### Fables Unit Lesson Plans

**Subject:** Integrated Literature-Based Unit  
**Grade:** 3

**Rationale:**
- Fables play an important role in teaching children morals as well as certain literary elements. This unit provides an opportunity for children to briefly explore fables in a broad context, while diving deeper into the characters and moral of Aesop’s famous fable, *The Ant and the Grasshopper*. Children compare/contrast different versions of the same story, examine characters from multiple perspectives, and finish the unit with the creation of an original fable.

**Enduring Understanding(s):**
- Fables play an important role in our culture, as a means through which we may learn morals.
- Fables are retold over time, which results in many different versions of the same story.
- The moral of *The Ant and the Grasshopper* (that it is best to prepare for the days of necessity) may vary depending on the character’s perspective through which the moral is viewed.
- How to write an original fable and create a hardcover book

**Essential Questions:**
- What is a fable, and how are fables different from other types of stories?
- What kinds of wisdom about human nature and human behavior do we learn from fables, and how is this wisdom relevant today?
- What can we learn from examining one issue through the perspective of different characters?

**Maryland Learning Outcomes:**

**Reading 1.0**
- Standard 1.D: Vocabulary  
  o 1.D.1: Students will develop and apply vocabulary through exposure to a variety of texts  
    - 1.D.1.a: Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary texts  
- Standard 1.E: General Reading Comprehension  
  o 1.E.4: Students will use strategies to demonstrate understanding of the text (after reading).  
    - 1.E.4.a: Students will identify and explain the main idea  
    - 1.E.4.f: Students will paraphrase the main idea  
    - 1.E.4.g: Students will summarize

**Informational Text 2.0**
- Standard 2.1: Students will develop comprehension skills by reading a variety of assigned print and non-print informational texts, including electronic media.

**Literary Text 3.0**
- Standard 3.3: Students will use elements of narrative texts to facilitate understanding.
  o 3.3.a: Students will identify and distinguish among types of narrative texts
such as characteristics of the general categories of fiction versus nonfiction, realistic fiction, tall tales, legends, fables, fairy tales, biographies.

- 3.3.b: Identify and explain the elements of a story.
- 3.3.d: Identify and analyze the characters in a story.

- **Standard 3.6**: Students will determine important ideas and messages in literary texts.
  - 3.6.a: Students will identify and explain main ideas and universal themes.
  - 3.6.b: Students will identify and explain a similar idea or theme in more than one text.
  - 3.6.c: Students will retell the text
  - 3.6.e: Students will identify and explain personal connections to the text.

- **Standard 3.7**: Students will identify and describe the author's use of language
  - 3.7.d: Students will identify and explain figurative language (personification)

### Writing 4.0

- **Standard 4.1**: Students will compose texts using the prewriting and drafting strategies of effective writers and speakers
- **Standard 4.2**: Students will compose oral, written, and visual presentations that express personal ideas, inform, and persuade
  - 4.2.d: Students will compose to persuade using significant reasons and relevant support.
- **Standard 4.3**: Students will compose texts using the revising and editing strategies of effective writers and speakers
  - 4.3.b: Students will use suitable traditional and electronic resources (self edit, peer edit, and dictionary) to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling.
  - 4.3.c: Students will prepare the final product for presentation to an audience.
- **Standard 4.7**: Students will locate, retrieve, and use information from various sources to accomplish a purpose.
  - 4.7.b: Students will use various information retrieval sources (traditional and/or electronic) to obtain information on a topic.
  - 4.7.c: Students will use note taking and organizational strategies to record and organize information.

### Social Studies 2.0

- **Standard 2.C**: Students will understand elements of conflict and compromise
  - 2.C.1: Students will analyze how groups of people interact
    - 2.C.1.b: Students will explain how different points of view may result in compromise or conflict.

