



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

SHARING STORIES



GRADE 1 UNIT 1 | TEACHER GUIDE

EDITION 1

Grade 1

Unit 1

Sharing Stories

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

This introduction includes the necessary background information to be used in teaching the *Sharing Stories* unit. The Teacher Guide for *Sharing Stories* contains nine daily lessons in addition to two days for a Pausing Points (one day, each), Unit Review, Unit Assessment, and Culminating Activities (four days) in the order presented in this Teacher Guide. You should spend no more than fifteen days total on this unit. Work with district and/or school leadership to accommodate the implementation of this unit alongside any required beginning of year testing.

TEACHER RESOURCES

At the back of this Teacher Guide you will find a section titled “Teacher Resources.” In this section you will find the following:

- Activity Book Answer Key
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

UNIT COMPONENTS

Along with this Teacher Guide, you will need the:

- Flip Book for *Sharing Stories*
- Image Cards for *Sharing Stories*
- Activity Book for *Sharing Stories*
- Digital Components for *Sharing Stories*

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

- User Guide: You may wish to consult the program’s User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including Emergent Bilingual Students, Gifted/Talented Students, Dual Language Students, and Students with Disabilities.

All unit components materials can also be found within the program’s online materials.

WHY SHARING STORIES IS IMPORTANT

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

In the first six Read-Alouds of the Teacher Guide, students will listen to some well-known Aesop’s fables. Fables are special types of fiction that teach morals or important lessons. Listening to fables such as “The Boy Who Cried Wolf,” “The Goose and the Golden Eggs,” and “The Fox and the Grapes” will help students learn the elements of this genre. Aesop lived in ancient Greece and was known as a man of strong religious conviction who followed the polytheism and gods of the Greeks. For centuries, the ethics reinforced in these fables have become universally recognized.

In the next two Read-Alouds, students will be introduced to two classic folktales that are also interwoven with morals. “The Tale of Peter Rabbit” is a more modern popular folktale from Great Britain, and like Aesop’s fables, comes with a moral. “The Little Half-Chick (Medio Pollito)” is a popular Spanish pourquoi story, a kind of folktale that provides a fictional telling of why things are the way they are, and also reinforces a moral for readers. Reading these folktales will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction, which often teaches moral lessons that apply to behavior in the real world.

The unit closes with a popular parable. Much like Aesop’s fables, this parable is ancient and was part of a collection of writings that is religious in nature. While Aesop’s fables originated in the polytheism of ancient Greece, this parable is part of the New Testament from the Christian Bible. But also like Aesop’s fables, this parable features both morals and idioms that are referenced widely in modern society, beyond any religious context. For example, a student who has listened to “The Parable of the Prodigal Son” in this grade will be prepared later to understand references to a prodigal son returning in movies, sports broadcasts, music, novels, and more.

The text that students will be listening to and discussing provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strand of Culture and Geography from the Social Studies TEKS. For more information on using religious source material in reading/language arts, consult the program guide.

Previewing all Read-Alouds and lessons in this domain before presenting them to students will help in identifying any of these cross-curricular connections. For information about the quantitative and qualitative measures used to determine the complexity of the texts, see the Measures of Text Complexity in the Teacher Resources.

WHAT STUDENTS HAVE ALREADY LEARNED

The following units, and the specific core content that was targeted in those units, are particularly relevant to the Read-Alouds students will hear in *Sharing Stories*:

Nursery Rhymes and Fables (Kindergarten)

Fairy Tales and Folktales (Kindergarten)

CORE VOCABULARY FOR SHARING STORIES

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

<p>Lesson 1 company prank shepherd startled tended</p>	<p>Lesson 5 disguise fleece flock pretend prowled</p>	<p>Lesson 8 abandoned brood stream stubborn waste</p>
<p>Lesson 2 balanced milkmaid jealous plumpest</p>	<p>Lesson 6 bunch juicy lunged pluck ripe</p>	<p>Lesson 9 compassion followers inheritance parable prodigal</p>
<p>Lesson 3 delight golden greedy</p>	<p>Lesson 7 exert mischief naughty sobs thief</p>	
<p>Lesson 4 budge grudge oxen plow</p>		

WRITING

In this unit, students will explore the genre of narrative writing. They will learn to identify important elements of stories before, during, and after informational Read-Alouds. They will practice planning for narrative writing by note-taking as a group with a Story Map, Personification Chart, and Somebody Wanted But So Then organizer. Students will work independently to draw and write or dictate one-sentence retellings of Read-Alouds in Lessons 3 and 6. Finally, as a class, students will review the writing process and draft a narrative retelling of “The Tale of Peter Rabbit” (Lesson 7).

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


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

FOUNDATIONAL ORAL LANGUAGE

Across the unit and the grade level, students will have the opportunity to discuss their ideas with partners, in small groups, and as a class. The Think-Pair-Share and Turn and Talk prompts provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to discussion.

- You can also reinforce these ideas by modeling using an appropriate pace, recognizing students’ individual contributions to group discussions, and pointing out conventions of language.
- Explain to students that when working in whole/small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, as group members discuss a text, each group member can share thoughts and reactions. If preparing to return to a whole-group discussion, group members can summarize the group’s ideas by including contributions from everyone in the group.
- Practice this by choosing a simple topic for discussion, and model sharing responsibility and recognizing individual and appropriate contributions, including hand-raising when wanting to speak and using learned conventions for language (articulation, grammar, verb tenses, etc.) Remind students what these contributions and conventions refer to in terms of speech and communication and why they are important to master. Consider using a discussion checklist that tracks student participation, as well as introducing discussion techniques that enhance participation.

TEKS 1.1.C; TEKS 1.1.D

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language:
TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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SHARING STORIES

The Boy Who Cried Wolf

PRIMARY FOCUS OF LESSON

Reading

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

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

Speaking and Listening

Students will listen actively to the Read-Aloud.

✦ **TEKS 1.1.A**

Students will follow oral instructions and use appropriate speaking conventions when discussing the text.

✦ **TEKS 1.1.B; TEKS 1.1.C; TEKS 1.1.D**

Reading

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

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

Language

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

✦ **TEKS 1.3.B**

Reading

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

✦ **TEKS 1.8.C; TEKS 1.9.C**

FORMATIVE ASSESSMENT

Exit Pass

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

✦ **TEKS 1.8.A**

✦ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.

LESSON AT A GLANCE

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

ADVANCE PREPARATION

Introducing the Read-Aloud

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

Title					
Character(s)		Setting(s)			
Plot	Beginning				
			Middle		
					End
Lesson					

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

Application

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

Note to Teacher

- The first Read-Alouds in this unit are from “Aesop’s Fables.” If you wish to add more fables to your reading lists, please do so.
- In the Read-Aloud “The Boy Who Cried Wolf,” the first image shows three farmers with weapons. During the Read-Aloud point out to students that the farmers were prepared to protect the sheep.

Universal Access

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

CORE VOCABULARY

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

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

Variation(s): none

prank, n. a trick or practical joke

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

Variation(s): pranks

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

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

Variation(s): shepherds

startled, v. surprised

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

Variation(s): startle, startles, startling

tended, v. watched over or took care of

Example: The boy tended the sheep.

Variation(s): tend, tends, tending

Vocabulary Chart for “The Boy Who Cried Wolf”

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

Lesson 1: The Boy Who Cried Wolf

Introducing the Read-Aloud



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

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

UNIT INTRODUCTION (5 MIN.)

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



Check for Understanding

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

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

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



EMERGENT BILINGUAL STUDENTSS

Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.C; ELPS 2.D

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

ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

Support

Point out Greece on a world map.

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

Lesson 1: The Boy Who Cried Wolf

Read-Aloud



**EMERGENT
BILINGUAL
STUDENTS**

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

TEKS 1.1.A

Students will follow oral instructions and use appropriate speaking conventions when discussing the text. **TEKS 1.1.B; TEKS 1.1.C; TEKS 1.1.D**

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

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

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

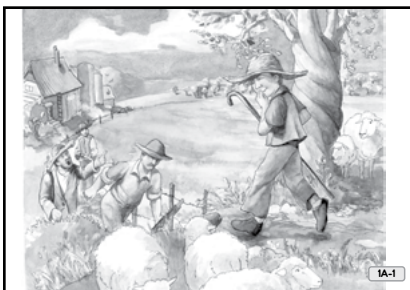
TEKS 1.3.B

PURPOSE FOR LISTENING

TEKS 1.1.A

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

“THE BOY WHO CRIED WOLF” (10 MIN.)



Show Image 1A-1: Shepherd boy chuckling

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

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

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

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

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Speaking and Listening

Listening Actively

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.E; ELPS 3.F

Support

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

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

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

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

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

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

Challenge

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

Challenge

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

Support

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

Support

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

COMPREHENSION QUESTIONS (15 MIN.)

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

1. **Inferential.** Is this a true story or is it make-believe? (*make-believe*)
2. **Evaluative.** What elements of this story make it a make-believe, or fiction, story? (*Answers may vary but may include that it was made up to teach a lesson.*)
3. **Inferential.** The people or animals in a story are called the characters of the story. Who are the characters in "The Boy Who Cried Wolf"? (*shepherd boy, men, sheep, wolf*)
4. **Evaluative.** The setting of a story is where it takes place. What is the setting of this fable? (*a field at the foot of the mountain near a dark forest*) Could this fable have taken place in a different setting? (*Answers may vary but may include that the setting would have to include a field for the sheep.*)
5. **Literal.** What is the shepherd boy doing at the beginning of the fable? (*tending his sheep*) How does he feel? (*lonely*)

- **Literal.** What does the boy decide to do because he is lonely? (*pretends that he sees a wolf to get company*) What happens at the end when a wolf really comes? (*No one comes to help because they think the shepherd boy is tricking them again.*)

Show Image 1A-1: Shepherd boy chuckling

- **Evaluative.** The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (*the middle, because the boy is calling for help, but there is no wolf*)

6. **Literal.** All of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*If you often lie, people won’t believe you even when you are telling the truth.*) [Accept paraphrasing by students, e.g., “Don’t lie.”]

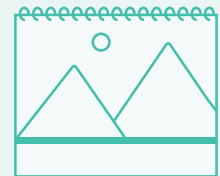
- **Evaluative.** Is this an important lesson for you to remember? Why or why not? (*Yes, because people shouldn’t tell lies.*)

[Think-Pair-Share activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. Model sharing responsibility and recognizing contributions, including hand-raising when wanting to speak and using learned conventions for language (articulation, grammar, verb tenses, etc.). Remind students why these conventions are important to master. Consider using a discussion checklist that tracks student participation, as well as introducing discussion techniques that enhance participation.

TEKS 1.1.B; TEKS 1.1.C; TEKS 1.1.D

In Think-Pair-Share activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response to the question. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class. Model pointing out how students each contributed to the discussion by building on the ideas of others. Directions to students are as follows.]

Flip Book 1A-1



TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will recognize several of you and ask you to share what you discussed with your partner. Remember to use proper language conventions when sharing your ideas.

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



Check for Understanding

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

WORD WORK: STARTLED (5 MIN.)

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

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

- The sound of the loud siren made the boy jump. (*The boy was startled.*)

Support

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

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

Support

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

Support

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

Challenge

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



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Presenting

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.E; ELPS 3.E

Lesson 1: The Boy Who Cried Wolf Application



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

TEKS 1.8.C; TEKS 1.9.C

ON STAGE (20 MIN.) TEKS 1.9.C

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

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



Check for Understanding

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

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



Exit Pass

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

Lesson 1: The Boy Who Cried Wolf

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



2

SHARING STORIES

The Maid and
the Milk Pail

PRIMARY FOCUS OF LESSON

Reading

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

 **TEKS 1.8.B**

Students will identify the characteristics of fables, including characters, plot, setting, and moral and use appropriate speaking conventions when discussing the text.

 **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

Language

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

 **TEKS 1.3.B**

Writing

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


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

FORMATIVE ASSESSMENT

Activity Page 2.2

Circle It Students will identify key information from a fable.

