher will give a brief biography about Aesop from p.83 in the Teacher Handbook. Choose the information that you think is appropriate for your students.
17. The teacher will tell the students that tomorrow they will be hearing a fable by Aesop about a hare and a tortoise. Ask students to go home tonight and ask family members what a hare and a tortoise are. (This can serve as a parent involvement activity)

E. *Assessment/Evaluation*

1. The teacher will observe and record on the KWL chart as students respond to questions.

Lesson Two: The Race Is On (The Hare and the Tortoise)

A. *Daily Objectives*

1. Concept Objective(s)

- a. The students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)
 - b. The students will communicate effectively through speaking and writing. (NM LA K2)
 - c. The students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)
2. Lesson Content
- a. Students will understand and follow oral directions. (p. 8)
 - b. Students will tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p.8)
 - c. Students will distinguish fantasy from realistic text. (p.8)
 - d. Students will listen to and understand a variety of texts, both fiction and nonfiction. (p.8)
 - e. Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word.
3. Skill Objective(s)
- a. The students will decode unknown words by phonemic clues: beginning, middle, and ending sounds, etc. (Hobbs LA K.1,D)
 - b. The students will write the correct letters to represent a sound or sequence of sounds. (Hobbs LA K.1,L)
 - c. The students will write upper and lower case letters. (Hobbs LA K.2, E)
 - d. The students will demonstrate correct audience behavior through listening and response. (Hobbs LA K.3,D)
 - e. Students will recite in groups or individually rhymes, pledges, sayings, phrases, etc. (Hobbs LA K.4,C)
 - f. The students will match word meaning to context/pictures. (Hobbs LA K.5,E)

B. *Materials*

- 1. *What Your Kindergartener Needs to Know* (pp. 38-39)
- 2. Five word wall cards: hare, tortoise, boasting, zip, and darted.
- 3. Timer
- 4. Clothespins (Enough for 5 per student in small group, Center 1)
- 5. Appendices A,B (Enough for one set per student in small group, Center 1)
- 6. Sentence strips with the vocabulary words and their definitions. (Center 2)
- 7. Appendix C (Enough for one per student, Center 3)
- 8. Pencils (One per student in small group, Center 3, 4)
- 9. Moral of story and 3 high frequency words on sentence strips. (Center 4)
- 10. Lined paper (Center 4)

C. *Key Vocabulary*

- 1. A **hare** is another name for rabbit. (Student vocabulary)
- 2. A **tortoise** is a land turtle. (Student vocabulary)
- 3. **Boasting** means bragging. (Student vocabulary)
- 4. To **zip** is to move speedily. (Student vocabulary)
- 5. Something that **darted** moved quickly. (Student vocabulary)

Large Group Activity (Teacher Directed)

D. Procedures/Activities

1. Before beginning today's lesson, set up four reading centers (approximate length-15 minutes each). Center #1: Phonics/Phonemic Awareness; #2: Vocabulary/Oral Language; #3: Comprehension/Fluency; and #4: Writing. These will be the centers for every lesson. Activities for the centers will be explained later.
2. Gather students into one large group for the first 15 to 20 minutes of the lesson.
3. Say, "*It's time to begin our unit on fables. Remember yesterday I asked you to find out the meanings of two words. Who can raise their hand and tell me one of the words and its meaning?*"
4. Depending upon which word is offered-(hare or tortoise)-show the word wall card, read the definition, use it in a sentence, then put it on the word wall.
5. Then ask about the other word and repeat the directions from #4.
6. Then say, "*We have three more vocabulary words to learn for today's fable. The first one is **boasting**.*" Repeat #4.
7. "*The second word is **zip**. In this fable zip means to move quickly.*"
8. Model zipping from one place to another, then repeat #4.
9. Next say, "*Our third word is **darted**. It also means moved suddenly or quickly.*" Repeat #4. You should now have 7 words on your wall.
10. Now the teacher will introduce the first Core Knowledge fable by saying, "*Today we will read another fable by Aesop. It is about a race between a rabbit and a turtle and it is called *The Hare and the Tortoise*. Which animal do you think will win the race and why?*"
11. Call on several students to make predictions and give their explanations. Then say, "*Let's find out who wins.*"
12. Read the fable found on pages 38-39 in *What Your Kindergartener Needs to Know*. Be sure to emphasize the moral at the end and ask comprehension questions such as, "*Who won? Why didn't the rabbit win? What did the turtle do that helped him win?*"
13. At this time the teacher can introduce the Core Knowledge saying, "*Where there's a will, there's a way.*" This saying means that if you want to do something bad enough, you will find a way.
14. Now the students will be divided into 4 groups for reading centers.
15. The teacher will explain that each group will start at a different center and when the timer sounds they are to stand up, push their chair in, make a line, and wait for directions. When everyone is ready, tell students to rotate to the next center. Model the order of rotation, giving directions on how to do each one.

Center 1: Phonics/Phonemic Awareness (Independent)

Procedures/Activities

1. Directions: At this center students will find words with matching vowel sounds. They will each have a stack of 2 cards (Appendices A and B) and will share a basket of clothespins.
2. The students are to place a clothespin beside each picture that has the vowel sound that is found on the card.
3. The cards can be self-checking by placing a sticker on the back of each picture that has the correct vowel sound.

4. After the first card is checked, the clothespins are removed and the next card is started.
5. The teacher will signal for the center to end and students will rotate to the next center.

Center 2: Vocabulary (Teacher Directed)

Procedures/Activities

1. Use sentence strips with vocabulary and definitions.
2. Do an I-read, we-read, you-read on each strip. This is done by the teacher reading the vocabulary word and its definition **to** the students first. Do this two times. Then the teacher reads the sentence strips **with** the students (two times). Finally, the students will read the sentence strips independently (two times).
3. Call on one student at a time to read these to you.
4. The teacher will signal for the center to end and students will rotate to the next center.