### Unit Resources:
- *The Ant and the Grasshopper* (Aesop’s version)
- *The Ant and the Grasshopper* (Amy Lowry Poole’s version)
- *Who’s Got Game: The Ant or the Grasshopper* (Toni Morrison’s version)
- Vocabulary Study Sheet (fable, genre oral tradition, interpretation, folklore,
personification, moral, setting, evolve)

- Copies of 3 different fables (The Fox and the Crow, The Hare and the Tortoise, and The Stag at the River)
- Specially-lined paper
- 1 set of ‘dial-a-fable’ wheels (animals, morals, and traits)
- Fables Pre-Write worksheets
- Tips on Writing Your Own Fable handouts
- PQP Peer-Review forms
- Directions for Making Hardcover Books (Figure 2-11 on page 59 in Gail E. Tompkins’ Literacy for the 21st Century textbook)
- Ants & Grasshoppers web
- Insect coloring sheets
- Internet sites
- Personification worksheet
- Character Map Venn Diagram worksheet
- Character perspective chart
- Ant and grasshopper stickers
Lesson One: Aesop’s Fable, *The Ant and the Grasshopper*

**Indicators/Benchmarks:**

Student will be able to:
- Activate prior knowledge and relate it to the reading selection.
- Identify meanings of terms unique to literary language.
- Identify major elements of a literary selection.
- Identify and explain main ideas and universal themes.
- Understand the basic history and purpose of fables.
- Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary texts.

**Material:**

- Vocabulary Study Sheet (fable, genre oral tradition, interpretation, folklore, personification, moral, setting, evolve)
- Copies of *The Ant and the Grasshopper* for each student
- Copies of 3 different fables (The Fox and the Crow, The Hare and the Tortoise, and The Stag at the River)

**Prior Knowledge:** Ask students if they have ever read a fable. If so, have them share their prior knowledge of this genre.

**Lesson Components:**

**Introduction:** Explain that fables come from the oral tradition of storytelling found in folklore around the world. Ask students what some other ways are that we share stories and information today (i.e. books, movies, plays, songs, etc).

**Prereading:**

1. Learn about Aesop
   - Aesop lived over 2000 years ago in Ancient Greece
   - He was born a slave, and in his lifetime two different masters owned him before being granted his freedom.
   - Granted freedom as a reward for his wit and intelligence
   - As a free man, he traveled the world and told his stories everywhere he went. He was even offered a room in King Croesus of Lydia’s court.
   - His stories, called fables, were told for hundreds of years before people wrote them down.
   - Fables are a special kind of tale.
   - In most fables, animal characters act like humans (personification).
   - A fable teaches a moral (or lesson) about humans. A moral is drawn from what happens in a fable.

2. Learn about Fables
   - Distribute and go over fables vocabulary sheet
   - **Characteristics of a Fable:**
     - Tells one story and teaches one moral.
     - It involves animals, plants or forces of nature.
     - It's short, direct, and has mainly action.
• It’s universal, cross-cultural, and cross-generational
• Includes elements of personification

Reading: Tell students that fables are meant to be heard multiple times. “It is usually easier to appreciate and understand a fable if you hear it more than once.” The first time, you enjoy the story. The second time, you can study the characters and find the lesson taught about human nature. Distribute copies of The Ant and the Grasshopper to students so they may follow along as the teacher reads the fable aloud.

After Reading: Review with students the elements of a fable: characters, setting, plot (events), problem, solution, and a moral. Display Story Structure chart on chalkboard, elicit volunteers to complete chart as a class using elements from The Ant and the Grasshopper. Prompt questions may include: Who are the characters in the story? Why is the Ant working so hard? Why is the grasshopper telling him to stop? When winter comes what is the grasshopper’s problem? How does he solve his problem? What lesson does he learn from this experience?

Minilesson: Retelling a story: Explain to students that retelling a story may involve changing some details, but not the main point of the story. Explain that the process of retelling stories has resulted in different versions of the same fables that we know so well today.

