

Field Experience #2: Aesop's Fables

Objectives:

- (1) After listening to the stories shared by the teacher (*condition*), the second grade students will be able to answer (*behavioral verb*) questions pertaining to the literature (*criteria*).
- (2) Given the Aesop's Fables worksheet (*condition*), the second grade students will be able to identify (*behavioral verb*) the main characters, the problem, the solution, and the lesson/moral of each story (*criteria*).
- (3) After listening to the stories shared by the teacher and completed the Aesop's Fable worksheet (*condition*), the student will be able to write (*behavioral verb*) their own story based on a certain moral/lesson (*criteria*).

Prereading: (Gather students to the back of the room.) *Good afternoon, children! Today I will be sharing three stories with all of you, but before I do, I'd like to ask you all a few questions. Give me a thumbs-up if you've ever made a mistake. Wait for students to give their thumbs up. Wow! It looks like we've all made a mistake before. Now give me a thumbs-up if you learned something from that mistake. Wait for response. Awesome! That's what mistakes are for—to learn from. Well the stories I am going to share with you today are called fables. Fables are short stories that tell of the mistakes characters make and learn from. The lesson that they learn is often called the "moral" to the story. Purpose: Pay close attention to all of the characters, the problems they encounter, how they solve those problems, and what the moral of the story is.*

Reading: Pinkney, Jerry. Aesop's Fables. New York: SeaStar Books, 2000.
(Teacher shares three stories from the collection using a flannel board & acting out the story.)

Post Reading – Responding Through Discussion:

(Text Explicit) *Did the lion believe that the mouse would ever be able to help him?*
(No. This is a **Right There** answer because the lion responds to the mouse by saying, "Impossible!")

(Text Implicit & Script Implicit) *How do you think the lion felt when he needed the help of the mouse?* (Foolish, embarrassed, ashamed, etc. and we know this because we know that when we are wrong, we feel that way. This is an **Author & Me** answer because we had to use information from the book and our own knowledge to answer the question.)

(Text Implicit) *What was the moral of the story of the Bundle of Sticks?* (That strength comes in numbers and working together, not being divided. This is a **Search & Find** answer because we had to use information from more than one sentence to compose the answer.)

(Text Explicit) *Did the dove save the ant because she expected something in return?* (No, she didn't expect anything; she especially probably didn't think he'd be able to save her life. This is a **Right There** answer because the dove never says anything about expecting a favor in return.)

(Script Implicit) *Have you ever done something nice for someone without asking for anything in return? (This is an **On My Own** answer because the students don't need to read the story in order to answer the question.)*

Exploring Extension Activity:

*I have just shared with you three of Aesop's Fables. In a moment you will be going back to your desks, and I am going to pass out an activity sheet for all of you. Our **purpose** this afternoon is to complete and finish both sides of this sheet. First, fill out the table on the front page. If you have questions or can't remember something, ask the person sitting next to you for help before you raise your hand. When you get to the last column, you are going to make up a story (either from a lesson you've personally learned or from your imagination) and fill in the information about your story. On the back of the page, you are going to write out your fable and draw a picture that pertains to it. Does anybody have any questions? Okay, please return to your seats and wait for me to pass out your activity sheet. (Pass out sheets and help students as needed. Let them know when they have 10 minutes left.)*

If anyone gets done early, there are coloring sheets and a word find up on the front table that you can pick up and work on while you are waiting.

Closure Activity: *Now that you have finished up or are getting close, we are going to split up into three groups so you each can share talk about the fable you wrote. You don't have to read the whole thing if you don't want to, but do tell your classmates what the lesson learned was. (Split the children up into their groups and facilitate discussion if necessary. When all have shared regroup the children.) Okay, children...I have a couple questions for you today before we wrap up. How did the mouse end up helping the lion? She chewed through the net he was caught in. Terrific! Why did the ant bite the hunter? To save the dove from being shot. Tell me one of the morals to the three fables I read to you today. Sometimes the strong need the weak; unity brings strength; treat others how you would want to be treated. Exactly! And remember, we all make mistakes. The important thing is that we learn from the mistakes we make.*

Materials:

Flannel Board
Aesop's Fables
Crossword Puzzle

Flannel Board Characters & Props
Aesop's Fables Comparison Worksheet
Aesop's Fables Coloring Sheets

Bundle of Sticks
Pencils & Coloring Utensils