Center 3: Comprehension/Fluency (Independent)

Procedures/Activities

1. Supply students with Appendix C.
2. Students will circle the correct answer for each of the questions.
3. For the fifth question, the students must draw the correct picture.
4. When finished, the students may color the picture.
5. The teacher will signal rotation.

Center 4: Writing (Independent)

Procedures/Activities

1. Directions: The students will copy the moral of the fable and 3 high frequency words of teacher's choice on a lined paper using their best handwriting and proper sentence structure.
2. The teacher will signal rotation.

Daily Large Group Culminating Activity

Procedures/Activities

1. Gather the students together for a final few minutes of review. Go over the moral and its meaning. The assessments will also be done at this time.
2. Then say, "Your homework tonight is to think about this question. How could a lion and a mouse help each other?"

E. Assessment/Evaluation

1. The first assessment will be to choose one of the vowel sounds cards and have the students do thumbs up if the picture the teacher points to has the correct sound and thumbs down if it does not.
2. The second assessment will be to check each child's comprehension paper for accuracy.

Lesson Three: A Pleasant Little Surprise (Lion and the Mouse)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)

- b. Students will communicate effectively through speaking and writing. (NM LA K2)
 - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)
2. Lesson Content
- a. Orally blend onsets and rimes in spoken words (p. 7)
 - b. Read any three-sound CVC word (p.8)
 - c. Tell in his/her own words what happened in stories. (p. 8)
3. Skill Objective(s)
- a. Decode unknown words by phonemic clues: beginning, middle, and ending sounds. (Hobbs LA K.1,D)
 - b. Read individual words and sight words. (Hobbs LA K.1,M)
 - c. Develop sentence sense: capital letter, period. (Hobbs LA K.6,F)
 - d. Retell stories. (Hobbs LA K.4,F)

B. *Materials*

1. *What Your Kindergartener Needs to Know* (p. 38)
2. *Animal Tales* CD or tape by Jim Weiss (Center 2)
3. CD or tape player (preferably with headphones) (Center 2)
4. 8 ½ X 11 drawing paper, one per child (Center 2)
5. Crayons (Centers 2 and 4)
6. Pencil (Center 3)
7. One large piece of drawing paper folded into three equal sections for each child (Center 4)

C. *Key Vocabulary*

1. **Disturbed** means to be bugged or bothered. (Student vocabulary)
2. **Gnawing** means biting or chewing through something. (Student vocabulary)

Large Group Activity (Teacher Directed)

D. *Procedures/Activities*

1. Before beginning today's lesson, set up four reading centers (approximate length-15- minutes each). The activities will be explained later in the lesson.
2. Gather students into one large group for the first 15 to 20 minutes of the lesson.
3. Ask: "*Who discovered a way that a lion and a mouse can help each other?*" (Answers will vary)
4. The teacher will allow students to share their responses. Then say "*Now we are going to read a fable by Aesop called 'The Lion and the Mouse'.*"
5. Read "*The Lion and the Mouse*" from *What Your Kindergartener Needs to Know*. (p. 38)
6. Discuss the moral "Little Friends may be great friends". Be sure to include the idea that the smaller, weaker animal was the helper to the stronger animal. The teacher can ask the following questions: "*How did the lion and the mouse act like people in this fable?*" (answers will vary). "*Which animal helped the other one?*" (The mouse helped the lion.). "*How did the tiny mouse help the mighty lion?*" (The mouse gnawed through the net to set the lion free.)

7. The teacher will divide the students into four smaller groups. They will rotate every 15 minutes until they have completed all four centers in one hour.

Center 1: Phonics/Phonemic Awareness (Teacher directed)

Procedures/Activities

1. The students will review the fable “*The Lion and the Mouse*”.
2. The teacher will ask “*What sound does lion begin with?*” (/L/) The teacher will then ask “*What sound does mouse begin with?*” (/M/) The teacher will continue to ask what sounds other words from the fable begin with. (Some examples are net, and, forest, spare, beg, laugh, hunter, etc.)
3. The teacher can have the students write the letter that each picture begins with if they want to move the activity from phonemic awareness into phonics.
4. The teacher will signal for the center to end and students will rotate to the next center.

Center 2: Oral Language/Vocabulary (Independent)

Procedures/Activities

1. The students will listen to “*The Lion and the Mouse*” on the *Animal Tales* CD by Jim Weiss. It is helpful to use headphones for this.
2. When the fable is over one student will turn off the CD player. Each student will get an 8 ½ X 11 white piece of drawing paper and draw their favorite part from the fable.
3. The students will take turns sharing about their drawings with a partner.
4. The teacher will signal for the center to end and students will rotate to the next center.

Center 3: Reading Comprehension/Fluency (Independent)

Procedures/Activities

1. Each student will get a large piece of paper that has been folded into thirds. The student will write “First”, “Middle” and “Last” in order on the three sections.
2. The students will draw an illustration for the beginning, middle, and end of the fable. When each student in the group has finished, then they will take turns retelling the fable to each other. They may use their illustrations to help them.
3. The teacher will signal for the center to end and students will rotate to the next center.

Center 4: Writing (Independent)

Procedures/Activities

1. Each student will get an 8 ½ X 11 piece of white paper with lines at the bottom. They will write their own version of the moral of the fable. The students can copy words from the word wall or can use their own inventive spelling.
2. The students will then draw and color an illustration to represent their version of the moral of the fable.
3. The teacher will signal for the center to end and students will rotate to the next center.