 **TEKS 1.6.G**

-  **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Dairy Cow image (Digital Components) <input type="checkbox"/> Flip Book: 1A-1, 2A-1
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> objects for balancing <input type="checkbox"/> Activity Page 1.1 (optional)
"The Maid and the Milk Pail"			
Comprehension Questions			
Word Work: <i>Balanced</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Somebody Wanted But So Then	Whole Group	20 min.	<input type="checkbox"/> Somebody Wanted But So Then chart (Digital Components) <input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> The Writing Process poster (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

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

Read-Aloud

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

Application

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

Somebody	
Wanted	
But	
So	
Then	

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

CORE VOCABULARY

balanced, adj. steadied; not likely to fall

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

Variation(s): none

milkmaid, n. a girl or woman who milks cows

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

Variation(s): milkmaids

jealous, adj. wanting what another person has

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

Variation(s): none

plumpest, adj. fattest; fullest

Example: Habiba would only sleep on the plumpest pillows.

Variation(s): plump, plumper

Vocabulary Chart for "The Maid and the Milk Pail"

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

Lesson 2: The Maid and the Milk Pail

Introducing the
Read-Aloud

10M

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

 **TEKS 1.8.B**
WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

Support


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

**Check for Understanding**

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

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)**Show Image 2A-1: Milkmaid and the spilled milk**

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

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

Flip Book 2A-1



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

Lesson 2: The Maid and the Milk Pail

Read-Aloud

30M

Reading: Students will identify the characteristics of fables, including characters, plot, setting, and moral and use appropriate speaking conventions when discussing the text.

➤ **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

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

➤ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

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



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

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

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

As she went along, she began thinking about what she would do with the money she would get for the milk. “I’ll buy the **plumpest**, or *fattest*, chickens from Farmer Brown,” she said, “and they will lay eggs each morning. When those eggs hatch, I’ll have more chickens. Then I’ll sell some of the chickens and some of the eggs, and that will get me enough money to buy the blue dress I’ve wanted, and some blue ribbon to match. *What does Peggy plan to do with the milk? Do you think that Peggy’s plans make sense?* Everyone will be so **jealous** that I have a beautiful new dress. *If someone is jealous, it means that they want what someone else has.* But I don’t care; I’ll just toss

➤ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

my head at them, like this!" [Demonstrate an exaggerated toss of the head and ask the students what they think happens.]

She tossed back her head.

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

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



Check for Understanding

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

COMPREHENSION QUESTIONS (15 MIN.)

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

1. **Inferential.** There are only two characters in this fable. Who are they? (*the milkmaid and her mother*) Which is the main, or most important, character? (*the milkmaid*)

Challenge

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



Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.C

Flip Book 2A-1



2. **Literal.** The setting of a story is where it takes place. What are the settings of this fable? (*a road to a market, Peggy’s house*)
3. **Literal.** What does the milkmaid think about on her way to the market? (*all the things she can do with the money from selling the milk*)
 - **Literal.** What does the milkmaid wish to do with the money she thinks she will make? (*She will buy eggs that will hatch into chicks, that she will then sell to buy a blue dress and ribbons.*)
 - **Literal.** How does the pail fall? (*She accidentally tosses it off her head while she is thinking on her way to the market.*)
 - **Literal.** What happens at the end of the story? (*Peggy returns home and tells her mother.*)

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

- **Evaluative.** The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (*the middle because the milkmaid spills the milk after she is thinking about what to do with the money and before she goes home to tell her mother*)
4. **Literal.** Aesop’s fables were meant to teach a moral, or a lesson. What is the moral of this fable? (*Don’t count your chickens before they’re hatched.*) [Accept any paraphrasing, such as “Do not count on getting everything you want, or have everything turn out exactly as you plan, because you may be disappointed.”]

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

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

WORD WORK: BALANCED (5 MIN.)

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

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

Lesson 2: The Maid and the Milk Pail

Application



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


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

SOMEBODY WANTED BUT SO THEN (20 MIN.)

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

Challenge

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

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



Writing

Writing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

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

Activity Page 2.2



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

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



Circle It

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

End Lesson

SHARING STORIES

The Goose and the Golden Eggs

PRIMARY FOCUS OF LESSON

Reading

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

✦ **TEKS 1.8.A**

Students will identify and explain the moral of a fable and use appropriate speaking conventions when discussing the text.

✦ **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.A**

Language

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

✦ **TEKS 1.3.B**

Speaking and Listening

Students will follow and restate oral instructions.

✦ **TEKS 1.1.B**

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

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

FORMATIVE ASSESSMENT

Exit Pass

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

✦ **TEKS 1.7.E**

- ✦ **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ Flip Book: 3A-1
What Do We Know?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 3A-2 ☐ Story Map (Digital Components) ☐ Activity Page 1.1 (optional)
“The Goose and the Golden Eggs”			
Comprehension Questions			
Word Work: <i>Greedy</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Write About It	Independent	20 min.	☐ paper and drawing tools

ADVANCE PREPARATION

Read-Aloud

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

Universal Access

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

CORE VOCABULARY

delight, n. great pleasure or happiness

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

Variation(s): none

golden, adj. made of gold

Example: The king sipped from a golden cup.

Variation(s): none

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

Example: He already had his fair share of candy, but the greedy man kept taking more.

Variation(s): greedier, greediest

Vocabulary Chart for “The Goose and the Golden Eggs”

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

Lesson 3: The Goose and the Golden Eggs

Introducing the
Read-Aloud

10M

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

 **TEKS 1.8.A**
WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

**Check for Understanding**

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

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

Support

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

**EMERGENT
BILINGUAL
STUDENTS****Reading****Reading/Viewing****Beginning**


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

Intermediate

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

Advanced/Advanced High

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

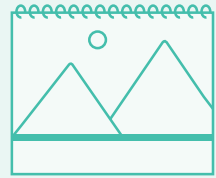
ELPS 2.E; ELPS 4.F
 **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance.

WHAT DO WE KNOW? (5 MIN.)

Show Image 3A-1: Goose and goose egg

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

Flip Book 3A-1



Support

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

Lesson 3: The Goose and the Golden Eggs

Read-Aloud



Reading: Students will identify and explain the moral of a fable and use appropriate speaking conventions when discussing the text.

✦ **TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.A**

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

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Explain to students that this story is another one of Aesop's fables.
- Tell students to listen closely to the fable to find out what the moral of the story is.

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



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

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

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

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

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

As he grew rich, he also grew **greedy**. *Greedy describes the farmer because he already had more than he needed, but he wanted to have much more.* “Why should I have to wait to get only one egg a day?” he thought. “I will cut the

✦ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

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

goose and take all of the eggs out of her at once." *Do you think that this is a good plan?*

When the goose heard the farmer's plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose's nest? *What do you think the farmer finds?* Nothing. *How do you think the farmer feels now?*

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

COMPREHENSION QUESTIONS (15 MIN.)

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

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

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

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

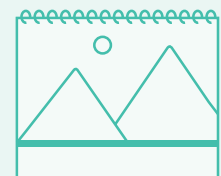
Challenge

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

Support

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

Flip Book 3A-2





Speaking and Listening

Selecting Language Resources

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.C



Check for Understanding

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

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

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

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

WORD WORK: GREEDY (5 MIN.)

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

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

- The girl snuck back in line to get a second balloon even though they were only allowed one balloon each. (*That's greedy.*)
- The boy gave his friend a piece of chalk to use. (*That's not greedy.*)
- Jack refused to get off the ride when his turn was over. (*That's greedy.*)
- The boy only needed one marker but took all of them so his classmates could not have any. (*That's greedy.*)
- The girl shared her crayons with her friends. (*That's not greedy.*)

Lesson 3: The Goose and the Golden Eggs

Application



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

TEKS 1.1.B

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

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

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

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

Support

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

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



Speaking and Listening

Presenting

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.F



Check for Understanding

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

- Give each student a piece of drawing paper. Show the class how to divide the paper into three parts and how to work from left to right to draw the plot—or beginning, middle, and end—of the fable. Remind students that several important things happen in the middle, but that they should choose only one of the events to illustrate.
- Tell students that asking questions is one way to make sure that everyone knows what to do. Have students think of a question to ask their neighbor about the directions to share their responses. After students have shared their questions with their neighbors, call on several students to share their questions.
- Have students draw the plot to “The Goose and the Golden Eggs.”
- When they have completed, give students the opportunity to talk about their drawings with a partner, reminding students to use the words *beginning*, *middle*, and *end*.



Exit Pass

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

End Lesson

SHARING STORIES

The Dog in the Manger

PRIMARY FOCUS OF LESSON

Reading

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

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

Students will identify and explain the moral of a fable.

✦ **TEKS 1.8.A**

Speaking and Listening

Students will ask relevant questions to clarify information and answer questions using multi-word responses.

✦ **TEKS 1.1.A**

Language

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

✦ **TEKS 1.3.B**

Writing

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

✦ **TEKS 1.6.H; TEKS 1.7.E**

FORMATIVE ASSESSMENT

Activity Page 4.1

Circle It Students will choose the image that shows personification.

✦ **TEKS 1.7.E**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 1A-1, 2A-1, 3A-2, 4A-1
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Story Map (Digital Components) <input type="checkbox"/> Activity Page 1.1 (optional)
"The Dog in the Manger"			
Comprehension Questions			
Word Work: <i>Budge</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Personification Chart	Whole Group	20 min.	<input type="checkbox"/> Personification Chart (Digital Components) <input type="checkbox"/> Activity Page 4.1

ADVANCE PREPARATION

Read-Aloud

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

Application

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

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

Universal Access

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

CORE VOCABULARY

budge, v. move

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

Variation(s): budges, budged, budging

grudge, v. to be unwilling to allow or give

Example: Do not grudge the winners their prizes.

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

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

Variation(s): ox

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

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

Variation(s): plows

Vocabulary Chart for “The Dog in the Manger”

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

Lesson 4: The Dog in the Manger

Introducing the Read-Aloud



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

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

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

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

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that they are going to hear another fable today.
- Explain to students that this story is called an Aesop Fable.

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



EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 4.F

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



Check for Understanding

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

Flip Book 4A-1



Support

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

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

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

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

Lesson 4: The Dog in the Manger

Read-Aloud



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

✦ **TEKS 1.8.A**

Speaking and Listening: Students will ask relevant questions to clarify information and answer questions using multi-word responses.

✦ **TEKS 1.1.A**

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

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“THE DOG IN THE MANGER” (10 MIN.)



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

There was once a dog who liked to nap on hot days in the cool barn. He liked to sleep in the manger, the long wooden box where hay was put for the farm animals to eat. *Why does the dog like to nap in the barn?* One hot day after a long afternoon pulling the **plow** a tool

used to turn the soil, the **oxen** returned to the barn, hungry for their dinner. But they couldn't get to their food because the dog was lying in the manger taking a nap on the hay.

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

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

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

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

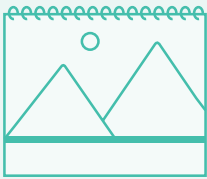
Challenge

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

Support

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

Flip Book 4A-1



**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Offering Opinions

Beginning

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

Intermediate

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

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.1; ELPS 3.G

But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to **budge, or move.**

When the farmer came in and saw the dog acting so selfishly, he became angry and chased the dog out of the manger. The farmer told the dog to stay out of that manger and that he could never go near that barn again. The oxen were finally able to eat their dinner after their long day's work.

*Moral: Do not **grudge, or be unwilling to give, others what you cannot enjoy. Be happy for their good fortune, especially when it does not impact you. [Have students echo the moral and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, it teaches a lesson, and it gives animals human features: they talk.]***

COMPREHENSION QUESTIONS (15 MIN.)

TEKS 1.1.A

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

1. **Literal.** Who are the characters in this story? (*dog, oxen, farmer*)
2. **Literal.** What is the setting of this fable? (*in a barn on a farm*) What other fable have you heard that was set in a barn? (*"The Goose and the Golden Eggs"*)
3. **Evaluative.** Why does the farmer chase the dog out of the manger? (*so the oxen could eat their dinner*) Is the farmer being reasonable? (*yes*)

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

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

Check for Understanding



Think-Share: All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*You should be nice and share, especially*)

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

when someone else needs something more than you.) [Accept paraphrasing by students, e.g., “Share with others.”] Is this an important lesson for you to remember? Why or why not? (Yes, because sharing is important for everyone.)

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


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

 **TEKS 1.1.A**

WORD WORK: BUDGE (5 MIN.)

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

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

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

Lesson 4: The Dog in the Manger

Application



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

TEKS 1.6.H; TEKS 1.7.E

PERSONIFICATION CHART (20 MIN.)

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

**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.G

Check for Understanding



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

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



Circle It

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

End Lesson



5

SHARING STORIES

The Wolf in Sheep's Clothing

PRIMARY FOCUS OF LESSON

Reading

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

✦ **TEKS 1.9.A**

Students will identify examples of personification in a fable and use appropriate speaking conventions when discussing the text.

