



Fables Unit:
Animals & Their
Stories
FREEBIE



Overview

Overview of the Unit - This unit is for teachers to use with students in the second or third grade classroom to lead students through an inquiry-based study of fables. The teacher acts as the facilitator, by providing one-to-one conferencing with students, pulling small groups when needed, and leading literature discussion groups. Students will learn that a fable is a story passed down from generation to generation and is told to teach a lesson. Fables are about animals that can talk and act like people. Students will use the Literary Common Core State Standards (RL.2.1, RL.3.1, RL.2.2, RL.3.2, RL.2.3, RL.3.3, RL.2.4, RL.3.4, RL.2.5, RL.3.5 & RL.2.9) to better understand fables from diverse cultures. Students will learn to understand the central message, lesson, or moral of the story through asking and answering questions, describing how characters respond to major events, understanding the words and phrases that develop a better understanding of the lesson or theme, and understand how story structure plays a role in better understanding the text. Students will also participate in language and writing activities throughout the unit.

Overview

Enduring Understandings	Essential Questions
<p>Enduring Understanding(s): Effective readers read closely to analyze texts as a whole and as parts. They will consolidate texts and their thinking about texts to identify central ideas and themes, as well as cite specific evidence to defend their thinking.</p> <p>Effective readers understand that words convey meaning in multiple ways. They recognize that authors are deliberate in their choice of language and structure in order to communicate ideas and achieve their purpose.</p> <p>Effective readers should extend and evaluate words, ideas, and visual elements within and across texts to determine the validity, relevance, and craft of works.</p>	<p>Essential Question(s):</p> <p>What is a fable?</p> <p>How are traditional stories the same/different across diverse cultures?</p> <p>How does a storyteller keep an audience engaged?</p> <p>What can I learn from these stories?</p> <p>What am I noticing about characters?</p> <p>How do morals apply to us today?</p> <p>What is a conflict?</p> <p>How do fables give us information from the past?</p> <p>How do rewards and incentives influence our choices?</p>

The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future:

Morale

"Do not trust flatterers."

Literature Discussion Group

Directions: Use the following prompts to help guide your discussion about The Fox and the Crow and The Fox and the Goat. Compare stories and recognize common characteristics.

Talk about what you are noticing about the way the two stories are organized.

Talk about what you are noticing about the characters in the story.

Talk about whether or not the dialogue plays an important role in the story. Why or why not?

Talk about the lessons learned from the two stories and if it can help you in your own life.

Talk about why you think the author wrote these two fables.

The Crow & the Pitcher

A Crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life.

Morale

Little by little does the trick.

Literature Discussion Group Prompts

Directions: Use the prompts to assist you in discussing the story *The Crow and the Pitcher*.

Discuss what you are noticing about the character.

Did the dialogue of the character or the character's actions help you understand how the character responded to the events in the story? Explain.

Discuss what you think the character is feeling or thinking in the story?

What is the link between the character and the events?

Discuss what you can learn from the character in the story? Would you want to be friends with the the crow? Why or why not?

The Tortoise and the Hare

One day a hare was bragging about how fast he could run. He bragged and bragged and even laughed at the tortoise, who was so slow. The tortoise stretched out his long neck and challenged the hare to a race, which, of course, made the hare laugh.

"My, my, what a joke!" thought the hare.

"A race, indeed, a race. Oh! What fun! My, my! A race, of course, Mr. Tortoise, we shall race!" said the hare.

The forest animals met and mapped out the course. The race begun, and the hare, being such a swift runner, soon left the tortoise far behind. About halfway through the course, it occurred to the hare that he had plenty of time to beat the slow trodden tortoise.

"Oh, my!" thought the hare, "I have plenty of time to play in the meadow here."

And so he did.

After the hare finished playing, he decided that he had time to take a little nap.

"I have plenty of time to beat that tortoise," he thought. And he cuddle up against a tree and dozed.

The tortoise, in the meantime, continued to plod on, albeit, it ever so slowly. He never stopped, but took one good step after another.

The hare finally woke from his nap. "Time to get going," he thought. And off he went faster than he had ever run before! He dashed as quickly as anyone ever could up to the finish line, where he met the tortoise, who was patiently awaiting his arrival.

Moral:

Plodding wins the race.

Literature Discussion Group Prompts

Directions: Use the prompts to assist you in discussing the story *The Tortoise and the Hare*.