Daily Large Group Culmination

Procedures/Activities

1. The teacher will review the students' individual moral of the story papers. The class will then discuss the morals.
2. The teacher will then tell the children their homework/parental involvement activity: "Tonight you are going to decide which you would rather do: play or do chores."

E. **Assessment/Evaluation**

1. The teacher will observe student participation in the large group sharing time.
2. The teacher will observe student participation in the oral activity (phonemic awareness), and possible written work (phonics) for accuracy in Center 1.
3. The teacher will observe the students' drawings from Center 2.
4. The teacher will check the first, middle, and last drawings from Center 3.
5. The teacher will check the students' individual moral papers from Center 3 for accuracy.

Lesson Four: All Work and No Play (Ant and Grasshopper)

A. *Daily Objectives*

1. Concept Objective(s)
 1. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)
 2. Students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)
2. Lesson Content
 - a. Orally blend isolated sounds into a spoken one-syllable word. (p.8)
 - b. Match a letter to a spoken phoneme. (p.7)
 - c. Read any three-sound CVC or nonsense word. (p.8)
 - d. Understand and follow oral directions. (p.8)
 - e. Listen to and understand a variety of texts, both fiction and nonfiction. (p. 8)
3. Skill Objective(s)
 - a. Decode unknown words by phonemic clues: beginning, middle, and ending sounds. (Hobbs LA K .1, D)
 - b. Be able to write correct letters to represent a sound or sequence of sounds. (Hobbs LA K.1, L)
 - c. Read individual words and sight words, phrases, simple sentences containing the following rules: CVC, VCC, CVCC, CCVC. (Hobbs LA K. 1, M)
 - d. Be able to copy/trace a shape or design. (Hobbs LA K.2, D)
 - e. Be able to write upper and lowercase letters. (Hobbs LA K.2, E)

B. *Materials*

1. *Core Knowledge Teacher Handbook* – Grade K (p. 85)
2. *The Ant and the Grasshopper – What Every Kindergartener Should Know* (p.39)
3. Small index cards - 15 per center (Center 2)
4. Pictures that have a short a or hard g sound (Center 1)

5. Markers (Center 1)
6. Small white boards- enough for one per student in small groups (Center 1)
7. Word Wall cards - 6 (Large Group)
8. Lined Paper – one per student (Center 4)
9. Moral on sentence strip (Center 4)
10. Pencil – one per student (Center 4)
11. Drawing paper – one per student (Center 3)

C. *Key Vocabulary*

1. **Paid no attention** means to be ignored. (Student Vocabulary)
2. The word **flitted** is moving quickly, darting. (Student Vocabulary)
3. The word **livelong** means complete or whole. (Student Vocabulary)
4. A **grasshopper** is an insect that hops and eats plants. (Student Vocabulary)
5. An **ant** is an insect that lives in colonies. (Student Vocabulary)
6. **Consequence** is the outcome for something we've done. (Student Vocabulary)

Large Group Activity (Teacher Directed)

Procedures/Activities

1. Before beginning large group activity, set up the four centers. They will be approximately 15 minutes each.
2. Gather students into large group for approximately 20 minutes. Remind students of the big question from yesterday, “What would you rather do, play or do chores?” Then tell them you are going to read a fable about the consequences of always playing and never doing any chores.
3. The teacher will introduce the vocabulary words by showing the word wall cards and giving/discussing their definitions.
4. Read *The Ant and the Grasshopper* in *What Your Kindergartener Needs to Know*. Lead students in a discussion to decide what the moral of the fable would be. Ask students if their answer to the big question changed after hearing the story.
5. Compare and Contrast the characters from today's fable. The teacher can ask such questions as, “How are the ants and grasshopper different?” and “What problem did the grasshopper face and why?”
6. At this time go over each center and appropriate center behavior. Then divide the students into their small groups.

Center 1: Phonics/Phonemic Awareness (Teacher directed)

Procedures/Activities

1. The teacher will review short /a/ and /g/ sound with students. Have students echo sounds.
2. The teacher will give students random pictures of an ant, bear, dog, alligator, hat, kangaroo, etc. Ask students to clap each time they hear the short/a/ in any of these words. Repeat this activity with the /g/.
3. The teacher will model writing the word ‘ant’ and students will do so on individual marker boards. Give each student a colored gem to place under each letter. Review with students that the word

'ant' has three different phonemes that become a word when their sounds are blended together.

4. The teacher says the word 'ant' very slowly and students echo. Model for students how to pull down a gem as they say each phoneme in the word. Segment other CVC words which have the short /a/ and the /g/.
5. The teacher will signal for center to end and students will rotate to next center.

Center 2: Oral Language/Vocabulary (Independent)

Procedures/Activities

1. The teacher will have written the key vocabulary for *The Ant and the Grasshopper* on sentence strips or board.
2. The students will copy the key vocabulary words on index cards. They will draw an illustration on their cards.
3. After completing cards, have the students tell the vocabulary word, give their definition, and use the vocabulary word in a sentence to the other students in the group. Remind students to speak clearly and use complete sentences when answering.
4. The teacher will signal for center to end and students will rotate to next center.

Center 3: Reading Comprehension/Fluency (Independent)

Procedures/Activities

1. The students will draw an illustration of the fable *The Ant and the Grasshopper*. Remind the students that the ant worked hard and the grasshopper played around.
2. The students will color their illustrations.
3. They will discuss with a partner their illustrations.
4. The teacher will signal for center to end and students will rotate to next center.