Application: Remind students that storytellers told fables over and over again. As they were retold over the years, their details often changed and evolved (link to new vocabulary word). Have students count off by 3s (1,2,3,1,2,3) Explain that all #1s will be reading The Fox and the Crow, all #2s will be reading The Hare and the Tortoise, and all #3s will be reading The Stag at the River. Explain to students that they will be grouped into groups of three, with a 1, 2, and 3 in each group. Each member of the group will read their assigned fable and then share it with their other group members by retelling it. After each retelling, groups should work together to fill in a new column on their Story Structure chart for each of the 3 fables. So, in the end, students will have 4 columns filled out (1 for The Ant and the Grasshopper, and 3 from their group work).

Closure: Come together as a class to discuss activity. Ask for volunteers to share their re-tellings with the whole class. Go over Story Structure charts- compare/contrast elements that different groups came up with. Add 3 new fables to class Story Structure chart on the board.

Assessments: informal: circle classroom during group-work, listen to individuals re-tell their fable. Look over Story Structure charts to make sure students are filling in proper/appropriate information.

Differentiation: Students who experience trouble reading may difficulty with the re-telling portion of this lesson. Perhaps these students will be paired with more advanced students.
Lesson Two: Ants & Grasshoppers in Real Life

**Indicators/Benchmarks:**

Student will be able to:

- Conduct research using a variety of resources (books and internet)
- Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.
- Read and extrapolate information from non-fiction texts to learn about the characteristics of ants and grasshoppers in our world.
- Make connections between real-life ants and grasshoppers and the Ant and Grasshopper characters from Aesop’s fable, *The Ant and the Grasshopper*.

**Material:** ant and grasshopper stickers, Ants & Grasshoppers Web, insect coloring sheets

http://www.heatersworld.com/bugworld/antpage.html

http://www.zoomschool.com/subjects/insects/ant/Antcoloringpage.shtml


http://www.thaibugs.com/Articles/grasshoppers.htm

**Prior Knowledge:** basic computer skills, such as accessing information online

**Lesson Components:**

**Introduction:** Divide class in half- tell one half that they are going to be ants for the day, and the other half is going to be grasshoppers for the day. Give each student an ant or a grasshopper sticker as a reminder. Ask students to think of places they have seen their assigned insect, and things they have seen their assigned insect doing. Brainstorm independently and jot down notes in journals.

**Prereading:** Distribute copies of Ants & Grasshoppers Web to students. Copy web onto chart paper; display on board. Explain to students that, as they read they complete their assignment, they will be finding information to complete their webs.

**Minilesson:** Classification of information. On their webs, students will need to identify information as fitting into one of three categories: What does it look like? Where can it be found? What might it be found doing?

**Reading/Application:** Re-group class, so all the ‘ants’ are in one area and all the ‘grasshoppers’ are in another. Explain to the students that they will be doing research on their assigned insect, using books and the internet. Distribute copies of *The Life and Times of the Ant*, by Charles Micucci to ‘ants’ and copies of *Grasshoppers*, by Margaret Hall to ‘grasshoppers’. For the reading portion, allow students to chose a partner (within their ‘insect group’) with whom they will read the book. They will do the internet research individually. Allow 10 minutes at each station (computer and book). Explain to students that they must complete their portion of the web (either ant or grasshopper, depending on
assignment) as they conduct their research using the book and the internet. Tell students they should put down as much information as they can find!

After Reading: After 20 minutes of ‘research time,’ re-group students so that an ‘ant’ is paired with a ‘grasshopper.’ Ask partners to share information they have learned about their respective insects, and have students complete their webs for insect to which they were not assigned. (‘Ants’ will fill in information on grasshopper web, and ‘grasshoppers’ will fill in information on ant web). In the end, all students should have both webs complete.

Closure: Ask students to share information from the “What might it be found doing?” category of their webs, Add this information to the class web on the board. Probe students to make connections between characteristics of real ants and grasshoppers and the characters, the Ant and the Grasshopper, from Aesop’s fable. Explain to the students that, today, we learned about the lives of real ants and real grasshoppers, but that in Aesop’s fable, The Ant and the Grasshopper, these characters were personified. Tomorrow, we learn more about personification and how it is used in fables and other literature to help tell a story.