✦ **TEKS 1.1.A; TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.B**

Language

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

✦ **TEKS 1.3.B**

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

✦ **TEKS 1.3.B; TEKS 1.10.D**

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

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

FORMATIVE ASSESSMENT

Activity Page 5.1

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

✦ **TEKS 1.11.D.iv**

- ✦ **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.10.D** Discuss how the author uses words that help the reader visualize; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 5A-1 <input type="checkbox"/> Story Map (Digital Components)
What Do We Know?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Personification Chart (Digital Components) <input type="checkbox"/> paper and drawing tools <input type="checkbox"/> Activity Page 1.1 (optional)
“The Wolf in Sheep’s Clothing”			
Comprehension Questions			
Word Work: <i>Disguise</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “A Wolf in Sheep’s Clothing”	Whole Group/ Partner	20 min.	<input type="checkbox"/> Flip Book: 5A-1, 5B-1 <input type="checkbox"/> pencils <input type="checkbox"/> various classroom objects <input type="checkbox"/> paper and drawing tools (optional) <input type="checkbox"/> Activity Page 5.1
Syntactic Awareness Activity			

ADVANCE PREPARATION

Introducing the Read-Aloud

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

Read-Aloud

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

Application

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

Note to Teacher

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

CORE VOCABULARY

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

Variation(s): disguises

fleece, n. a sheep's coat of wool
 Example: The sheep farmer carried the fleece to market.

Variation(s): none

flock, n. a group of animals or birds
 Example: Zoe could hear a flock of geese flying over her house.

Variation(s): flocks

pretend, v. to try to be or to act differently than what you actually are
 Example: I think it is fun to pretend to be different characters that I have read about in books.

Variation(s): pretends, pretended, pretending

prowled, v. walked or moved around quietly in search of prey to eat
 Example: The new kitten prowled underneath the bird cage.

Variation(s): prowl, prowls, prowling

Vocabulary Chart for “The Wolf in Sheep’s Clothing”

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

Lesson 5: The Wolf in Sheep's Clothing

Introducing the Read-Aloud

10M

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

TEKS 1.9.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

WHAT DO WE KNOW? (5 MIN.)

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

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

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

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

Flip Book 5A-1



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

Support

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



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Reading/Viewing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 4.F

Lesson 5: The Wolf in Sheep's Clothing

Read-Aloud



Reading: Students will identify examples of personification in a fable and use appropriate speaking conventions when discussing the text.

➤ **TEKS 1.1.A; TEKS 1.1.C; TEKS 1.1.D; TEKS 1.8.B**

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

➤ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Explain to students that this story is another one of Aesop's fables.
- Tell students to listen carefully to identify examples of personification.
- As you read aloud, have students raise their hands each time they hear an example.

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



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

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

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

➤ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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

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

COMPREHENSION QUESTIONS (10 MIN.)

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

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

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

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

Support

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

Challenge

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

Support

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

Flip Book 5A-1





Check for Understanding

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

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

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

WORD WORK: DISGUISE (10 MIN.)

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

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

Note: Explain to students that a disguise is not the exact same thing as a costume. Tell students that while a disguise is worn for the specific purpose of not being recognized, a costume is not necessarily meant to hide one's identity. Costumes can be worn for many reasons, from acting in a play to playing dress up. Costumes are worn for parties and Halloween, as are disguises, but the main difference is that a disguise is meant to hide the wearer's identity.

EMERGENT
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STUDENTS



Writing

Interacting via Written English

Beginning

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

Intermediate

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

Advanced/Advanced High

Have students write a sentence about the picture they drew.

ELPS 5.G

Lesson 5: The Wolf in Sheep's Clothing

Application



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

TEKS 1.3.B; TEKS 1.10.D

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

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

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

A Wolf in Sheep's Clothing

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

Support

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



Check for Understanding

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

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

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



Language

Analyzing Language Choices

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 1.C; ELPS 4.C;
ELPS 4.F; ELPS 5.E

Flip Book 5A-1



Flip Book 5B-1



SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

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

Complex Text Context-Based

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

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

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

Explicit Instruction

Show Image 5B-1: Soccer balls

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

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

Real World

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



Exit Pass

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

End Lesson

Activity Page 5.1



6

SHARING STORIES

The Fox and
the Grapes

PRIMARY FOCUS OF LESSON

Reading

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

✦ **TEKS 1.6.E; TEKS 1.9.A**

Speaking and Listening

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

✦ **TEKS 1.8.A; TEKS 1.8.B**

Language

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

✦ **TEKS 1.3.B**

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

✦ **TEKS 1.10.D**

Writing

Students will illustrate and describe the moral of a fable.

✦ **TEKS 1.7.B; TEKS 1.7.E; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Exit Pass

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

✦ **TEKS 1.7.B; TEKS 1.7.E; TEKS 1.12.A**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Story Map (Digital Components)
Personal Connections			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1 <input type="checkbox"/> Personification Chart (Digital Components) <input type="checkbox"/> objects in bunches <input type="checkbox"/> images of bunches (optional) <input type="checkbox"/> Activity Page 1.1 (optional)
"The Fox and the Grapes"			
Comprehension Questions			
Word Work: <i>Bunch</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: "Sour Grapes"	Whole Group/ Independent	20 min.	<input type="checkbox"/> Image Cards 2–4 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> paper and drawing tools <input type="checkbox"/> Flip Book images from previous Read-Alouds (optional)
Sequencing Events			
Write About It			

ADVANCE PREPARATION

Introducing the Read-Aloud

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

Read-Aloud

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

Universal Access

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

CORE VOCABULARY

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

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

Variation(s): bunches

juicy, adj. full of juice

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

Variation(s): juicier, juiciest

lunged, v. moved forward suddenly

Example: Tony lunged to catch the baseball.

Variation(s): lunge, lunges, lunging

pluck, v. pull off

Example: Manuel plucked a red apple from the tree.

Variation(s): plucks, plucked, plucking

ripe, adj. ready to be used or eaten

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

Variation(s): riper, ripest

Vocabulary Chart for “The Fox and the Grapes”

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

Lesson 6: The Fox and the Grapes

Introducing the
Read-Aloud

10M

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

TEKS 1.6.E; TEKS 1.9.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

Support

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


Check for Understanding

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

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



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

PERSONAL CONNECTIONS (5 MIN.)

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



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

Provide students with a specific sentence frame (e.g., "Once, I really wanted ____ but I couldn't have it.").

Advanced/Advanced High

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

ELPS 3.G

Lesson 6: The Fox and the Grapes

Read-Aloud

30M

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

✦ **TEKS 1.8.A; TEKS 1.8.B**

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

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Explain to students that this story is another one of Aesop's fables.
- Tell students to listen carefully to find out what the fox wanted and what lesson he learned because of this.

“THE FOX AND THE GRAPES” (10 MIN.)



Show Image 6A-1: Fox and the grapes

One hot summer day, a fox was strolling along when he noticed a **bunch** of **juicy** grapes just turning **ripe**, or a group of grapes full of juice, ready to be eaten, hanging on a vine high above. “Mmm, that’s just the thing to take care of my thirst,” said the fox. He trotted back a few steps, then ran forward and jumped,

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

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

Moral: You shouldn’t speak badly about something that you once wanted, just because you can’t have it. [Have students echo the moral and then discuss

Support

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

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

its meaning. Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.]

COMPREHENSION QUESTIONS (15 MIN.)

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

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

Show Image 6A-1: Fox and the grapes

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



Check for Understanding

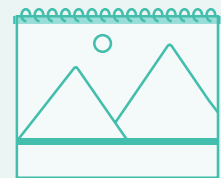
Recall: Aesop's fables were written to teach a lesson. What is the moral, or lesson, of this fable? (*You shouldn't speak badly about something that you once wanted, just because you can't have it.*) [Accept any reasonable paraphrasing from students.] What did the fox do or say that helped you understand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

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

Challenge

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

Flip Book 6A-1



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Reading/Viewing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 4.F

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

WORD WORK: BUNCH (5 MIN.)

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

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

Lesson 6: The Fox and the Grapes

Application



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

TEKS 1.10.D

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

TEKS 1.7.B; TEKS 1.7.E; TEKS 1.12.A

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

Sour Grapes

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



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Listening Actively

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.C

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



Check for Understanding

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

Image Cards 2–4



Activity Page 6.1



Support

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

SEQUENCING EVENTS (5 MIN.)

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



WRITE ABOUT IT (10 MIN.)

TEKS 1.7.B; TEKS 1.7.E; TEKS 1.12.A

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



Exit Pass

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

End Lesson

Pausing Point

NOTE TO TEACHER

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

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

MID-UNIT CONTENT ASSESSMENT

Part I

Materials: Activity Page PP.1

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

Part II

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

Activity Page PP.1



ACTIVITIES

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

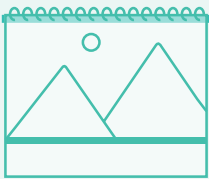


Image Cards 4–9



Activity Page PP.2



Image Review

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

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

Image Card Review

Materials: Image Cards 4–9

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

Somebody Wanted But So Then

Materials: Activity Page PP.2

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

Write About It

Materials: Class books

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

Key Vocabulary Brainstorming

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

Riddles for Core Content

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

On Stage

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

Retelling a Fable with Puppets

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

Support

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

7

SHARING STORIES

The Tale of Peter Rabbit

PRIMARY FOCUS OF LESSON

Reading

Students will review the morals of a folktale.

✦ **TEKS 1.1.A**

Students will explain the moral of a folktale.

✦ **TEKS 1.6.G; TEKS 1.8.A**

Language

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

✦ **TEKS 1.3.B**

Writing

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

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

FORMATIVE ASSESSMENT

Activity Page 7.1

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

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

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 7A-1 <input type="checkbox"/> images of rabbit habitats (optional)
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-13 <input type="checkbox"/> images of vegetables (optional) <input type="checkbox"/> Activity Page 1.1 (optional)
“The Tale of Peter Rabbit”			
Comprehension Questions			
Word Work: <i>Mischief</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Retell “The Tale of Peter Rabbit”	Independent/ Whole Group	20 min.	<input type="checkbox"/> Somebody Wanted But So Then chart (Digital Components) <input type="checkbox"/> The Writing Process poster (Digital Components) <input type="checkbox"/> board/chart paper and writing tools <input type="checkbox"/> Activity Page 7.1
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Application

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

Somebody	
Wanted	
But	
So	
Then	

Note to Teacher

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

Universal Access

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

CORE VOCABULARY

exert, v. to make a strong effort

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

Variation(s): exerts, exerted, exerting

mischief, n. behavior that causes trouble

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

Variation(s): none

naughty, adj. bad; mischievous

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

Variation(s): naughtier, naughtiest

sobs, n. sounds made when someone cries very hard

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

Variation(s): sob

thief, n. someone who steals

Example: The police officers caught the jewelry thief.

Variation(s): thieves

Vocabulary Chart for “The Tale of Peter Rabbit”

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

Lesson 7: The Tale of Peter Rabbit

Introducing the
Read-Aloud

10M

Reading: Students will review the morals of a folktale.✦ **TEKS 1.1.A****WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Remind students that the stories they have been hearing are called fables.
- Remind students that a fable is a fictional story that teaches an important lesson or moral.
- Remind students they heard a fable called “The Fox and the Grapes.” Ask students to recall the moral, or lesson, that they heard in “The Fox and the Grapes.” (*You shouldn’t speak badly about something that you once wanted, just because you can’t have it.*)

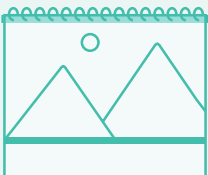
ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that today they are going to hear a well-known story, “The Tale of Peter Rabbit.” Tell students that the author and illustrator of the story is a woman named Beatrix Potter. Ask students if they have heard of Beatrix Potter or “The Tale of Peter Rabbit.”
- Tell students that “The Tale of Peter Rabbit” is a type of fictional story called a *folktale*.
- Explain to students that a *folktale* is a story that someone made up a long time ago and has been told again and again. It was first told to family members or friends and later written down for many people to enjoy. Have students say the word *folktale*.
- Tell students a folktale is fiction because it is made up from one’s imagination and is not real.

Support

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

Flip Book 7A-1

**Show Image 7A-1: The Rabbit family/Mrs. Rabbit with her bunnies**

- Ask students what they see in the illustration. Point to Peter Rabbit, and explain that he is the main character in the story.
- Ask students to share what they know about rabbits and the kinds of things they do.