Center 4: Writing (Independent)

Procedures/Activities

1. The students will copy the following sentences on 8 ½ X 11 lined paper. The sentences are: The red ant works all day.
The green grasshopper plays.
2. The students may write their own sentences using word wall words and inventive spelling.
3. The students may then draw a picture of their sentences.
4. The teacher will signal for center to end and students will rotate to next center.

Daily Large Group Culminating Activity

Procedures/Activities

1. The students will take turns retelling the story using their illustrations from Center 3.
2. Then say, "Tonight talk to your parents about what it means to be greedy. Be ready to share your answers tomorrow."

E. Assessment/Evaluation

1. The teacher will observe student participation in the large group sharing time.
2. The teacher will check for accuracy on the gem activity in Center 1.

3. The teacher will check the student vocabulary cards for accuracy from Center 2.
4. The teacher will observe student illustrations from Center 3 and participation during the large group culminating activity.
5. The teacher will check the writing paper from Center 4 for correct sentence structure.

Lesson Five: Who's There? (The Dog and His Shadow)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NM LA K1)
 - b. Students will communicate effectively through speaking and writing. (NM LA K2)
 - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NM LA K3)
2. Lesson Content
 - a. Match a letter to a spoken phoneme. (p.7)
 - b. Orally blend onsets and rimes in spoken words. (p.7)
 - c. Decode a letter into the phoneme it represents. (p.7)
 - d. Given a spoken word, produce another word that rhymes with the given word. (p.7)
 - e. Read any three-sound CVC word or nonsense word. (p. 8)
 - f. Read simple phrases or sentences made up of the phonemes mastered so far. (p.8)
 - g. Understand and follow oral directions. (p.8)
 - h. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p.8)
 - i. Listen to and understand a variety of texts, both fiction and nonfiction. (p.8)
3. Skill Objective(s)
 - a. Decode unknown words by phonemic clues: beginning, middle, and ending sounds. (Hobbs LA K.1, D)
 - b. Read individual words and sight words. (Hobbs LA K.1, M)
 - c. Match word meaning to context/pictures. (Hobbs LA K.1, H)
 - d. Introduce sentence sense.(Hobbs LA K.2, C)
 - e. Write upper and lower case letters. (Hobbs LA K.2, E)
 - f. Contribute to group discussions. (Hobbs LA K.4, A)
 - g. Recite in groups or individually rhymes, pledges, sayings, phrases. (Hobbs LA K.4, C)
 - h. Ask and/or respond appropriately to specific questions. (Hobbs LA K.4, D)
 - i. Respond to critical thinking questions: cause/effect, evaluate, predict, and compare. (Hobbs LA K.4, E)

B. Materials

1. *Core Knowledge Teacher Handbook* – Grade K. (p.85)
2. *What Your Kindergartener Needs to Know* (p37)
3. The moral written on large chart paper or the board. (Large Group)
4. Four word cards/index cards for vocabulary that can be used on a word wall. (bridge, stream, reflection, greedy) (Large Group)

5. One hand mirror used in explaining the definition of reflection. Large Group)
 6. _og word family sheet (Appendix D, Center 1).
 7. Teacher copy of Appendix E “The Greedy Dog and His Reflection” for choral reading. (Center 2)
 8. Any props available to act out the fable such as: a bone, a replica of a bridge, and a pretend stream (blue butcher paper or blue plastic wrap). (Center 2)
 9. Large manila art paper. (Center 3).
 10. Markers, crayons, or colored pencils. (Center 3).
- C. *Key Vocabulary*
1. A **bridge** is wood, metal, or stone put together over a river or road so that people or cars get to the other side.
 2. A **stream** is flowing water that is smaller than a river.
 3. A **reflection** is an image or picture of someone or something on the top of the water.
 4. Being **greedy** means wanting more of something than what you need.

Large Group Activity (Teacher Directed)

- D. *Procedures/Activities*
1. The teacher will gather students into a large group for approximately 20 minutes. After this lesson, the students will be put into four smaller group rotations of approximately 15 minutes each.
 2. Prior to reading “The Dog and His Shadow” page 37 of *What Your Kindergartener Needs to Know* the teacher will ask the students: “*Did each of you talk to your parents about what it means to be greedy?*”
 3. After hearing a few responses, the teacher will give an example such as: If you really like chocolate chip cookies, you might be tempted to take four instead of only one even though you aren’t even hungry.
 4. The teacher will explain that this is called being greedy and that our fable today is about someone who gets greedy.
 5. The teacher will then define the word greedy and place the card on the word wall.
 6. The teacher will display a picture of a bridge, define and discuss the word bridge with the students, and place the vocabulary card on the word wall.
 7. The teacher will display a picture of a stream, define and discuss the word stream with the students, and place the vocabulary card on the word wall.
 8. The teacher will read the first part of the fable to the students. Stop at the point where the dog sees his reflection (the other dog).
 9. What did the dog see in the water? (His reflection or his shadow)
 10. The story says that he saw his shadow, like a reflection in a mirror.
 11. What is a reflection? (answers will vary)
 12. The teacher will pass around a hand mirror for students to look in and see their own reflection.
 13. The teacher will define, discuss the word reflection with the students, and place the vocabulary card on the word wall.
 14. Ask students to predict what will happen next.
 15. The teacher will finish reading the fable and then ask the following questions:

- a. Were our predictions correct? (yes or no)
 - b. What did the dog have in his mouth? (A piece of meat)
 - c. Where was the dog going? (home)
 - d. What did the dog see in the water? (his reflection/ another dog)
 - e. Was it really another dog? (No)
 - f. What did the dog do when he saw the other dog? (He barked)
 - g. What happened when he barked? (The meat dropped into the water.)
 - h. What is the moral or lesson of this fable? (If you are greedy, you may lose everything.) Discuss what this means.
16. Who was being greedy in this story and in what ways? (The dog was greedy because he wanted the other dog's meat even though he already had some of his own.)
 17. Display the moral on chart paper or the board.
 18. The students will recite the moral several times together as the teacher points to each word.
 19. The teacher will explain the independent center(s) that are to follow this lesson

Center 1: Phonics/Phonemic Awareness (Independent)

Procedures/Activities

1. The student will be given a sheet with the word dog at the top (appendix D). Students are to read the word dog.
2. Students will build additional words that end in _og.
3. Students go through the alphabet list at the top of the page and place a consonant in front of the _og rime.
4. Students are to read the new word and match it to the correct picture.
5. The teacher will signal for center to end and students will rotate to the next center.