Assessments: Collect webs from all students. Assess for completeness, and accuracy of classifications. Anecdotal assessment of student engagement during group/independent work time. Were students remaining on task? Were students working together when necessary? Were students engaging with a variety of materials? Did some students prefer certain resources over others (computers vs. books)?

Differentiation: provide insect coloring sheets for fast finishers. Pair students who may need more assistance with computer portion of assignment.
## Lesson Three: Personification

### Indicators/Benchmarks:
Student will be able to:
- Identify the use of personification in the fable, *The Ant and the Grasshopper*
- Understand how personification enhances a story's characters
- Visually represent the characters and the human traits they personified in the fable

### Material:
Copies of Personification worksheet, blank paper for character sketches

### Prior Knowledge:
Knowledge of Aesop's version of *The Ant and the Grasshopper*

### Lesson Components:

#### Introduction:
Write examples of personification on the board: "The ancient car groaned into third gear;" "The cloud scattered rain throughout the city;" "The tropical storm slept for two days." Ask students what they notice about these sentences (they all describe human actions). Explain that the nonliving objects in the above sentences (car, cloud, storm) have been given human qualities (groaned, scattered, slept). Adding meaning to nonliving or nonhuman objects in this manner is a literary device called personification. Write 'personification' on the board and ask students whether they see a familiar word within the word, 'personification' (person). Write the definition of personification from their vocab sheets (giving human characteristics to everyday ideas, objects, and animals) on the board.

#### Prereading:
Have students complete Personification worksheet. After completion, explain to students that, in most fables the characters are animals and that these animals usually represent specific human qualities. They act and talk in a way that shows one quality, such as greed or cleverness. Ask students to listen for examples of personification as teacher reads aloud *The Ant and the Grasshopper*.

#### Reading:
Ask students to pull out their copies of *The Ant and the Grasshopper*. Re-read the fable to the class. Explain to the students that, as the teacher reads, they are to listen for examples of personification of the characters.

#### After Reading:
Ask students, “What human characteristics are personified by the Ant and the Grasshopper? How do these compare to the characteristics of real ants and grasshoppers that we learned about yesterday?” (Examples: “ants are hard workers, just like the Ant in the fable.” “I learned that some grasshoppers sing by rubbing their legs together, and the Grasshopper in the fable was a musician.”) Write some examples on the board. Then, ask students to think of images that come to mind when they hear the characteristics, “hardworking” or “lazy”. (Example: construction worker= hardworking, laying in a hammock= lazy).

#### Application:
Have students choose a characteristic from the board (hardworking ant or lazy grasshopper) and draw a picture of either the Ant or the Grasshopper personifying their characteristic. For example, a student might choose to draw an ant with a construction hat.
worker’s hat. Make sure students understand that they are to draw the character **personifying** a certain trait. Tell students that you will be reviewing their drawings.

**Closure:** Ask someone to once again give the definition of personification. Tell students that using figurative language like personification helps to make our writing much more fun to read, and helps us better understand important morals, such as the moral from *The Ant and the Grasshopper* that “it is best to prepare for the days of necessity.” If time allows, ask for volunteers to share their pictures with the class. First, allow the class to examine the drawing and guess what trait the character is personifying. Then have the illustrator (student) explaining what they drew, why they chose to represent that character, and what trait the character is personifying.

**Assessments:** Collect Personification worksheets, and assess for accuracy. Informal assessment on student engagement during class discussion. Assess students’ drawings to make sure they have included a personified trait in their depiction of the character.