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

- Explain to students that rabbits are small animals that are herbivores—they only eat plants. Rabbits sometimes build a nest on the ground hidden under a thicket or bush.
- Tell students the story they will hear is make-believe, but sometimes Peter Rabbit does things that a regular rabbit might do.

Lesson 7: The Tale of Peter Rabbit

Read-Aloud



Reading: Students will explain the moral of a folktale.

TEKS 1.6.G; TEKS 1.8.A

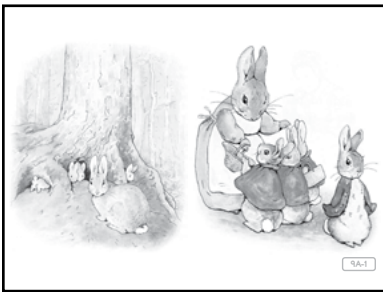
Language: Students will demonstrate an understanding of the Tier 2 word *mischief*.

TEKS 1.3.B

PURPOSE FOR LISTENING

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

“THE TALE OF PETER RABBIT” (15 MIN.)



Show Image 7A-1: The Rabbit family/Mrs. Rabbit with her bunnies

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

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

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

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 7A-2: Mrs. Rabbit fastening Peter's jacket/going out

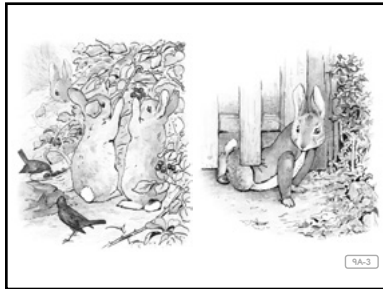
Now run along, and don't get into **mischief**. I am going out." *What does Mrs. Rabbit tell her children not to do? What do you think mischief means? If you get into mischief, you do something that causes trouble.*

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Why do you think Mrs. Rabbit bought five currant buns at the baker's? (for the four little Rabbits and herself) [Have students name the members of the family again.]

Support

Explain to students that currants are like raisins, so a currant bun would be similar to a bun with raisins.



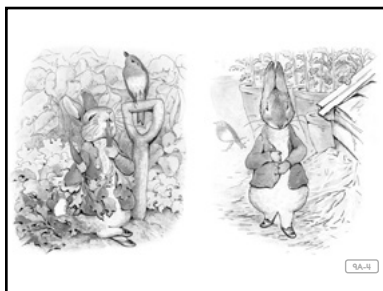
Show Image 7A-3: Bunnies picking berries/ Peter squeezing under the gate

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. *Who is good and listens to their mother's directions?*

But Peter, who was very **naughty**, ran straight away to Mr. McGregor's garden, and squeezed under the gate! *Who is naughty, or makes a bad choice, and does not listen to Mrs. Rabbit's directions? What do you think will happen in Mr. McGregor's garden?*

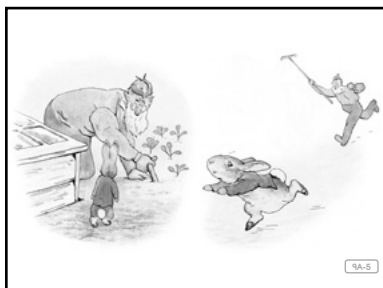
Support

Show images of the vegetables in Mr. McGregor's garden.



Show Image 7A-4: Peter snacking/Peter feeling full [As you read the following, point to the vegetables mentioned and pictured.]

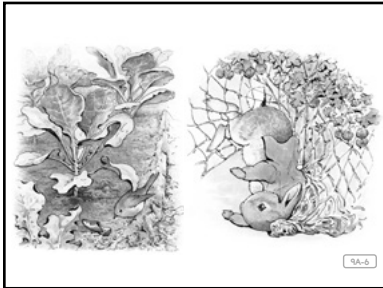
First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. *Why is Peter feeling rather sick?*



Show Image 7A-5: Peter sees Mr. McGregor/ Peter running away

But round the end of a cucumber frame, whom should he meet but Mr. McGregor! *What do you think is going to happen now that Mr. McGregor sees Peter?*

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop, **thief!**" *Do you know what a thief is? A thief is someone who steals. Why does Mr. McGregor call Peter a thief? How do you think Peter feels?*

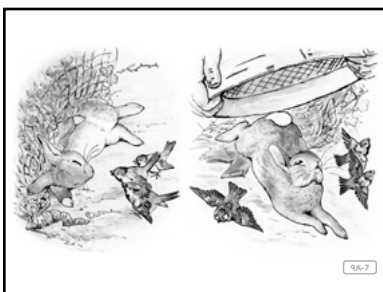


Show Image 7A-6: Peter's shoe in the cabbages/Peter caught in the gooseberry net

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. *What happens to Peter because he is so frightened or scared? (He rushes and loses his shoes.)*

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new. *Will Peter be able to get out of the net?*

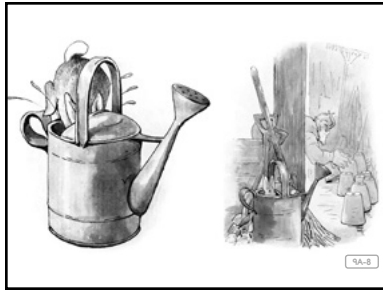


Show Image 7A-7: Sparrows imploring Peter/Peter escaping the sieve

Peter gave himself up for lost, and shed big tears; but his **sobs** were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to **exert** himself. *Sobs are the sounds sometimes made when crying. Who hears Peter's sobs and encourages him to exert himself,*

or make a real effort, to wriggle out of the net?

Mr. McGregor came up with a sieve, *[Point to the sieve as you read, and explain that it is a kitchen strainer that has a wire basket on top.]* which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. *Is he able to escape? What does Peter leave behind? (his jacket)*

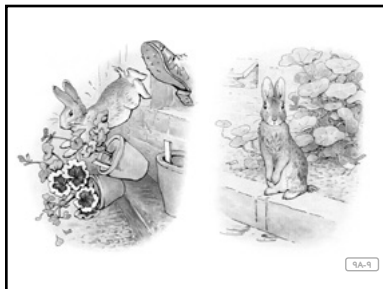


Show Image 7A-8: Peter jumping into the watering can/Mr. McGregor searching the shed

And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—“Kertyschoo!” Mr. McGregor was after him in no time. *Where does Peter hide from Mr. McGregor? (in a can in the tool-shed) This works until Peter does what?*

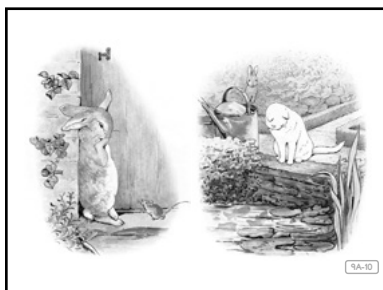


Show Image 7A-9: Peter jumping out the window/Peter resting

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. *That was a close call. Has Peter gotten away from Mr. McGregor?*

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going *lippity—lippity*—not very fast, and looking all round. *What will Peter do next?*

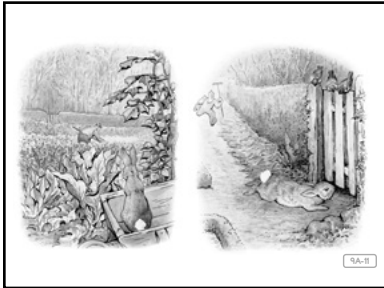


Show Image 7A-10: Peter and the old mouse/ Peter and the cat

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry. *Why do you think Peter is crying if he has gotten away from Mr. McGregor? (Answers may vary, but may include that he wasn't sure how to get out of the garden.)*

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish. She sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny. *Why doesn't Peter ask the cat for help? (The cat might try to harm Peter.)*



**Show Image 7A-11: Peter and Mr. McGregor/
Peter escaping the garden**

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—*scr-r-ritch, scratch, scratch, scritch*. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped

over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate! *[Point to the gate.] Will Peter be able to get out of the gate without Mr. McGregor seeing him?*

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. *Let's give a cheer because Peter is outside of the garden and safe.*

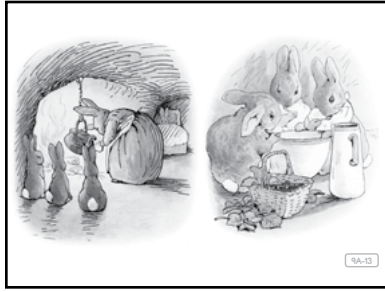


**Show Image 7A-12: Scarecrow/Peter safe
at home**

Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds. *Whose jacket and shoes are those?*

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbithole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight! *Why is Peter so tired? If this is the second little jacket and pair of shoes that Peter has lost, do you think Peter has gotten into mischief before?*



Show Image 7A-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail [Point out Peter in the background.]

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter!

“One tablespoonful to be taken at bedtime.” *Why is Peter not feeling well? (Answers may vary, but may include that he ate too much or had a rough day.) Do you think his mother knows what happened? (Answers may vary.)*

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. *Why do Flopsy, Mopsy, and Cotton-tail get to have a nice dinner? Does this story teach a lesson? (Yes, listen to your parents.) Do you think Peter learned his lesson?*

COMPREHENSION QUESTIONS (10 MIN.)

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

1. **Literal.** What advice does Mrs. Rabbit give Flopsy, Mopsy, Cotton-tail, and Peter at the beginning of the story? (*Don’t go into Mr. McGregor’s garden; don’t get into mischief.*)
 - **Literal.** Who follows Mrs. Rabbit’s advice? (*Flopsy, Mopsy, and Cotton-tail*) Who is naughty and does not follow her advice? (*Peter*) What does he do? (*He goes to Mr. McGregor’s garden.*)
 - **Evaluative.** Why do you think Peter chooses not to follow his mother’s advice? (*He is curious, adventurous, naughty, etc.*)
 - **Evaluative.** How do you think Peter feels when he is finally home again? (*relieved, tired, etc.*)

Challenge

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

Support

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



Check for Understanding

Think of a Word: Think of what lesson this story teaches. [Pause.] Think of one word that describes the lesson. [Ask several students to share.] (*Answers may vary, but may include listen, parents, etc.*)

2. **Evaluative.** *Think-Pair-Share:* Do you think that Mrs. Rabbit will ever find out that Peter was in Mr. McGregor’s garden? (*Answers may vary.*)



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think I Mrs. Rabbit will/will not find out.”)

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think Mrs. Rabbit will/will not find out that Peter was in Mr. McGregor’s garden, because . . .”)

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

WORD WORK: MISCHIEF (5 MIN.)

1. In the Read-Aloud you heard Mrs. Rabbit say, “Now run along, and don’t get into mischief.”
2. Say the word *mischief* with me.
3. Mischief is behavior that causes trouble.
4. My younger sister is full of mischief; she is always thinking of ways to annoy me.
5. Do you know of someone who is full of mischief? Can you think of any other characters in stories who are full of mischief? What kinds of mischief do they get into? Try to use the word *mischief* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “___ is full of mischief because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I will describe a situation. If what I describe is an example of mischief, say, “That’s mischief.” If what I describe is not an example of mischief, say, “That’s not mischief.”

- The puppy nipped at his brother’s ear. (*That’s mischief.*)
- I shared my crayons with my partner during art. (*That’s not mischief.*)
- I try to always do what my parents ask me to do. (*That’s not mischief.*)
- The boy hid his dad’s shoes. (*That’s mischief.*)
- The boy cried “wolf” when there really wasn’t a wolf. (*That’s mischief.*)

Lesson 7: The Tale of Peter Rabbit

Application



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

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

TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

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Reading

Reading/Viewing

Beginning

Prompt and support students to recall words and phrases that relate to the sequence of events.

Intermediate

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

Advanced/Advanced High

Provide minimal support in eliciting key details relating to the sequence of events.

**ELPS 3.B; ELPS 4.G;
ELPS 5.G**



RETELL “THE TALE OF PETER RABBIT” (20 MIN.)

TEKS 1.3.D

- Tell students that as a class you are going to retell in writing the tale you just read about Peter Rabbit.
- Referencing The Writing Process chart, tell students you will first use a Somebody Wanted But So Then chart to recall what happened in the story and plan their writing.
- Have students turn to Activity Page 7.1. Refer to the Somebody Wanted But So Then chart you prepared in advance.
- Lead students in identifying each of the following parts to complete the chart. When filling in the “Somebody” row of the chart, remind students that the “somebody” is a person in the story, or a character. In addition, remind students that the “So” and “Then” labels are temporal words that are indications of the plot, or sequence of events, of the story.