Center 2: Oral Language/Vocabulary (Independent)

Procedures/Activities

1. The teacher will read "The Greedy Dog and His Reflection" while doing the body movements (appendix ??).
Note: Use any props, movements, or voice inflections to make this a fun activity.
2. Students will chorally repeat the same line and do the body movements.
Note: Students can be grouped or paired up in various ways for the choral reading.
3. Continue the process until students have recited the entire story with the movements.
4. Repeat to gain fluency.
5. The teacher will signal for center to end and students will rotate to the next center.

Center 3: Reading Comprehension/Fluency (Independent)

Procedures/Activities

1. Give each student a large piece of paper. Students are to fold the paper in half and copy the word greedy on one side and the words not greedy on

the other side. These words will be written on the bottom of an example page and placed at the center.

2. Students are to draw a picture of someone being greedy on the side that says 'greedy'.
3. Students are to draw a picture of someone not being greedy on the side that says 'not greedy'.
4. The teacher will signal for center to end and students will rotate to the next center

Center 4: Writing (Independent)

Procedures/Activities

1. Students will copy the moral of our story on 8 ½ by 11 lined writing paper. The moral can be written on the board or chart paper.
2. Handwriting should be of good quality; proper letter formation, proper height, and proper spacing.
3. Above the handwriting or on the back the student can draw a picture of the dog and his shadow.
4. The teacher will signal for center to end and students will rotate to the next center.

Daily Large Group Culminating Activity

Procedures/Activities

1. All students will meet back in a large group for approximately 5-10 minutes after rotating through each of the four centers.
2. Together review the moral: If you are greedy, you may lose everything.
3. Quickly review the vocabulary words from Center 2.
4. Read a few _og words together.
5. Allow students who volunteer to share their pictures of greedy and not greedy from Center 3.
6. As a whole class rather than smaller groups recite *The Greedy Dog and His Shadow*.

E. Assessment/Evaluation

1. The teacher will informally assess the student's understanding of the fable and the meaning of vocabulary words through observation and the verbal questioning after reading the fable. (Large group and Center 2)
2. The teacher will informally assess the student's ability to correctly match letters to their sounds and the blending of those sounds to read a word. (Center 1)
3. The teacher will informally assess the students understanding of the words greedy and not greedy by analyzing the student drawings and through verbal communication with the student during the activity. (Center 3)
4. The teacher will assess student's handwriting; checking for correct letter formation, height, and spacing between words. (Center 4)

VI. CULMINATING ACTIVITY (Optional)

A. Materials

1. *Core Knowledge Teacher Handbook* – Grade K. (p.84)
2. Graphic organizer with columns labeled: Title, Characters, Ways animals acted like people, and Moral/Lesson. This can be done on chart paper ahead of time or on the board.
3. Four cans, each labeled with one of the fables.

4. Tokens (anything can be used: beans, plastic chips, slips of paper, paper clips). One token per student to be used to cast a vote.
5. Bar graph with four columns, one representing each fable. This can be done on chart paper ahead of time or on the board.
6. Appendices F- K. (1 copy per student)
7. Glue, scissors, crayons, and paints for each student.

B. Key Vocabulary

1. Review: A **fable** is a short story that teaches a lesson. It usually has animals as the main characters and these animals act like people.

Large Group Activity (Teacher Directed)

C. Procedures/Activities

1. The teacher will gather students into a large group for approximately 15 minutes. After this lesson, the students will be put into four smaller group rotations of approximately 15 minutes each.
2. Review: a fable is a short story that teaches a lesson. It usually has animals as the main characters and these animals act like people.
3. Using a graphic organizer with four columns labeled: Title, Characters, Ways animals acted like people, and Moral/Lesson; remind students that we have read four fables. Fill in the graphic organizer while asking the following questions:
 - a. What are the titles of the fables?
 - b. What were the characters in each fable?
 - c. How did the animals act like people in each fable?
 - d. What was the lesson we learned from each fable?
4. Ask students to choose which fable is their favorite. Give each student a token to be placed in the can labeled with their favorite fable.
5. The teacher will explain the independent reading center(s) that are to follow this lesson.
6. As students go to their smaller reading groups, they are to file past the cans and put their token into the can that represents the fable that they liked best.
7. During the large group culminating activity, tokens will be counted and a bar graph filled in and the results will be discussed.

Center 1: *The Hare and the Tortoise* (Paraprofessional/ Parent Volunteer)

Procedures/Activities

1. The students will be given a tortoise pattern copied on cardstock.
2. The students will color, cut, and assemble the tortoise.
3. The teacher will ask each student to tell why the tortoise won the race from the tortoise's perspective.
4. The teacher will signal for center to end and students will rotate to the next center.

Center 2: *The Lion and the Mouse* (Paraprofessional/ Parent Volunteer)

Procedures/Activities

1. Together, review the fable of *The Lion and the Mouse*.
2. Each student will be given a paper plate which they will use to make a lion or mouse mask.
3. The students will then use their mask to retell the fable.
4. The teacher will signal for center to end and students will rotate to the next center.

