

Literature Response for Home-School Connections: Fables

Grade Level or Special Area: First

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Length of Unit: Seven lessons (six weeks): 20 minutes home and 25 minute school segments

I. ABSTRACT

This unit provides schools and teachers an opportunity to take Core Knowledge to the next level by not only supporting the learning that is going on in the classroom, but also by building family literacy and learning at home. The hope is that all students, K-6th Grade, have a copy of *What Your ___ Grader Needs to Know* at home to review and respond to topics studied in the classroom, while allowing families to learn with and support their child's education. In this unit, first grade teachers will build home-school connections by enriching students' exposure to first grade Core Knowledge Fables. These lessons should be used in conjunction with, not as a substitute for, regular classroom instruction. The lessons include an opening session with the teacher reviewing skills that will be practiced at home, a six-part home assignment which includes: Read aloud by family, written connection response by student, sight word reading and spelling practice by student, letter formation practice by student, story sequence by student, and a follow-up closure by teacher during which students play decoding games and compare fable elements.

II. OVERVIEW

A. Concept Objectives

1. Colorado Reading and Writing Standard 1: Students understand how to read and understand a variety of materials.
2. Colorado Reading and Writing Standard 2: Students understand how to read and write for a variety of purposes and audiences.
3. Colorado Reading and Writing Standard 3: Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
4. Colorado Reading and Writing Standard 4: Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
5. Colorado Reading and Writing Standard 6: Students understand how to read and recognize literature as a record of human experience.

B. Content from the *Core Knowledge Sequence*

1. First Grade Language Arts: Reading and Writing: Reading Comprehension and Response (p. 24)
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
2. First Grade Language Arts: Reading and Writing: Fiction: Aesop's Fables (p. 25)
 - a. *The Boy Who Cried Wolf*
 - b. *The Dog in the Manger*
 - c. *The Maid and the Milk Pail*
 - d. *The Wolf in Sheep's Clothing*
 - e. *The Fox and the Grapes*
 - f. *The Goose and the Golden Eggs*

3. First Grade Language Arts: Reading and Writing: Decoding, Word Recognition, and Oral Reading (p. 23)
 - a. Accurately decode phonetically regular one-syllable words, including one-syllable words ending in VC_e.
 - b. Recognize a number of common irregularly spelled words by sight.
- C. Skill Objectives
 1. Students will listen to fables read aloud.
 2. Students will make text-me, text-world, text-text connections through listening and responding to literature.
 3. Students will respond orally and in writing to fables.
 4. Students will compare fable elements.
 5. Students will write sentences with a complete thought, capital letter and end mark.
 6. Students will write and spell irregularly spelled words.
 7. Students will practice hand-writing skills.
 8. Students will practice print formation of the letters of y, h, w, v, f, and g, both upper and lower case.
 9. Students will identify the graphemes: i_e, o_e, ee, ai, a_e, and oo in printed words.
 10. Students will sequence story events.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. “Lesson One: *How to Make Literature Connections* from Literature Response for Home-School Connections: Poetry, Core Knowledge First Grade Unit
- B. For Students
 1. Kindergarten: Language Arts: Book and Print Awareness (p. 7)
 2. Kindergarten: Language Arts: Reading and Language Comprehension (p. 8)
 3. Kindergarten: Language Arts: Writing and Spelling (p. 8)
 4. Kindergarten: Language Arts: Phonemic Awareness (p. 7)
 5. Grade 1: Language Arts: Phonemic Awareness (p. 23)
 6. Grade 1: Language Arts: Decoding, Word Recognition, and Oral Reading (p. 23)
 7. Grade 1: Language Arts: Reading Comprehension and Response (p. 24)
 8. Grade 1: Language Arts: Spelling, Grammar, and Usage (p. 24)
 9. Grade 1: Language Arts: Stories (p. 25)
 10. Grade 1: Language Arts: Literary Terms (p. 26)

IV. RESOURCES

- A. *What Your First Grader Needs to Know* by E.D. Hirsch (Lessons Two-Seven)
- B. *Core Knowledge Text Resources Grade 1* by Core Knowledge Foundation (Lessons Two-Seven)

V. LESSONS

Note: Before starting this unit, review the following: For information and techniques on teaching text-me, text-world, and text-text literature connections - See Lesson One - *Literature Response for Home-School Connections: Poetry; First Grade Core Knowledge Unit*

Lesson One: Learn How to Compare Fable Elements (one lesson, 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.