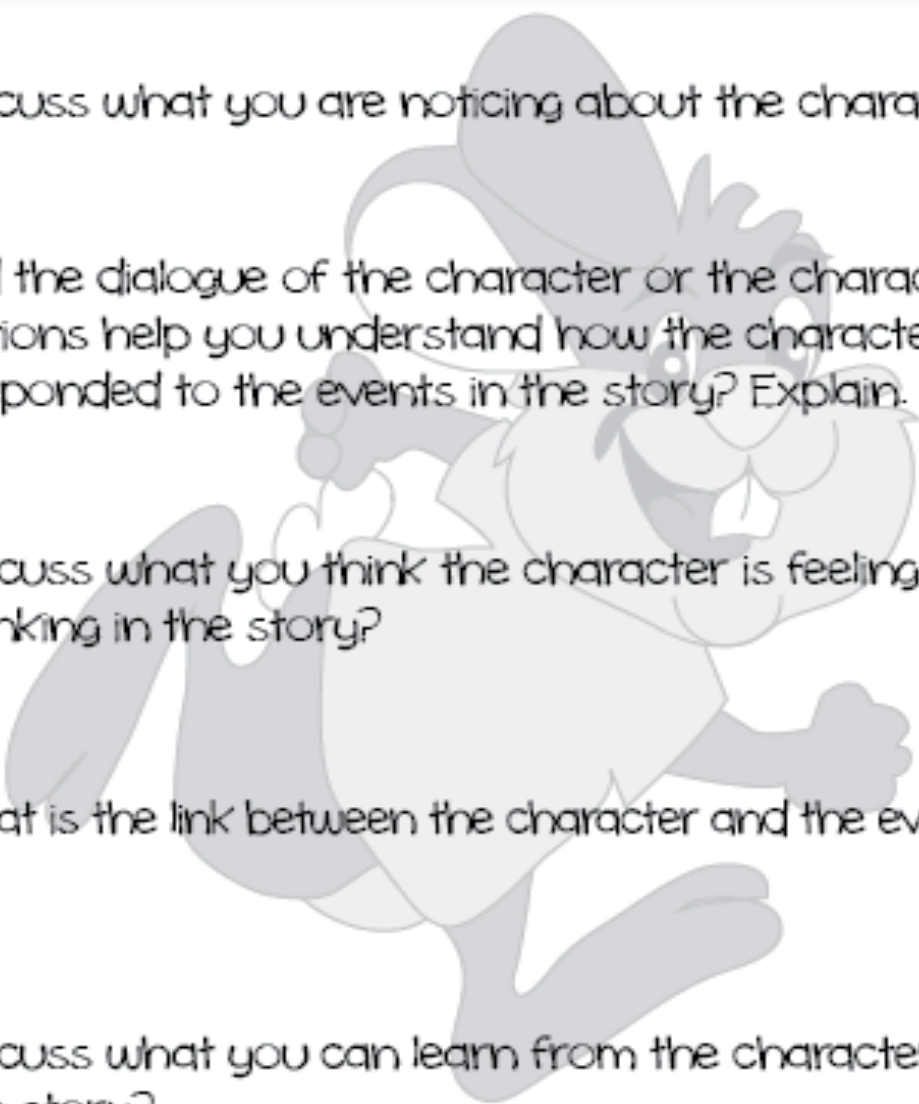
Discuss what you are noticing about the character.

Did the dialogue of the character or the character's actions help you understand how the character responded to the events in the story? Explain.

Discuss what you think the character is feeling or thinking in the story?

What is the link between the character and the events?

Discuss what you can learn from the character in the story?



Over 10 Graphic Organizers

Provide Evidence

Describe How Characters

Ask & Answer

Retell Stories

Recount Stories

Study Several Different Fables

Overview

Text Structure

Describe How Characters

Analyzing Characters

Ask & Answer

Overview of Unit

Project Ideas

My Picture Glossary

Vocabulary Development Ideas

Lesson Overview

The Fox and the Crow

The Fox and the Crow

The Lion and the Mouse

The Crow and the Pecker

The Rat & the Elephant

If you like what you see click [here](#) for the complete unit.



Created by Jennifer Kimbrell @ [http://
blog.techwithjen.com](http://blog.techwithjen.com)

Please feel free to email me at kimbrell1971@gmail.com if you have any questions or if there are any errors in this document.

Graphics & Borders by
Jennifer Kimbrell & [Scrappin' Doodles](#)

Fonts by [Jen Jones](#)