**Differentiation:** Visual representation of personified character provides an opportunity for less-literate children to illustrate their knowledge of personification.
Lesson Four: Comparing Versions of *The Ant and the Grasshopper*

**Indicators/Benchmarks:**
- Student will be able to:
  - Identify general similarities and differences between different versions of the same story
  - Compare qualities/characteristics of two characters across different versions of the same story
  - Identify and analyze characters in a story

**Material:** *The Ant and the Grasshopper* (Amy Lowry Poole), *Who’s Got Game: The Ant or the Grasshopper?* (Toni Morrison), Character Map Venn Diagram worksheet

**Prior Knowledge:** knowledge of Aesop’s version of *The Ant and the Grasshopper*; how to use Venn diagram to compare 3 stories

**Lesson Components:**

**Introduction:** Explain to students that, today, they will hear two different versions of the fable, *The Ant and the Grasshopper*, that they are already familiar with. Introduce the book, *The Ant and the Grasshopper*, by Amy Lowry Poole.

**Prereading:** Examine the covers of the two stories and ask students to predict things that may be the same or different between these versions of the story, as well as the fable they are already familiar with. Draw attention to the length of the stories and remind students that the details in fables and folktales often change, but the general theme/moral of the story remains the same.

**Reading:** Read ALP’s version of the story, stopping at various points to discuss similar/dissimilar elements of the story. Draw attention to things that have changed and things that have stayed the same between the original fable and this version of the story. Then do the same with Morrison’s version of the story.

**After Reading:** Explain to students that they are going to do a character analysis of the Ant and the Grasshopper in the various versions of the fable/story; but first, we must brainstorm similarities and differences of the characters together. Devote one piece of chart paper per story version, and divide the chart paper in half–devoting one side to the Ant and one side to the Grasshopper. Divide the class into three large groups (based on seating arrangement) and assign each group one version of the story to analyze. Give each group approximately 5 minutes to discuss details of the characters (both the Ant and the Grasshopper) from their assigned story. After approximately 5 minutes, redirect the class’ attention to the board and call on students to come up, one by one, and add details to the chart paper.

**Application:** Students will then complete the Character Map Venn Diagram using character details from each story on the board.

**Closure:** Go over the Venn Diagrams, asking students to share some items they placed in each of the circles. Draw attention to the differences and similarities between the stories. Ask if and how these differences/similarities in the characters changed other elements of the stories.
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<tr>
<th><strong>Assessments:</strong> Anecdotal record on student performance during group work, whole-class instruction, and individual work. Collect Character Map Venn Diagrams, and assess for accuracy of character comparisons. Are the details placed in the correct circles? Is there at least one similarity between each of the circles?</th>
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<tr>
<td><strong>Differentiation:</strong> multiple instructional formats allow for differentiation of learning, as the lesson moves from group work, whole-class instruction, and individual work. Some students may require additional assistance completing the Character Map Venn Diagram.</td>
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### Lesson Five: Charting Characters

**Indicators/Benchmarks:**
- Student will be able to:
  - Use Character Perspective Charting to more fully comprehend a story
  - Identify various story elements by completing a Character Perspective Chart
  - Differentiate between and comprehend multiple character perspectives, goals, and intentions
  - Use cognitive tools for critical reading and interpretation

**Material:** Character Perspective Chart (x25)

**Prior Knowledge:** knowledge of story elements, and comprehensive knowledge of the multiple versions of *The Ant and the Grasshopper* stories.

**Lesson Components:**

**Introduction:** Review the main moral of the story, *The Ant and the Grasshopper*, and discuss how each of the characters may view this moral. Does the moral better serve to benefit the Ant or the Grasshopper?

**Preview:** Tell students that there is not always just one correct interpretation of a story, and depending on each character's point of view and individual goals, different ideas about the story may emerge.

**Application:** Distribute Character Perspective Charts to each student and introduce the strategy. Tell students that they are going to look at the story from multiple perspectives in order to gain a full understanding of the story. In detail, go over each question on the chart and remind students of the definitions of the story elements (e.g., setting, theme, problem). Allow students to work in groups of 2-3 to complete the charts together. Explain that we will go over the charts together as a class, after they have worked on them in their small groups.

**Discussion:** Discuss the goals of each of the characters. Explain how different goals and intentions lead to different actions. Discuss whether the characters accomplished their respective goals.