Center 3: *The Ant and the Grasshopper* (Paraprofessional/ Parent Volunteer)

Procedures/Activities

1. The students will be given a grasshopper and an ant puppet pattern copied on colored construction paper (Appendix H and I).
2. Students will cut and assemble according to directions.
3. The students will then use the puppets to retell the fable.
4. The teacher will signal for center to end and students will rotate to the next center.

Center 4: *The Dog and his Shadow* (Paraprofessional/ Parent Volunteer)

Procedures/Activities

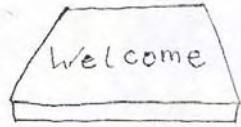
1. Students are given a sheet with a partial scene of the dog and his shadow (Appendix J).
2. While reviewing the story of *The Dog and his Shadow*, students are to color the water and the bridge.
3. Students then use paint to make a dog standing on the bridge.
4. Quickly fold the paper in half and gently press the back of the paper.
5. Unfold the paper to reveal the dog's reflection in the water.
6. The teacher will signal for the center to end and students will rotate to the next center.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Short A (Lesson 2)
- B. Appendix B: Short O (Lesson 2)
- C. Appendix C: Do You Know? (Lesson 2)
- D. Appendix D: _og Word Family Sheet (Lesson 5)
- E. Appendix E: The Greedy Dog and His Reflection (Lesson 5)
- F. Appendix F: Turtle Pattern (Lesson 6)
- G. Appendix G: Shell Pattern (Lesson 6)
- H. Appendix H: Grasshopper Puppet Pattern Directions (Lesson 6)
- I. Appendix I: Grasshopper Pattern (Lesson 6)
- J. Appendix J: Ant Pattern (Lesson 6)
- K. Appendix K: Bridge (Lesson 6)

VIII. BIBLIOGRAPHY

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- Smith, J. L. *Reading First Activities Grade K*. Westminster, CA: Teacher Created Materials, Inc, 2004. 0-7439-3020-7.
- Weiss, J. *Animal Tales*
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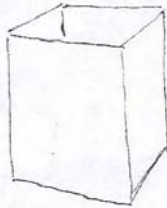


Appendix A
Short A



10

/A/



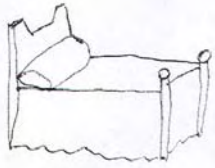
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Appendix B

Short O



/O/



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___og Word Family Sheet

c fr g h m j l

dog



___og



___og



___og



___og



Appendix E

THE GREEDY DOG AND HIS REFLECTION

(Adapted by Tracy Allen for use as choral reading.)

One day, a greedy dog was carrying a large, juicy bone.

He was taking the bone home for his dinner.

To get home, he had to cross a bridge over a stream.

While he was crossing, he looked down into the water.

What did he see?

He saw a dog with a much larger bone.

The greedy dog barked at the other dog.

The large, juicy bone fell into the water and was gone forever.

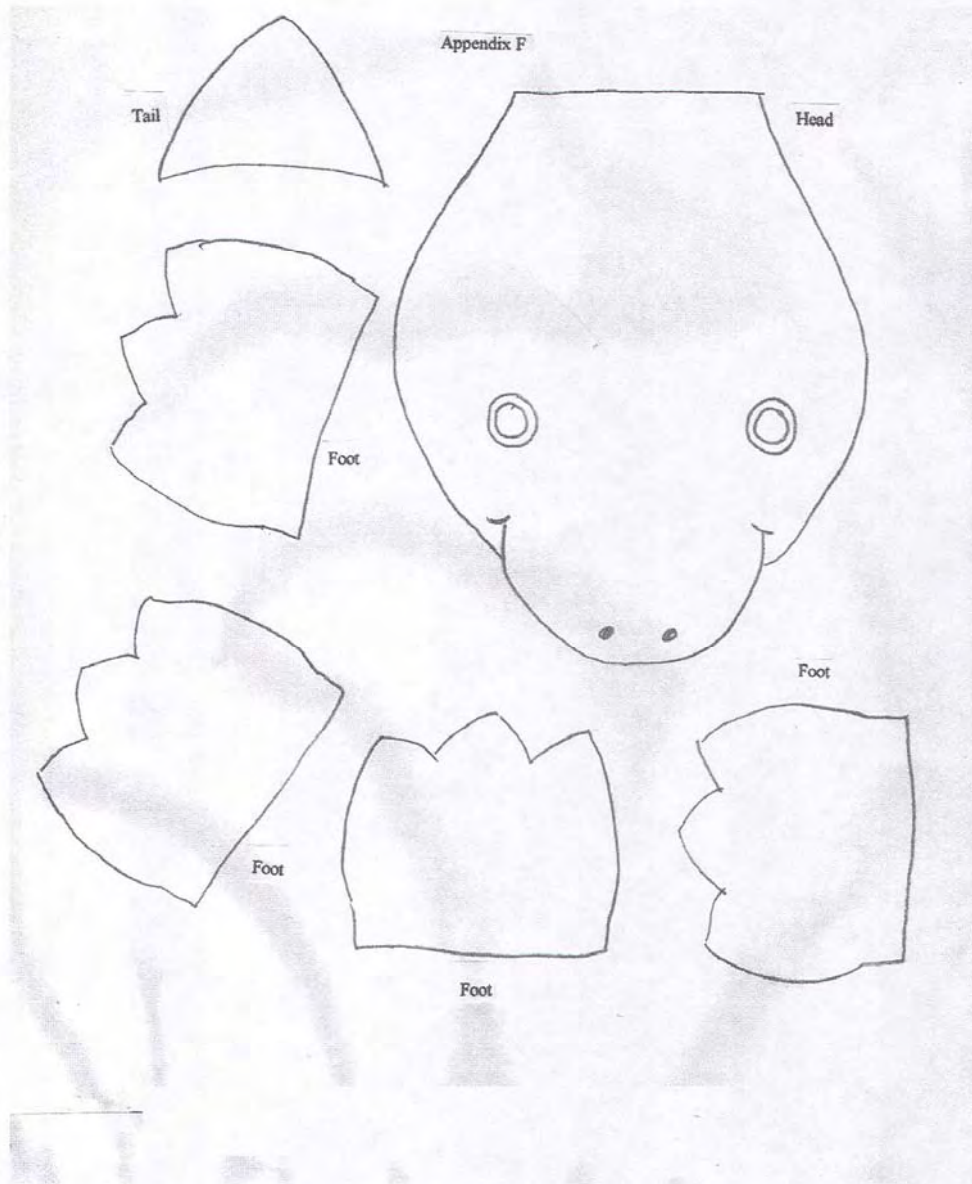
The greedy dog realized that the other dog was only his reflection.