Somebody	Peter Rabbit
Wanted	to eat the fruits and vegetables in Mr. McGregor’s garden.
But	Mr. McGregor did not want him eating food from his garden.
So	Peter ran away and Mr. McGregor chased him until Peter got lost.
Then	Peter finally found the way out and made it home, but he was sick from his adventure so he only got tea for dinner.

- Once the chart has been completed, guide the class in translating these ideas into sentences that tell a story with a clear beginning, middle, and end. Write these sentences on the board/chart paper. Reinforce that this is the draft, as indicated in The Writing Process chart. After the story has been written, read it aloud to the class.
- If time allows, you may have each student draw an illustration of the Peter Rabbit tale.

End Lesson

Lesson 7: The Tale of Peter Rabbit

Take-Home Material

FAMILY LETTER

- Send home Activity Page 7.2.



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Activity Page 7.2



SHARING STORIES

The Little Half-Chick

(Medio Pollito)

PRIMARY FOCUS OF LESSON

Reading

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

✦ **TEKS 1.6.E; TEKS 1.9.A**

Speaking and Listening

Students will listen to third-person texts.

✦ **TEKS 1.10.E**

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

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

Language

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

✦ **TEKS 1.3.B**

Students will demonstrate an understanding of the phrase “Do unto others as you would have done unto you.”

✦ **TEKS 1.6.E**

Writing

Students will sequence the events of a folktale.

✦ **TEKS 1.7.D**

FORMATIVE ASSESSMENT

Activity Page 8.2

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

✦ **TEKS 1.8.B**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 8A-1, 8A-2
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-2–8A-9 <input type="checkbox"/> Activity Page 1.1 (optional)
“The Little Half-Chick (Medio Pollito)”			
Comprehension Questions			
Word Work: <i>Waste</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “Do Unto Others as You Would Have Done Unto You”	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 8.1, 8.2 <input type="checkbox"/> scissors and glue/tape <input type="checkbox"/> Personification Chart (Digital Components)
Sequencing Events			
Personification Chart			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display a world map in order to identify Spain.

Application

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

Note to Teacher

- This story, “The Little Half-Chick (Medio Pollito),” is a *pourquoi* story. *Pourquoi* is the French word for *why*. A *pourquoi* story tells why something is the way it is.
- During the first six lessons of this unit, the class completed a story map for each story. In Lessons 8 and 10, students are encouraged to complete the story maps on their own if they are able.

CORE VOCABULARY

abandoned, v. left behind

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

Variation(s): abandon, abandons, abandoning

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

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

Variation(s): none

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

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

Variation(s): streams

stubborn, adj. refusing to change your mind

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

Variation(s): none

waste, v. to use up something carelessly or foolishly

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

Variation(s): wastes, wasted, wasting

The Golden Rule

Remind students that in kindergarten they learned The Golden Rule, which is the saying "Do unto others as you would have done unto you." Explain to students this means that if we all choose to help others when others are in need of help, everyone will have help.

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

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

Lesson 8: The Little Half-Chick (Medio Pollito)

Introducing the Read-Aloud



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

TEKS 1.6.E; TEKS 1.9.A

ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)

- Tell students that today they will hear another folktale today.
- Remind students that yesterday, they heard a folktale called, “The Tale of Peter Rabbit.”
- Remind students that a folktale is a story that someone made up a long time ago and has been told again and again. It was first told to family members or friends and later written down for many people to enjoy. Remind students that folktales are fiction.
- Tell students that today they will hear a Spanish folktale called “The Little Half-Chick (Medio Pollito).” Explain to students that today’s story is a folktale, not a fable.



Check for Understanding

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

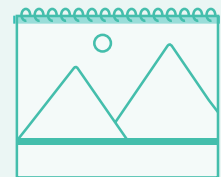
Show Image 8A-1: Weather vane

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

Support

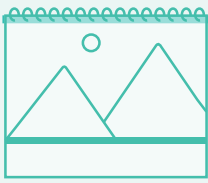
You may wish to point out Spain on a world map.

Flip Book 8A-1



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

Flip Book 8A-2



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Speaking and Listening

Offering Opinions

Beginning

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

Intermediate

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

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

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

Show Image 8A-2: Hen with brood of baby chicks

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

Lesson 8: The Little Half-Chick (Medio Pollito)

Read-Aloud



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

✦ **TEKS 1.10.E**

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

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

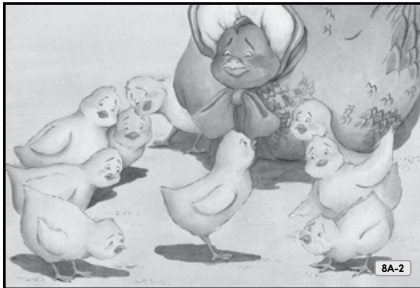
Language: Students will demonstrate an understanding of the Tier 2 word *waste*.

✦ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

✦ **“THE LITTLE HALF-CHICK (MEDIO POLLITO)” (15 MIN.)** **TEKS 1.10.E**



Show Image 8A-2: Hen with brood of baby chicks

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

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

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

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

Support

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

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

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



Show Image 8A-3: Medio Pollito leaves for Madrid

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

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

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

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

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



Show Image 8A-4: Medio Pollito at the stream

Medio Pollito hopped on until he came to a little **stream** of water that was almost choked with weeds. *A stream is a small body of running water. When a stream is full of weeds, it is very hard for the water to move.* "Oh, Medio Pollito," the stream called out, "please help me by pulling some of these weeds so I can flow freely!" *Do you think Medio Pollito will help the stream? Why or why not?*

Support

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

Support

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

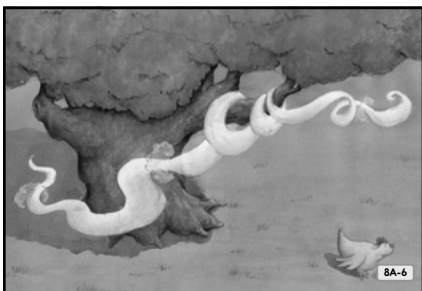
“Help you?” exclaimed Medio Pollito, tossing his head and shaking the few feathers in his tail. “Do you think I have time to **waste** to do that sort of thing? *Waste means to use up something carelessly and foolishly. Medio Pollito does not want to waste, or use up, his time helping the stream.* Help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



Show Image 8A-5: Medio Pollito at the fire

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

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



Show Image 8A-6: Medio Pollito at the tree blowing in the wind

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

water and the fire? (wind) Do you think he will help the wind? Why or why not?

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

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

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



Show Image 8A-7: Medio Pollito in the kitchen

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

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

Then the fire on the stove began to heat the water. Medio Pollito felt very hot. “Oh, fire!” he cried, “don’t cook me like this!” But the fire replied, “You would not help me when I was about to burn out, so why should I help you now?” *Who does Medio Pollito ask for help next? Does the fire help? Why not?* *[Remind students that he met the fire in the woods previously.]*

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

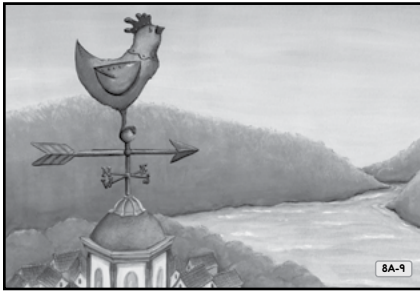
“What’s this?” said the cook. “I have overcooked the chicken. He is all blackened and burnt to a crisp. I can’t serve this to the king!”



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

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

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



Show Image 8A-9: Weather vane over Madrid

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

Now he stays there and helps everyone by

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

Support

Point out the weather vane and cupola in the illustration.



Check for Understanding

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

COMPREHENSION QUESTIONS (10 MIN.)

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

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

Challenge

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

Support

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

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

5. **Evaluative.** *Think-Pair-Share:* Medio Pollito did not help others along his way who needed help and they also won't help him at the end of the story. What lesson does this folktale teach? (*Do unto others as you would have done unto you.*)

WORD WORK: WASTE (5 MIN.)

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

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

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

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

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Speaking and Listening

Exchanging Information and Ideas

Beginning

Give students the sentence frame for offering their opinion ("That wastes ____."). Help students complete the sentence frame.

Intermediate

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

Advanced/Advanced High

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

ELPS 3.G



**EMERGENT
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Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Is the moral of ‘The Little Half-Chick’ to do unto others as you would have done unto you?”).

Intermediate

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

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The moral of ‘The Little Half-Chick (Medio Pollito)’ is to do unto others as you would have done unto you.”).

ELPS 2.C

Activity Page 8.1



Lesson 8: The Little Half-Chick (Medio Pollito)

Application



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

TEKS 1.6.E

Writing: Students will sequence the events of a folktale.

TEKS 1.7.D

SAYINGS AND PHRASES (5 MIN.)

Do Unto Others as You Would Have Done Unto You

- Remind students of the moral, or lesson, from the story: “Do unto others as you would have done unto you.” This means that if we all choose to help others when others are in need of help, everyone will have help. Tell students that Medio Pollito should have helped the stream, the fire, and the wind; if he had, perhaps the outcome of his situation might have been different.



Check for Understanding

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

- Ask students if they have heard this saying before. Remind them that saying is called the Golden Rule; it comes from the Christian Bible when Jesus gave the Sermon on the Mount, and it is an idea common to many religions.
- Ask students if they can share other applications of this saying.
- Try to find opportunities to use this saying in various situations in the classroom.

SEQUENCING EVENTS (10 MIN.)

- Have students turn to Activity Page 8.1 in their activity books.
- Explain to students that this activity page has images of events from the plot of “The Little Half-Chick (Medio Pollito).” Remind students that the plot is the events that happen in a story.

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



Speaking and Listening

Reading/Viewing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

**ELPS 3.F; ELPS 4.C;
ELPS 4.F**

Activity Page 8.2



Challenge

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

- Have students cut out the four pictures.
- Then, have students glue or tape the pictures on paper in the correct order so they follow the plot, or sequence of events, of the story.

PERSONIFICATION CHART (5 MIN.)

- Refer to the Personification Chart and remind students that personification is when, in a story, animals behave like people. Explain that personification can also refer to any other non-human element taking on human character traits.
- Ask students what things the animal characters in "The Little Half-Chick (Medio Pollito)" did that they could do in real life. (*live in broods*)
- Ask students what things the animal characters did that were things a person might do but that they could do not in real life? (*talk*)
- Ask students to identify any other examples of non-human elements that behaved like people and how they did so. (*The stream, wind, and fire each spoke to Medio Pollito.*)
- Add this information to the Personification Chart.



Activity Page 8.2

- Have students turn to Activity Page 8.2.
- Ask students to choose the image that shows what Medio Pollito became at the end of the story.

End Lesson

Pausing Point

NOTE TO TEACHER

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed in this section. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

ACTIVITIES

Image Review

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

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

Key Vocabulary Brainstorming

Materials: Chart paper or whiteboard

- Give students a key unit concept or vocabulary word, such as *fables*. Have them brainstorm everything that comes to mind when they hear the words, such as animal, moral, lesson, fiction, etc.
- Record their responses on the chart paper, chalkboard, or whiteboard for reference.

Challenge: “ Tale of Peter Rabbit” Versus “Medio Pollito”

- Compare and contrast the two folktales, “Tale of Peter Rabbit” and “Medio Pollito.” What did the main character of each folktale learn? When did the folktale take place? Record student answers on a Venn diagram.

On Stage

- Reread and have students act out one of the two folktales.
- Encourage students to portray actions and feelings and to use some of their own dialogue. Alternatively, ask students to create a skit to demonstrate the lessons learned from each folktale, such as being honest or being happy for others.

9

SHARING STORIES

The Prodigal Son

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will retell details about the prodigal son.

✦ **TEKS 1.7.D**

Reading

Students will determine the lesson of the parable and use text evidence as examples to support the theme.

✦ **TEKS 1.6.G; TEKS 1.8.A**

Language

Students will demonstrate an understanding of the Tier 3 word *prodigal*.

✦ **TEKS 1.3.B**

Writing

Students will brainstorm, organize ideas, and draft a composition that retells the story of the prodigal son using a graphic organizer.