**Closure:** Discuss the use of the Character Perspective Chart. Ask students what they think of the story now that they have looked at it from multiple angles? Do they prefer one perspective over another? Do they feel that they have a more thorough understanding of the story? Explain that we will continue to work with the idea of character perspective over the next few days.

**Assessments:** Collect Character Perspective Charts and assess for accuracy.

**Differentiation:** Group work provides an opportunity for students who may have difficulty with this assignment to work with other students to complete the assignment.
Lesson Six: Ethical Debate Day 1, from the Ant’s POV

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<th>Indicators/Benchmarks:</th>
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<td>Student will be able to:</td>
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<td>• Use written language for the purpose of exchanging information and persuasion.</td>
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<td>• Identify and explain personal connections to the text.</td>
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<td>• Understand the role that character perspective and point of view plays in understanding story themes</td>
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<tr>
<td>• Compose to persuade using significant reasons and relevant support</td>
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<td>• Write a letter from the Ant’s perspective, detailing why the Grasshopper should change his ways</td>
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<th>Material:</th>
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<tr>
<td>Student journals</td>
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<th>Prior Knowledge:</th>
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<tr>
<td>comprehensive knowledge of the Ant character from multiple versions of <em>The Ant and the Grasshopper</em></td>
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<th>Lesson Components:</th>
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<tr>
<td>Introduction: Journal entry: Ask students if they have ever worked hard for something that they were proud of. Discuss how it would feel if they had to share their hard work with someone who did not work as hard. Discuss students’ journal entries and connect this theme to the morals in the different versions of <em>The Ant and the Grasshopper</em> that we have read as a class. The Ant chooses not to help the Grasshopper, even though he is clearly in need. Consider the question, “Should you always help someone in need?”</td>
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<th>Prewriting:</th>
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<td>Explain to students that, over the next two days they will be writing letters from the different characters perspectives. Discuss the importance of seeing an issue from multiple perspectives, and that, sometimes, a situation that may seem very cut and dry, might actually be more complicated then we realize. Ask students if they have ever encountered situations when they saw things from one perspective but then realized that they may have missed an important point, or could see the other perspective as well. Explain that, today, students will write from the Ant’s perspective, to the Grasshopper persuading him to change his behavior and be a harder worker; but tomorrow, the students will be writing a response to the Ant’s letter from the Grasshopper’s perspective.</td>
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<th>Minilesson:</th>
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<td>Components of letter writing. Essential parts of a letter.</td>
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<th>Writing/Application:</th>
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<tr>
<td>Distribute prompt and writing assignment. Give students the remainder of the time to compose their letters to the Grasshopper.</td>
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<th>After Writing/Closure:</th>
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<td>Explain to students that, tomorrow, they will be writing a response letter from the Grasshopper’s perspective, explaining why he is not as hard of a worker as the Ant, and asking the Ant to be more compassionate and give him a second chance.</td>
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<th>Assessments:</th>
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<td>Assess students informally during class discussion on their personal connection to the story. Review journals, if necessary.</td>
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**Differentiation:** Students needing assistance with writing may need some individualized support to record their ideas.
**Lesson Seven: Ethical Debate Day 2, from the Grasshoppers POV**

### Indicators/Benchmarks:

Student will be able to:

- Use written language for the purpose of exchanging information and persuasion.
- Identify and explain personal connections to the text.
- Understand the role that character perspective and point of view plays in understanding story themes.
- Compose to persuade using significant reasons and relevant support.
- Write a letter from the Grasshopper’s perspective, detailing why the Ant should have been more compassionate.

### Material:

- Student journals

### Prior Knowledge:

Comprehensive knowledge of the Grasshopper character from multiple versions of *The Ant and the Grasshopper*.

### Lesson Components:

**Introduction:** Journal entry: Ask students if they have ever made a mistake that they later regretted and wished they could change? Were they given a second chance and the opportunity correct their mistake? How did this feel? Discuss students’ journal entries and connect this theme to the morals in the different versions of *The Ant and the Grasshopper* that we have read as a class. Discuss the Grasshopper’s behaviors in relation to the ending of the story, when the Grasshopper realized that he may have not made the best choice, and wished he could have changed his behaviors.