The greedy dog walked away, feeling very foolish and sad.

He went home without a bone for his supper.

Remember, it's very foolish to be greedy.

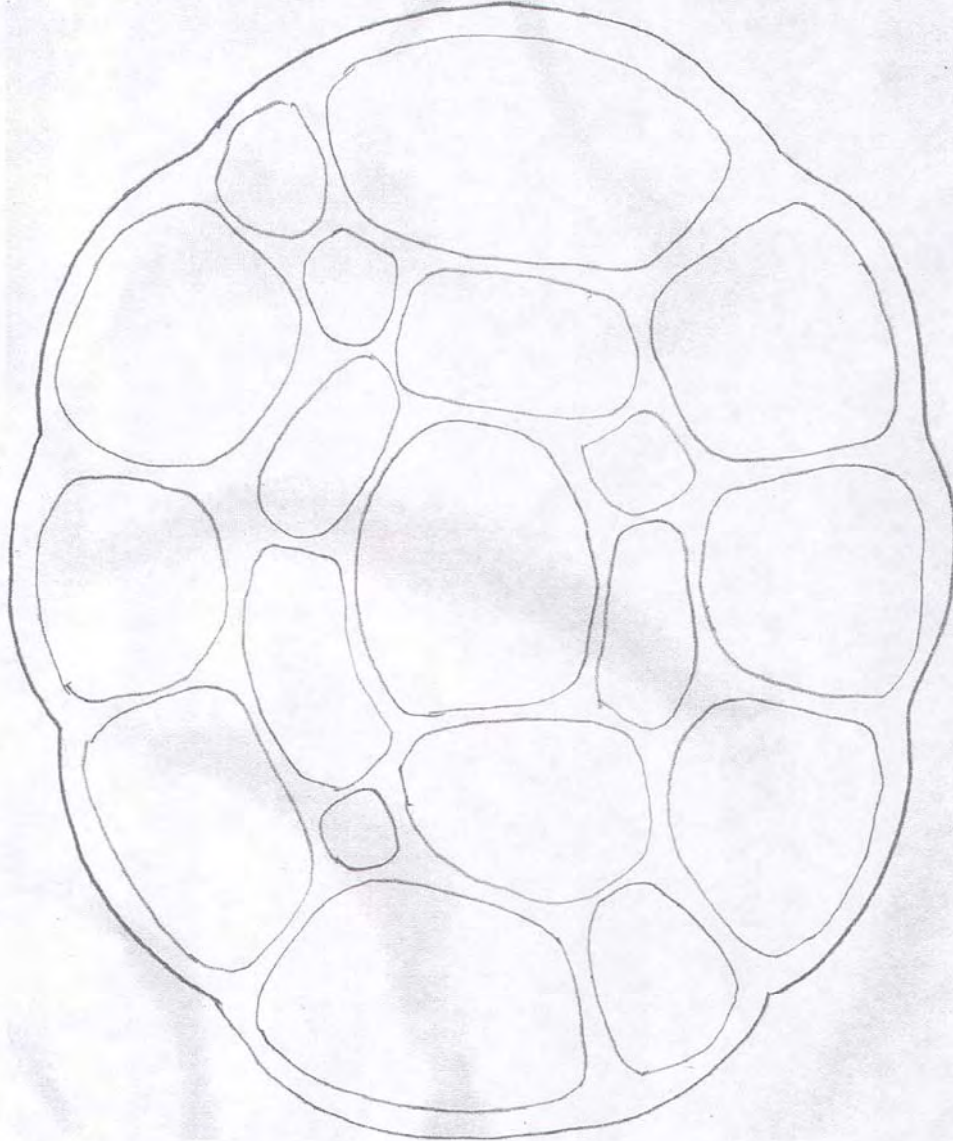
Turtle Pattern



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Shell Pattern

Appendix G



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Appendix H

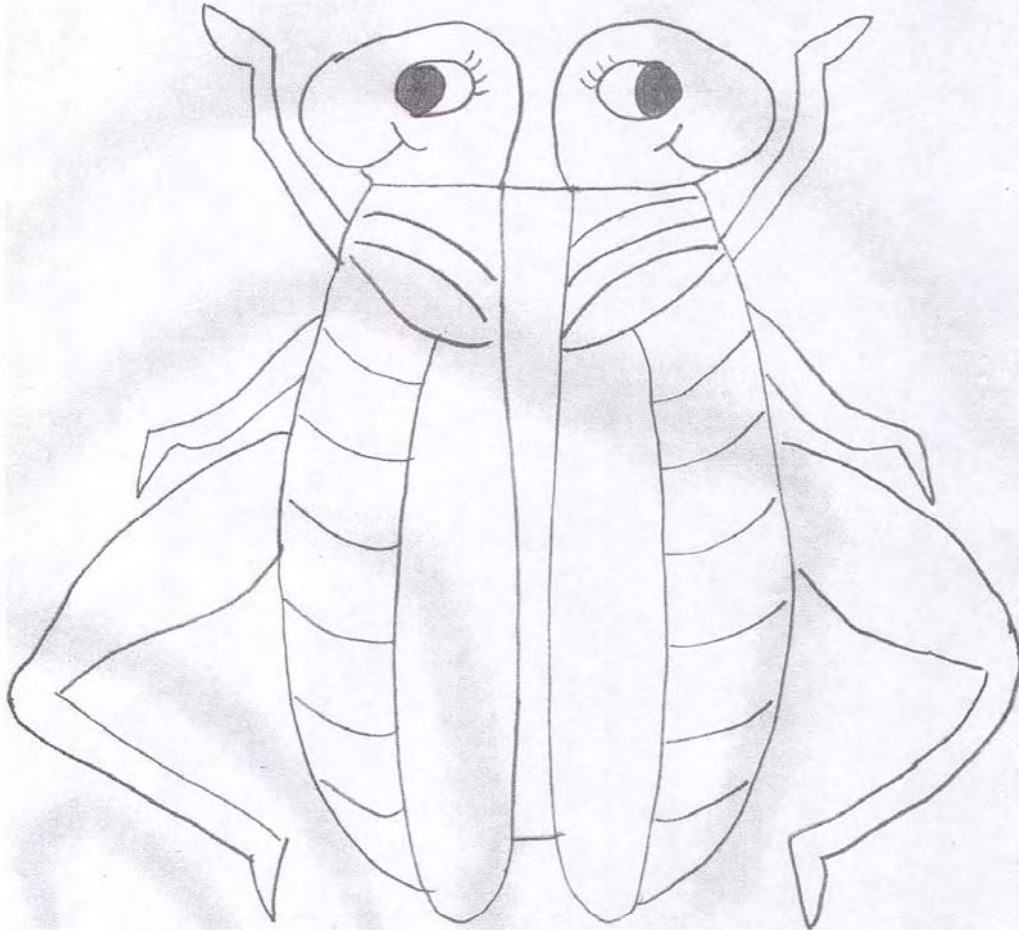
Grasshopper Puppet Pattern