✦ **TEKS 1.11.A; TEKS 1.11.B.i**

FORMATIVE ASSESSMENT

Activity Page 9.1

Prodigal Son Writing Activity Students will brainstorm, organize ideas, and draft a composition that retells the story of the prodigal son using the Somebody Wanted But So Then chart.

✦ **TEKS 1.11.A; TEKS 1.11.B.i**

✦ **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or heard to learn or clarify word meanings; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ chart paper and markers
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 9A-1–9A-6
“The Prodigal Son”			
Comprehension Questions			
Word Work: <i>Prodigal</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Somebody Wanted But So Then	Small Group	20 min.	☐ Activity Page 9.1 ☐ Somebody Wanted But So Then Chart (Digital Components)
Parable Writing Activity			

ADVANCE PREPARATION

Read-Aloud and Application

- Prepare and display the following Somebody Wanted But So Then chart. Alternatively, you may access a digital version in the online materials for this unit.
- Prepare to divide students into three groups to retell parts of the Read-Aloud and to transcribe their retelling on the Somebody Wanted But So Then chart.
- Prepare to place students in small groups to complete the Somebody Wanted But So Then charts.

Somebody	
Wanted	
But	
So	
Then	

Note to Teacher

Be mindful of the students in your class and their home lives as you enter this lesson. You may wish to introduce the lesson with: "This story describes a father who has unconditional love for his sons. Not all of our families look the same. Some of us live with uncles, grandmothers, or other family members who love you very much. There are also other grownups in your lives who love you, too, at school, daycare, and other places."

Universal Access

Reading

- Review fables and folktales from previous lessons and ask students to share what lessons they have learned from each story.

CORE VOCABULARY

compassion, n. a feeling of concern or care for someone and a desire to help that person

Example: The store owner showed compassion for the couple who lost their belongings in a fire.

Variation(s): none

followers, n. people who believe in and follow something or someone

Example: The followers of Jesus paid close attention to the lessons he taught.

Variation(s): none

inheritance, n. a gift of money or property that a parent might leave to a child when they pass away

Example: The mother left an inheritance of money and family jewelry to her daughter.

Variation(s): none

parable, n. a short story used to teach a moral or spiritual lesson

Example: A parable can help people learn valuable lessons they can use in life.

Variation(s): parables

prodigal, adj. characterized by wasteful spending

Example: The man felt bad about his prodigal spending.

Variation(s): none

Vocabulary Chart for “The Prodigal Son”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	inheritance parable prodigal	compassion followers	
Multiple Meaning			
Sayings and Phrases	prodigal son unconditional love		

Lesson 9: The Prodigal Son

Introducing the Read-Aloud



Reading: Students will retell details about the prodigal son.

 **TEKS 1.7.D**


WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 8A-2: Hen and baby chicks

- Remind students that they have read both fables and folktales in this unit. Briefly ask the following questions:
 - What is a folktale? (*a story that someone made up a long time ago and has been told again and again*)
 - Remind students that in the last lesson, they heard the folktale “The Little Half-Chick (Medio Pollito).”
 - Ask students to recall the moral that they heard in the folktale. (*Medio Pollito should have been kind and helped the water, fire, and wind; “Do unto others as you would have done unto you.”*)
 - What is a fable? (*a short story intended to teach a lesson, called “the moral of the story”*)
 - Ask students to recall “The Boy Who Cried Wolf.” What was the moral of that story? (*It is important to always tell the truth.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- **Background for Teacher:** The text for today’s lesson, a story on the Parable of the Prodigal Son, is derived from the Book of Luke, a book of the New Testament of the Christian Bible. The parable recounts the story of a rebellious son and his forgiving father. The term “prodigal son” has become ubiquitous in popular culture as a way to describe a wayward child. The inclusion of the parable in this unit helps build background knowledge useful for students in future studies of literature and history.
- Tell students that parables are simple, short fiction stories used to teach a moral or spiritual lesson.

 **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Support

Show students the Flip Book images from Lesson 8 to help them recall relevant information.

Challenge

Ask students to compare and contrast “The Boy Who Cried Wolf” and “The Little Half-Chick (Medio Pollito).”



**EMERGENT
BILINGUAL
STUDENTS**

Reading/Writing

Reading/Viewing

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 4.F

- Parables are similar to fables that also teach a lesson, but parables usually have human characters, while fables have characters that represent natural elements, such as animals or plants.
- Explain to students that even though parables are simple, they are not always easy to understand. Parables often use symbols to teach a lesson. A symbol is an object or image that represents an idea. Draw a picture of a heart on chart paper or the board and ask students “What does this heart mean?” (*love*) Reinforce with students that the picture of the heart means love. That means it is a symbol that represents love.
- Remind students that, so far, they have read several fables written by Aesop a long time ago. They’ve also read two folktales that were also written long ago but are a bit more modern. Now they will read a very old parable.
- Parables can be found in a variety of books. The Bible is an example of a book that features many parables.
- Remind students that the Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions.



Check for Understanding

Recall: What is a parable? (*a simple, short fiction story used to teach a lesson*)

Lesson 9: The Prodigal Son

Read-Aloud



Reading: Students will determine the lesson of the parable and use text evidence as examples to support the theme.

🇹🇽 **TEKS 1.6.G; TEKS 1.8.A**

Language: Students will demonstrate an understanding of the Tier 3 word *prodigal*.

🇹🇽 **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Listen carefully so you can retell the story using the Somebody Wanted But So Then chart and you can identify the lesson in “The Prodigal Son.”

“THE PRODIGAL SON” (15 MIN.)

A Remembered Story

The Parable of the **Prodigal** Son is a popular story in the Christian Bible. *Prodigal describes spending money in a wasteful way.* Parables are short stories told by different people featured in the Bible as a way to teach lessons on spiritual matters. *The word parable means a short story used to teach moral or spiritual lessons.* In the Bible, Jesus told parables to help his **followers** understand his teachings. These parables were important not only to his followers but also to authors and artists who have used them as inspiration to write new stories that teach lessons. *Followers are people who believe in and follow something or someone.*



Show Image 9A-1: The Story of Two Sons

Here’s how the parable goes: One day a father was talking to his two sons. The younger son asked his father for his **inheritance**, even though it was not yet time for him to receive it. *An inheritance is a gift of money or property a parent might leave to a child when the parent passes*

away. Parents often want to save money to make sure that this money can help their children. But it is not usual or acceptable to ask for an inheritance before someone has passed away.

🇹🇽 **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or heard to learn or clarify word meanings.

“The younger son said to his father, ‘Father, give me my share of the estate.’ So, [the father] divided his property between them.”¹ *Why do you think the son wanted his inheritance now? What do you predict the son will do with the money and property the father gave him? [Pause for students’ responses.] Let’s continue reading to see if your predictions are correct.*

Support

Emphasize sentences in the story that can help students visualize the events. (e.g., “He gathered all his things and traveled to a distant land so that he could spend freely, away from his father’s watchful eye.”).

Challenge

Ask students to give an example of the wisdom of Solomon.



Show Image 9A-2: Wasteful spending

A Son Lost

After receiving the inheritance early, the younger son no longer felt the need to remain at home with his father and older brother. He was excited to go out into the world and spend his money! He gathered all his things and traveled to a distant land so that he could

spend freely, away from his father’s watchful eye. *How do you think his father felt when his youngest son moved far away? [Pause for students’ responses.] (Answers may vary but should include the idea that the father was sad and would miss his son.)* When the younger son arrived in the new land, he quickly began spending his inheritance. He did not spend it wisely. *Do you remember what it means to be wise, like when you learned about the wisdom of Solomon in kindergarten? In a short amount of time, the inheritance was gone.*

The younger brother had chosen to spend all his money on things he didn’t need. These might have been things like more fancy silk robes than he could ever wear, luxurious rugs for extra rooms in his enormous home, and dozens of baskets of food of which he only ate a little, leaving the rest to rot. These also might have been things that were not good for him, like too many dried fruits and honey that he ate all at once. *Dried fruits and honey have a lot of sugar, like candy.* He saved nothing for the future at all. *Were your predictions correct? [Pause for students’ responses.] What could the son have spent his money on to make sure his inheritance lasted a long time? (He could have bought just what he needed).*



Show Image 9A-3: Struggling for food

During this time, a great famine hit the land. A famine is a time when food does not grow, so there is not as much food available for people as normal, and the food that is available is much more expensive. *This means that simple things like milk, eggs, and bread are hard to find.*

¹ Luke 15:1

Therefore, they become expensive. During a famine, something like a gallon of milk might cost as much money as a whole meal for the entire family.

Because he had wasted all his inheritance on things he didn't need, the younger brother was left with no money for necessary things. He started to realize what a terrible mistake he had made in spending his inheritance wastefully. Without money, food, or shelter, the younger brother became hungry and in desperate need of food and a place to live. There was so little food available, even for those who had money, so the son had to search for a way to feed himself and survive.

“So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs.”² *Hired himself out means to be hired to do a job. A citizen would be a towns person or resident.* The more the son worked, the hungrier he became. “He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.”³ *This means that the son was so hungry he wanted to eat the pigs' food. What do you predict the son will do? [Pause for students' responses.] Let's continue reading to see if your predictions are correct.*



Show Image 9A-4: What's lost is now found

Finally, in desperation, the younger son decided to return home. The younger son didn't know if his father would welcome him after he had spent all of his money wastefully. He didn't know how his father would feel about the mistake he had made in not saving any of his inheritance for the future. However,

the younger son had no other choice, if he were to survive. He had nothing left, so he humbly returned to his family. *Humbly means he no longer felt selfish or proud. He was willing to admit that he had made mistakes.*

When he returned, his father was so overcome with emotion and happiness at seeing his son again that he warmly embraced, or hugged, him. “. . . his father saw him and was filled with **compassion** for him; he ran to his son, threw his arms around him and kissed him.”⁴ *Compassion means a feeling of concern or care for someone who is having a hard time and desiring to help that person.* The father could have reacted differently to his son. He could have been upset or mad that his son did not spend his money wisely. Instead, the father welcomed his son with love and open arms. *Have you ever shown love or compassion to someone who did something wrong? [Pause for students' responses and discuss.]*

² Luke 15:15

³ Luke 15:16

⁴ Luke 15:20

The son explained to his father that he knew he had not acted wisely when spending all of his money wastefully and that he had learned from his mistakes. He pleaded with his father to forgive him and to hire him as a servant. He told his father he would work for him as his servants did. *What did the son do to solve his problem? Were your predictions correct? [Pause for students' responses.] How do you think the father felt when his son asked for forgiveness? [Pause for students' responses.]*

The father was so delighted that his son had returned that he forgave him immediately and welcomed him with open arms. Even more importantly, the father was pleased that his son had learned an important lesson from his mistakes and knew that the son was not likely to repeat such mistakes in the future. He gave his son a new robe, a ring, and sandals. He exclaimed to everyone that they should have a feast to celebrate the return of his younger son! *The father did not make his son a servant because he was delighted about his return. He wanted to celebrate that he was home.*



Show Image 9A-5: Welcomed home

The Older Son

“Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing.”⁵ According to the parable, the older brother was a hard worker. When the younger brother went far away, the older brother stayed behind and worked for his

father. He never disobeyed his father and was a good son. When the older son heard the music and dancing, he asked a servant, “What is going on?” The servant told him that his younger brother had returned home. The older son became angry and upset. He felt it was unfair that his younger brother would be celebrated after what he had done. *How would you feel if you were the older brother? [Pause for students' responses.]*

The older brother went to his father. He said, “Why are you celebrating? Didn't he waste all of your money? Was it not me that stayed here and obeyed you the whole time?”

The father told his older son not to be upset. “‘My son,’ the father said, ‘you are always with me, and everything I have is yours.’” He said that they must be happy that the younger son had returned and told him that now

⁵ Luke 15:25

was a time to celebrate. He explained that the younger son had learned a great lesson from the mistakes he had made in wasting his inheritance. The father described to his older son how his brother now understood that his actions were wrong and had come home to ask for forgiveness. Both sons learned that their father's forgiveness came from his immense, or great, love, meaning that their father would always love them.



Show Image 9A-6: A family reunited

The Love of a Father

What do you think was an important lesson to learn from this story? [Pause for students' responses.] (Answers may vary but should support the idea that the father welcomed his son back, even though he had made mistakes; that the son learned from his mistakes, etc.)

In the Christian Bible, the Parable of the Prodigal Son is used to make a point about the importance of forgiving and welcoming others even if they have made mistakes, because everyone makes mistakes. It also teaches about learning from mistakes to make better choices in the future.