**Prewriting:** Explain to students that, today, they will write from the Grasshopper’s perspective, to the Ant, explaining why, at the time, he would rather have played music/relaxed than work hard, but once he realized his mistake, the Ant could have been more compassionate and given him a second chance.

**Writing/Application:** Distribute prompt and writing assignment. Give students the remainder of the time to compose their letters to the Ant.

**After Writing/Closure:** Discuss, with the class, what it felt like to have to write from one character’s perspective one day, and the other character’s perspective the next day. Was it challenging to consider the other character’s point of view? Was it easy to see why the Ant felt one way and the Grasshopper felt differently? Were students naturally inclined towards one side, and was it then harder to write one of the letters? What did it feel like to have to argue something that you may not agree with?

### Assessments:

Collect both letters. Assess for persuasiveness and accuracy of details and elements from the story. Do the letters include reasons and support for their arguments? Anecdotal assessment on student engagement during final discussion.
Differentiation: Students needing assistance with writing may need some individualized support to record their ideas.
Lesson Eight: Create-a-Fable Pre-Writing & Illustrating

**Indicators/Benchmarks:**
Student will be able to:
- Write to express personal ideas.
- Pre-write as part of a strategic approach to effective writing.
- Focus on sentence form, word choice, grammar, usage, punctuation, capitalization, and spelling.
- Use the stages of the writing process: prewriting, drafting, revising, and proofreading.

**Material:** 1 set of ‘dial-a-fable’ wheels (animals, morals, and traits), 25 Fables Pre-Write worksheets, 25 Tips on Writing Your Own Fable handouts

**Prior Knowledge:** elements of a fable

**Lesson Components:**

**Introduction:** Explain to students that they will spend the next three days applying the writing process to write their own fables. Day 1 will consist of pre-writing, Day 2 will consist of drafting, sharing, and illustrating (if time allows) their fables, and on Day 3, each student will construct his/her own hardcover book consisting of the entire class’ fables. The best fables will then be chosen to be submitted to a website designed just for kids to write their own fables: www.kidsfables.com. Show the class the website, and read a few examples of fables other kids have written from the ‘Award Winners’ section. Explain that, if they want to be chosen to submit their fable, they must do their very best work!

**Pre-writing:** Review elements of a fable (characters, setting, plot, problem, solution, and moral) by examining Story Structure charts. Explain to students that we will write one fable together, as a class. Then, they will begin to construct their own fables.

**Minilesson:** Go over stages of the writing process: pre-write, draft, proofread, and revise. Explain that each stage is crucial to writing a well-developed story. Review use of dictionary, if necessary.

**Writing:** Introduce dial-a-fable wheels. Explain that these wheels can be used to help come up with ideas, if you are having trouble coming up with elements on your own. Elicit volunteers to spin the wheels to construct our own class fable. Model writing a fable on the overhead using the dial-a-fable wheels.

**After Writing/Application:** Distribute fables pre-write worksheets, and explain that they are to spend today completing this pre-writing activity before they begin to draft their fable. Explain that they may use the dial-a-fable wheels (left at the front of the room) if they need additional help coming up with ideas; however, they are not required to use the wheels. Tell students that their worksheets will be collected and commented upon, so that they have feedback before they begin drafting their fables, tomorrow.