Directions: Have students cut out grasshopper pattern and tape/glue a folded pipe cleaner in place for the antennae, then glue the pattern on large craft sticks.

Ant Puppet Pattern

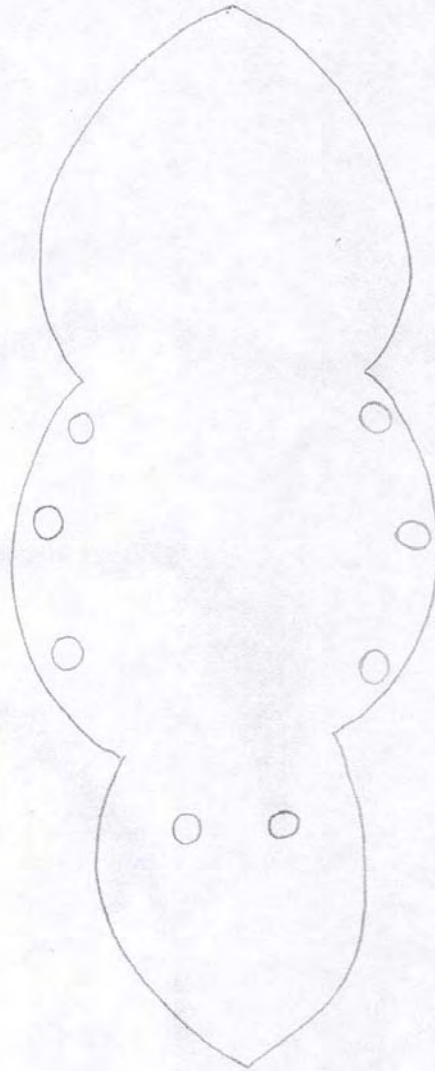
Directions: Cut enough pipe cleaners in half so that each student has 5. Punch holes in the pattern and glue/tape the legs and antennae in place.

Grasshopper Pattern

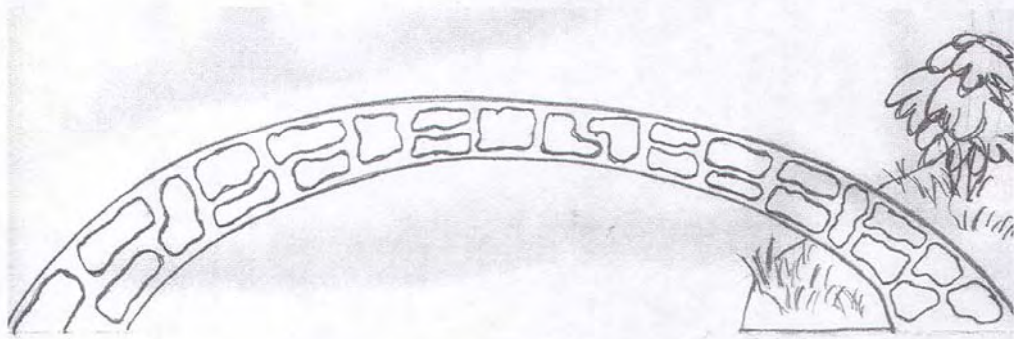


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Ant Pattern



Bridge



If you are greedy, you may lose everything.