This parable teaches that the world is a much better place when we can love and forgive each other, such as when a parent or guardian gives a child **unconditional love**. *Unconditional love is when someone loves, no matter what. Although the younger son made a terrible mistake, his father forgave him and loved him unconditionally, or without limits. Why is it important to forgive one another? [Pause for students' responses.]*

Challenge

How is the story "The Prodigal Son" similar to other stories we have read in this unit?



Check for Understanding

Inference: Why did the father forgive his son? (*He loved him unconditionally, or no matter what.*)



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe as simple yes/no questions (e.g., “I think the son’s father will/will not forgive him.”).

Intermediate

Provide students with a specific sentence frame (e.g., “I think the son’s father will/will not forgive him because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses by assisting students in locating helpful information in the text.

ELPS 3.G

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What did the father do when his son asked him for this inheritance? (*The father divided his property and gave it to his son.*)
2. **Inferential.** How did the son feel when he started to realize what a terrible mistake he had made in spending his inheritance wastefully? (*Answers may vary but should reflect the idea that he felt sad or worried.*)
3. **Inferential.** Why did the son decide to return home? (*He realized he had made a mistake and wanted to ask his father for forgiveness.*)
4. **Literal.** How did the father react when his son returned home? (*He showed compassion and welcomed him home with open arms.*)
5. **Inferential.** Why did the older brother become upset? (*He felt he deserved to be celebrated for doing the right thing. He did not think his brother deserved to be celebrated.*)
6. **Evaluative.** Do you think the father did the right thing by forgiving his son? Why or why not? (*Answers may vary but should reflect the ideas of forgiveness, unconditional love, and showing compassion for others.*)

WORD WORK: PRODIGAL (5 MIN.)

1. You read the title of this story called “The Prodigal Son.”
2. Say the word *prodigal* with me.
3. Prodigal means being wasteful when spending money.
4. The prodigal son made a big mistake when he spent all his money on things he didn’t need.
5. Do you think this is a good title for this story? Does the character spend his money in a *prodigal* way? Try to use the word prodigal when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “‘The Prodigal Son’ is a good title because . . .”]
6. What’s the word we’ve been talking about?

Lesson 9: The Prodigal Son

Application



Activity Page 9.1

Writing: Students will brainstorm, organize ideas, and draft a composition that retells the story of the prodigal son using a graphic organizer.



TEKS 1.11.A; TEKS 1.11.B.i

SOMEBODY WANTED BUT SO THEN (10 MIN.)



**EMERGENT
BILINGUAL
STUDENTS**

Writing/Reading

Retelling

Beginning

Prompt and support students to recall words and phrases that relate to the sequence of events (e.g., Point to images from the text and the chart and ask, “What happened at the beginning of the story?”; “What happened after the son left his father?”).

Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the sequence of events (e.g. “What happened next?”; “Can you give more detail?”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to the sequence of events.

ELPS 3.B; ELPS 4.G;

ELPS 5.G

- Refer to the pre-prepared Somebody Wanted But So Then chart. Tell students that they will use the chart to retell today’s Read-Aloud.
- Remind students that writers use charts and other tools such as this one to plan a story.
- Ask students to recall the title of the Read-Aloud. (“*The Prodigal Son*”)
- Place students in small groups, prepared in advance, to complete the Somebody Wanted But So Then chart on Activity Page 9.1.
- Ask students the following questions to get them started:
 - Who was this story mainly about? (*the prodigal son*) Write “the prodigal son” on the chart next to “Somebody.”
 - What did the son want? (*his father to give him his inheritance*) Write this on the chart next to “Wanted.”
- Have students complete the rest of the chart in their groups. When students have completed their tables, ask several students to share. Ask students the following questions to help guide them:
 - What happened once the son received the inheritance? (*He spent all his inheritance on things he didn’t need and was unable to take care of himself.*)
 - What did he do to solve his problem? (*He went home and asked for forgiveness.*)
 - What happened next? (*His father showed compassion and forgave him.*)

TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

Somebody	the prodigal son
Wanted	his father to give him his inheritance
But	He spent all his inheritance on things he didn't need and was unable to take care of himself.
So	The prodigal son returned home and begged for forgiveness.
Then	His family forgave him and they continued living happily together.

Support

Allow students to work in partners.

Challenge

Ask students to write sentences to go with each picture they draw.

PARABLE WRITING ACTIVITY (10 MIN.)

- Tell students that as a class you are going to use the Somebody Wanted But So Then chart they just completed to write a draft of the parable, The Prodigal Son.
- Guide the class in translating ideas from the Somebody Wanted But So Then chart into sentences that tell a story with a clear beginning, middle, and end. Write these sentences on the board/chart paper. Reinforce that this is the draft, as indicated in The Writing Process chart. After the story has been written, read it aloud to the class.
- If time allows, you may have each student draw an illustration of the Prodigal Son parable.



Check for Understanding

Thumbs-Up/Thumbs-Down:

- This story was about a mom and her daughter. (*thumbs-down*)
- The son got a job working with pigs. (*thumbs-up*)
- The father forgave his son. (*thumbs-up*)
- The lesson of this story is to forgive others as the father forgave his son in the story. (*thumbs-up*)

Unit Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this unit. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

REVIEW ACTIVITIES

Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the folktale or story using the illustrations.
- You may also show various illustrations and focus on a particular element of the story: characters, plot, setting, or moral.

Story Map

Note: Some students may need to work with the teacher and complete this on chart paper as a group, whereas others may be able to complete the story map on their own.

- Have students use Activity Page UR.1 to identify and describe the characters, setting, and plot of any story.

Key Vocabulary Brainstorming

- Give students a key unit concept or vocabulary word such as *moral*.
- Have students brainstorm everything that comes to mind when they hear the word, such as prodigal son, the Golden Goose, eggs, etc.
- Record student responses on chart paper, on a chalkboard, or a whiteboard for reference.

Riddles for Core Content

- Ask students riddles such as the following to review core content and vocabulary:
 - I did not want to waste my time helping the water, the fire, or the wind. Who am I? (*Medio Pollito*)
 - I got into mischief by going into Mr. McGregor's garden. Who am I? (*Peter Rabbit*)
 - I returned home after I realized I had made many mistakes in my life, like spending all of my money. Who am I? (*the Prodigal Son*)

Activity Page UR.1





Somebody Wanted But So Then

- The Somebody Wanted But So Then chart may be used for retelling any of the fables or folktales.

Venn Diagram

- Draw a Venn diagram on board/chart paper. Label the left side of the Venn diagram “Peter Rabbit” and the right side “Medio Pollito.”
- Have students share what they remember about Peter Rabbit. Then, have students share what they remember about Medio Pollito.
- Ask students how these two characters are alike. (*animal characters, etc.*) Record responses in the overlapping part of the two circles.
- Ask students how Peter Rabbit and Medio Pollito are different. (*different animals, Medio Pollito freezes in time, different actions, etc.*) Record responses in the circle for each character.

Unit Assessment

This unit assessment evaluates each student's retention of unit and academic vocabulary words and the core content targeted in *Sharing Stories*. The results should guide review and remediation the following day.

There are four parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses unit-related vocabulary and the second assesses academic vocabulary. Parts II, III, and IV (optional) of the assessment address the core content targeted in *Sharing Stories*.

PART I **TEKS 1.7.F**

- Tell students you are going to ask a question using a word they have heard in the Read-Alouds. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
 - Tell students you will ask each question two times.
 - Do the first question together.
1. **Fable:** Is a fable a story that teaches a lesson? (*thumbs-up*)
 2. **Moral:** Is the moral of the story where the story takes place? (*thumbs-down*)
 3. **Personification:** When animals act like humans, is that called personification? (*thumbs-up*)
 4. **Fiction:** Is a true story a work of fiction? (*thumbs-down*)
 5. **Character:** Is a character a person or animal who is featured in a story? (*thumbs-up*)
 6. **Plot:** Is the plot of the story the sequence of events? (*thumbs-up*)
 - Tell students that now you will read more sentences using other words they have heard and practiced. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
 - Ask each question two times.
 7. **Waste:** Is it a waste to drink all of your milk? (*thumbs-down*)

Activity Page UA.1



TEKS 1.7.F Respond using newly acquired vocabulary as appropriate.

8. **Parable:** Is a parable a story that teaches a lesson using a symbol? (*thumbs-up*)
9. **Satisfied:** If the cat ate a big meal, would he be very satisfied? (*thumbs-up*)
10. **Prodigal:** Would a prodigal person save their money? (*thumbs-down*)
11. **Balanced:** If a teeter-totter tipped to one side, would it be balanced? (*thumbs-down*)
12. **Pretend:** Can you pretend to be someone you are not? (*thumbs-up*)



PART II **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

Activity Page UA.2



- Tell students you will ask a question about one of the fictional stories they have heard. If the answer to the question is “yes,” they should circle the thumbs up on their paper. If the answer to the question is “no,” they should circle the thumbs down on their paper.
 - Tell students you will ask each question two times.
1. In “The Prodigal Son,” was the son who left home good at saving his money? (*thumbs-down*)
 2. In “The Tale of Peter Rabbit,” do Mr. McGregor and Peter Rabbit become good friends? (*thumbs-down*)
 3. At the end of “The Little Half-Chick,” does Medio Pollito become a weather vane? (*thumbs-up*)
 4. Are fables and folktales two types of nonfiction, or stories that really happened? (*thumbs-down*)
 5. Is the setting of “The Tale of Peter Rabbit” a busy city? (*thumbs-down*)
 6. Are the goose, Medio Pollito, the Prodigal Son, and Peter Rabbit all characters in the stories you heard? (*thumbs-up*)
 7. Are characters, setting, and plot all important parts of a story? (*thumbs-up*)



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting.

**PART III** TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C

- Have students identify the six fables and folktales illustrated on the activity page. As you read a sentence about each of the fables you have heard, have students put the corresponding number beside the picture that shows the fable being described.
1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf. (*“The Boy Who Cried Wolf”*)
 2. In this story, an animal character doesn’t listen to his mother and ends up with a stomachache and quite a fright. (*“The Tale of Peter Rabbit”*)
 3. In this story, a farmer grows rich, but also greedy. When he wants more and more he ends up losing everything. (*“The Goose and the Golden Eggs”*)
 4. In this parable, a young man returns home after learning from his mistakes. (*“The Prodigal Son”*)
 5. In this fable, an animal character is stingy and refuses to budge so others can eat. (*“The Dog and the Manger”*)
 6. In this folktale, a selfish animal character turns into a weather vane after refusing to help others. (*“The Little Half-Chick (Medio Pollito)”*)

PART IV (OPTIONAL) TEKS 1.7.D

- Working with students individually, have them orally retell one of the fiction stories heard.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Unit Assessment. We suggest you begin with the whole-class Read-Aloud activity to reinforce unit content. Based on the results of the Unit Assessment and students' formative assessments, you may wish to use the remaining time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with unit knowledge. A number of enrichment activities are provided below in order to give students opportunities to enliven their experiences with unit concepts.

READ-ALoud

- Tell students that today they will hear a fable by Aesop. Ask students to name another fable they have heard that was written by Aesop. (*Answers could include "The Boy Who Cried Wolf," "The Maid and the Milk Pail," "The Fox and the Grapes," "The Goose and the Golden Eggs," "The Dog in the Manger," or others.*)
- Ask students to name some characteristics of fables. (*Answers may vary but could include that fables are fiction stories intended to teach a lesson or moral. They often include animal characters. They have titles, characters, settings, and a plot.*)
- Tell students to listen actively by asking and answering questions using detailed responses to learn the moral, or lesson, of the story.

The Hare and the Tortoise

By Aesop

The Hare was once boasting of his speed before the other animals. *A hare is a kind of animal that is like a large rabbit. Boasting means bragging.* “I have never yet been beaten,” said he, “when I put forth my full speed. I challenge any one here to race with me.”

The Tortoise said quietly, “I accept your challenge.”

“That is a good joke,” said the Hare. “I could dance round you all the way.”
Why does the Hare think the Tortoise is joking? How quickly do tortoises move?

“Keep your boasting till you’ve beaten me,” answered the Tortoise. “Shall we race?”