**Closure:** Collect pre-write worksheets and explain that, tomorrow, they will draft their fables.
<table>
<thead>
<tr>
<th><strong>Assessments:</strong></th>
<th>Collect fables pre-write worksheets. Assess for completeness, and make any necessary comments to help improve their writing for the next step of the process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differentiation:</strong></td>
<td>Fast finishers may begin to illustrate a picture to go along with their fable. Some children may require assistance coming up with an idea to begin with.</td>
</tr>
</tbody>
</table>
## Lesson Nine: Create-a-Fable Drafting, Proofreading, and Revising

### Indicators/Benchmarks:
Student will be able to:
- Write to express personal ideas.
- Draft, proofread, and revise, as part of a strategic approach to effective writing.
- Apply knowledge of language structure, language conventions (e.g. word choice, grammar, spelling, and punctuation), and figurative language (personification) to create, critique, and discuss original fables.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

### Material:
- Notebook paper
- 25 PQP Peer-Review forms
- 25 specially-lined papers

### Prior Knowledge:
- How to work collaboratively in a small group and provide meaningful feedback on writing.

### Lesson Components:

#### Introduction:
Return students’ pre-write worksheets with comments. Explain to students that they will:
- First, write their drafts on notebook paper;
- Second, share their drafts with two different people and give/receive feedback using the PQP peer-review model;
- Third, revise/edit their own drafts using peer comments;
- And fourth, write their final version on specially-lined notebook paper.

#### Prereading:
Give students approximately 15-20 minutes to draft their fables onto a piece of notebook paper, using their pre-write worksheets as a guide.

#### Minilesson:
Distribute and go over PQP Peer-Review handout. Explain peer-review process using PQP model.

#### Reading:
Once students have completed their first drafts, pair students strategically in mixed-ability pairs, and explain that they are to use the PQP Peer-Review form to give feedback to their partner about his/her fable. Give students approximately 10 minutes to complete their first peer-review. Once everyone has completed Peer Review #1, allow students to choose their own partners for Peer Review #2. Allot another 10 minutes for this.

#### After Reading:
Direct students back to their seats to independently go over the comments they have received on their own Peer-Review forms. Explain that they are to use these comments to make any final edits/changes to their fables before writing their final versions, which will be on special paper for the class book. Leave lined paper in the front of the classroom for students to pick up as needed. Explain that they should not be writing on the special paper until they are sure their fable is the best it can be.

#### Closure:
Collect all components of writing process (pre-write forms, first drafts on notebook paper, PQP Peer-Review forms, and final versions). Keep final versions separate so they can be
copied. Explain that, tomorrow, each student will receive a copy of each person’s fable and that each student will create his/her own book of fables from our class.

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Collect and assess all components of the writing process for consistency and thought follow-through.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation:</td>
<td>Students with writing difficulty may require individualized assistance. Some children may choose to type their fable, if handwriting is a serious problem.</td>
</tr>
</tbody>
</table>

Lesson Ten: Create-a-Fable, Book Binding & Sharing
### Indicators/Benchmarks:
Student will be able to:
- Follow step-by-step directions which will result in the construction of a hard-cover book
- Work both collaboratively and independently to complete the project
- Use spoken, written, and visual language to communicate with the class and share their fable.

### Material:
Directions for Making Hardcover Books (Figure 2-11 on page 59 in Gail E. Tompkins' *Literacy for the 21st Century* textbook). Materials as outlined in the textbook.

### Prior Knowledge:
some prior experience following a set of directions will prove helpful

### Lesson Components:
**Introduction:** Tell students that, today, we will be creating hardcover books containing everyone’s fables from the class. Explain that this is a test of their ability to follow a detailed set of directions and work together as needed. Distribute copies of class set of fables to each student, step-by-step instructions for binding hardcover book, and necessary materials. Note: it may be better to leave some materials at the front of the room for students to pick up as needed.

**Application:** Go over instructions with the class, answering any initial questions before setting the students loose to work independently. Remind students to help each other as they see fit. Allot approximately 20-30 minutes for the bookbinding portion of the lesson. Explain to students that everyone will have a chance to share his/her fable with the class, once everyone’s books are complete.

**Closure:** Allow students to share their original fables with the class. At the conclusion, draw attention to the fact that everyone’s fable was unique, yet contained the essential elements of a fable, as students should be familiar with at this point.

### Assessments:
Collect and grade original fables.

### Differentiation:
Some students will likely require assistance with the construction of the hardcover book. Precutting/gluing certain materials will prove helpful to some.