So a course was fixed and a start was made. The Hare darted almost out of sight at once but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. *Darting is a quick movement similar to running. Contempt means dislike or disgust. How does the Hare feel about racing the Tortoise?* The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then said the Tortoise:

“Plodding wins the race.” *Plodding means moving very slowly.*

1. Who won the race? (*the Tortoise*)
2. Name an example of personification from this fable. (*the speaking animals*)
3. All of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (*Plodding wins the race; being slow and steady can be good.*)
4. Is this an important lesson for you to remember? Why or why not? (*Answers will vary, but students should offer a reason for their response.*)

You may also use The Somebody Wanted But So Then chart (Activity Page PP.2) for a retelling of the fable.

Activity Page PP.2



REMIEDIATION

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing selected Read-Alouds

ENRICHMENT

Student Choice

- Have students select a Read-Aloud to be heard again.

Story Map

Note: Some students may need to work with the teacher and complete this on chart paper as a group, whereas others may be able to complete the story map on their own.

- Have students use Activity Page UR.1 to identify and describe the characters, setting, and plot of their favorite story.

Somebody Wanted But So Then

- The Somebody Wanted But So Then chart may be used for a retelling of any of the fables.

Retelling a Story with Puppets

Materials: Paper bags, drawing tools, miscellaneous materials for decorating

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

Write About It: Retelling a Fable or Folktale

- As a class, brainstorm the sequence of events: beginning, middle, and end of one of the fables or folktales heard. Also discuss the other elements of fictional stories, including characters, setting, and the moral/lesson.
- Have students draw a picture on each page of the booklet to show the beginning, important middle events, and end of the story. Students may also write or dictate a sentence to go with each picture.
- Have students share their stories with a partner or with the class.

Activity Page UR.1



Activity Page PP.2



On Stage

- Reread and have students act out any of the fables or folktales.
- Encourage students to portray actions and feelings and to use some of their own dialogue.
- Alternatively, ask students to create a skit to demonstrate one of the sayings and phrases they learned, such as “do unto others as you would have done unto you.”

Support

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

Teacher Resources

Grade 1	Unit 1
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

NAME: _____

2.1 Activity Page

DATE: _____

Unit 1

Somebody	The milkmaid, Peggy
Wanted	A blue dress and ribbons.
But	She didn't have enough money to buy them.
So	She balanced the milk pail on her head and dreamed she already had them.
Then	She tossed her head and the milk spilled. She lost everything!

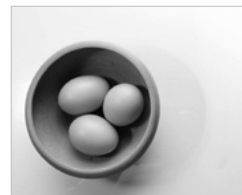
Directions: Think about what you heard in the Read-Aloud, and then fill in the chart using words or sentences.

NAME: _____

2.2 Activity Page

DATE: _____

Unit 1



Directions: Circle the correct image based on the question your teacher asks.

NAME: _____

4.1 Activity Page

DATE: _____

Unit 1



Directions: Circle the image that shows personification.

NAME: _____

5.1 Activity Page

DATE: _____

Unit 1

a

the


Directions: Choose the correct article based on the question your teacher asks.


NAME: _____ DATE: _____


6.1 Activity Page

Unit 1

X

1


2


3


Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on a piece of paper.

Unit 1 Sharing Stories 13

NAME: _____ DATE: _____




PP.1 Activity Page

Unit 1

6

1

5

Directions: Write the number beside the picture of the fable that is being described.

Unit 1 Sharing Stories 15

NAME: _____ DATE: _____




PP.1 CONTINUED Activity Page

Unit 1

4

3

2

Directions: Write the number beside the picture of the fable that is being described.

Unit 1 Sharing Stories 17

NAME: _____ DATE: _____

8.1 Activity Page





Unit 1

4

2

3

1

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



Unit 1 Sharing Stories 21


NAME: _____ 8.2 **Activity Page**

DATE: _____

Unit 1

Directions: Circle the correct image based on the question your teacher asks.



Unit 1 Sharing Stories 23


NAME: _____ UR.1 **Assessment**

DATE: _____


Unit 1

Title The Crowded, Noisy House

Character(s)
poor man, rabbi, man's wife,
5 children, mother-in-law



Setting(s)
the poor man's house



Plot

Beginning
The poor man has a crowded, noisy house. His rabbi tells him to bring in animals to fix this.

Middle
The animals make the house more crowded and noisy. The rabbi eventually tells him to remove all the animals from the house.

End
The house no longer feels crowded and noisy.

Lesson It could always be worse.

Unit 1 Sharing Stories 29

NAME: _____ 7.1 **Activity Page**

DATE: _____

Unit 1

Somebody	Peter Rabbit
Wanted	to eat the fruits and vegetables in Mr. McGregor's garden.
But	Mr. McGregor did not want him eating food from his garden.
So	Peter ran away and Mr. McGregor chased him until Peter got lost.
Then	Peter finally found the way out and made it home, but he was sick from his adventure so he only got tea for dinner.

Unit 1 Sharing Stories 27

NAME: _____ 9.1 **Activity Page**

DATE: _____

Unit 1



Somebody	the prodigal son
Wanted	his father to give him his inheritance
But	He spent all his inheritance on things he didn't need and was unable to take care of himself.
So	The prodigal son returned home and begged for forgiveness.
Then	His family forgave him and they continued living happily together.



Unit 1 Sharing Stories 23



NAME: _____ UA.1 Assessment
 DATE: _____



Unit 1



Directions: Listen to your teacher's instructions.



1.  



2.  



3.  



4.  



5.  

6.  



7.  



8.  

9.  

10.  

Unit 1 Sharing Stories 33

11.  



12.  



Unit 1 Sharing Stories 34



NAME: _____ UA.2 Assessment
 DATE: _____



Unit 1



Directions: Listen to your teacher's instructions.



1.  



2.  



3.  

4.  

5.  

6.  

7.  


8.  


Unit 1 Sharing Stories 35


NAME: _____ UA.3 Assessment
 DATE: _____

Unit 1

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

1 

2 

6 

Unit 1 Sharing Stories 37

NAME: _____
DATE: _____

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

4 _____



3 _____



5 _____



MEASURES OF TEXT COMPLEXITY

Text Title & Author	Text Complexity (Quantitative & Qualitative Measures)
<p>“The Boy Who Cried Wolf” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 214 words • The text begins to explore cause-and-effect relationships in a straightforward manner • Organization of the text is chronological • Main theme is evident and clear • Language is still familiar but begins to introduce synonyms for common words such as <i>care for</i>, <i>trick</i>, and <i>surprise</i>
<p>“The Maid and the Milk Pail” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 201 words • Organization of the text includes some dream sequences • Variety of simple, compound, and complex sentences • The structure introduces simple cause-and-effect relationships • Main theme is evident, but require readers to infer • The story includes dialogue to introduce conversational language
<p>“The Goose and the Golden Eggs” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 195 words • Language is still familiar but begins to introduce synonyms for common words • Organization of the text is chronological • Main theme is evident and clear • The text begins to explore cause-and-effect relationships in a straightforward manner • Vocabulary begins to include academic language such as <i>delight</i>, <i>golden</i>, and <i>greedy</i>
<p>“The Dog in the Manger” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 232 words • Variety of simple, compound, and complex sentences • Main theme is evident, but require readers to infer • The story involves a moral lesson or theme that require deeper thinking and discussion • Illustrations complement the text, helping to explain and expand ideas
<p>“The Wolf in Sheep’s Clothing” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 189 words • Main theme is evident and clear • The text begins to explore cause-and-effect relationships in a straightforward manner • Vocabulary includes academic language such as <i>prowled</i>, <i>flock</i>, and <i>disguise</i>
<p>“The Fox and the Grapes” from Aesop’s Fables</p>	<ul style="list-style-type: none"> • 138 words • The narrative is linear, with a clear beginning, middle, and end • Topics are generally familiar, with simple, concrete ideas • Main theme is evident, but require readers to infer • Vocabulary includes academic language such as <i>bunch</i>, <i>lunged</i>, and <i>pluck</i>

<p>“The Tale of Peter Rabbit” by Beatrix Potter</p>	<ul style="list-style-type: none"> • 949 words • Organization of the text is chronological • Illustrations complement the text, helping to explain and expand ideas • The text introduces basic problem-solving scenarios • Language is still familiar but begins to introduce synonyms for common words • Vocabulary includes academic language such as <i>exert</i>, <i>mischief</i>, and <i>sobs</i>
<p>“The Little Half-Chick (Medio Pollito)”</p>	<ul style="list-style-type: none"> • 1,085 words • Illustrations support the text but requires some interpretation • Main theme is evident and clear • The text begins to explore cause-and-effect relationships in a straightforward manner
<p>“The Prodigal Son” derived from the Book of Luke, a book of the New Testament of the Christian Bible</p>	<ul style="list-style-type: none"> • 1,150 words • The text features simple headings or labels to guide understanding • Variety of simple, compound, and complex sentences • Multiple themes possible to infer • Passages introduce multiple characters with differing viewpoints

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develop. oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	p. 6, p. 13, p. 41, p. 47, p. 48, p. 49, p. 52, p. 58, p. 78, p. 82
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	p. 6, p. 13, p. 15, p. 31, p. 39
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 5, p. 6, p. 13, p. 15, p. 20, p. 26, p. 31, p. 36, p. 52, p. 58
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	p. 5, p. 6, p. 13, p. 15, p. 20, p. 26, p. 31, p. 36, p. 52, p. 58
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develop. word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or group. of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1		Correlation—Teacher’s Guide
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including <i>-ed</i> , <i>-s</i> , and <i>-es</i>	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	p. 6, p. 13, p. 20, p. 26, p. 31, p. 36, p. 41, p. 47, p. 52, p. 58, p. 61, p. 64, p. 70, p. 78, p. 83, p. 91, p. 97, p. 107, p. 113
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 31, p. 39, p. 78, p. 89, p. 90
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1		Correlation—Teacher’s Guide
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	p. 52, p. 61
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	p. 6, p. 11, p. 52, p. 61, p. 64, p. 68, p. 91, p. 95, p. 103
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 20, p. 29, p. 78, p. 83, p. 107, p. 113, p. 124, p. 125
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 41, p. 50
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	p. 64, p. 73, p. 74
TEKS 1.7.C	use text evidence to support an appropriate response	
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 20, p. 29, p. 78, p. 89, p. 91, p. 103, p. 107, p. 111, p. 125
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	p. 31, p. 39, p. 41, p. 50, p. 64, p. 73, p. 74
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	p. 123
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	p. 6, p. 13, p. 31, p. 34, p. 36, p. 41, p. 47, p. 64, p. 70, p. 78, p. 83, p. 107, p. 113
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	p. 6, p. 11, p. 13, p. 20, p. 24, p. 26, p. 41, p. 45, p. 52, p. 58, p. 64, p. 70, p. 91, p. 97, p. 124, p. 125
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 6, p. 11, p. 13, p. 17, p. 20, p. 26, p. 31, p. 39, p. 41, p. 45, p. 91, p. 97, p. 124, p. 125
TEKS 1.8.D	describe the setting	p. 6, p. 13, p. 20, p. 26, p. 91, p. 97, p. 124

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1

Correlation—Teacher’s Guide

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	p. 41, p. 45, p. 52, p. 56, p. 64, p. 68, p. 91, p. 95
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	p. 6, p. 17

(D) recognize characteristics and structures of informational text, including:

TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	

(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	p. 52, p. 61, p. 64, p. 73
TEKS 1.10.E	listen to and experience first- and third-person texts	p. 91, p. 97

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	p. 78, p. 89, p. 107, p. 119
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1

Correlation—Teacher’s Guide

(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	p. 78, p. 89, p. 107, p. 119
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	p. 52, p. 61
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun “I”	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	p. 64, p. 73, p. 74
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 1

Correlation—Teacher's Guide

Unit 1		Correlation—Teacher's Guide
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 1

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 62
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	p. 11, p. 73, p. 103
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	p. 11

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 1		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 13, p. 17, p. 34
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	p. 48
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	p. 30, p. 90, p. 119
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 28, p. 38
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	p. 17

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 1		Correlation—Teacher’s Guide
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 13, p. 40, p. 104
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 48, p. 50, p. 69, p. 89, p. 96, p. 102, p. 118
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	p. 62, p. 104
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 1		Correlation—Teacher’s Guide
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 34, p. 45, p. 57, p. 62, p. 71, p. 104, p. 111
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 90, p. 119
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationship between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 1

Unit 1		Correlation—Teacher's Guide
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	p. 62
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 30
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 30, p. 60, p. 90, p. 119

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**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

SHARING STORIES

GRADE 1 UNIT 1 | TEACHER GUIDE

EDITION 1