- b. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - 3. Skill Objective(s)
 - a. Students will compare fable elements.
 - b. Students will listen to fables read aloud.
 - B. *Materials*
 - 1. One card stock copy of Compare Aesop's Fables (Appendix B) for each student
 - 2. One transparency copy of Compare Aesop's Fables (Appendix B) for teacher
 - 3. One copy of *The Lion and the Mouse* story (Appendix I) for each student
 - 4. Overhead pens
 - 5. Overhead projector machine
 - 6. White board
 - 7. Dry erase markers
 - 8. Pencils for students
 - C. *Key Vocabulary*
 - 1. *Aesop* was a man who lived in Greece and wrote fables.
 - 2. A *fable* is a short story that teaches a moral about human problems using animals as characters.
 - 3. A *setting* is the place and time a story takes place.
 - 4. A *moral* is a lesson about the right way to live.
 - 5. An *element* is a characteristic.
 - D. *Procedures/Activities*
 - 1. Explain to students, *Today we are going to talk about the Aesop Fables we will be reading together. Aesop was a man who lived in Greece many years ago. He knew that people were sometimes bad and he wanted them to learn how to live better lives. He also knew that people, especially adults, did not like to be told they were acting wrong. Therefore, he wrote stories using animals instead of people as characters to teach a moral or lesson on living well. He used animals and children so people would not get upset at the lessons he taught. They thought he was talking about animals and children, who didn't know the right way to live, rather than grown adults.*
 - 2. Explain to students, *To begin, I am going to read a fable that you read last year in Kindergarten. It is called The Lion and the Mouse. As I read it, you can follow along. I also want you to think about the setting of the story. Remember the setting is where and when the story took place. I also want you to think about the different elements that are in the fable. Fables have different elements or characteristics. First, as we have already discussed, a fable includes animals. It is also a short story that has lots of action. The fable also teaches a moral or lesson about a problem that humans might have. Teacher will hand out a copy of The Lion and the Mouse (Appendix I) to each student.*
 - 3. The teacher reads the fable to the class and then asks the following questions: *What kind of animals were in this story? (lion, mouse) Was this story long or short? (short) Did this story have lots of action or did the characters just talk? (action filled) What human problem did the fable talk about? (choosing friends) Is this a problem you sometimes deal with? (yes) Now let's think, not say, the moral of this fable. After you come up with an idea, share it with your partner.*

Give students a moment to discuss their ideas. Then, allow children to popcorn out their ideas. The teacher can then reveal the moral of the fable. Small friends are sometimes great friends. Explain to students, *Many times, we might think that a certain person would not be a good friend. However, if we give that person a chance, they may turn out to be a great friend.*

4. Explain to students, *We are going to read other fables here at school as well as at home. Each time you read a fable at home we are going to fill in a chart that will show the elements included in that fable.* The teacher gives each student a card stock copy of the Compare Aesop's Fables sheet (Appendix B) as well as setting one on the overhead projector. Ask children to put their name on the sheet. Guide students through the process of filling out this form for *The Lion and the Mouse*, which is found at the bottom of the page. Start off with the setting. Students can choose from farm, forest, or pasture. With this fable, a setting of 'jungle' may be a better choice than forest. Then for each of the elements listed have students put a check for each one that is present. *The Lion and the Mouse* has all four elements present.
5. Explain to students that the titles of the other fables they will read are in the left hand column. Each time you are checking their fable response sheet, they will be filling out their comparison chart. After all the fables are covered, they will compare the fables. Collect the charts for use with the following fable response lessons.

E. *Assessment/Evaluation*

1. Once all fables have been covered, open up a discussion about the settings and elements present in the various fables. This chart is also used as an assessment to gauge whether the child can identify different settings and fable elements. See page 2 of Compare Aesop's Fables sheet for an answer key. Use typical percentages of ____ out of 30 for grading purposes.
Special Needs Accommodation: For children who will struggle filling out the chart, team him or her up with a buddy to discuss what was present in the fables.

Note: The following lessons can be done in any order throughout the year; however, make sure the family note found in Appendix A is given to families before any fable response sheets are assigned. Background information and lessons on literature connections can be found in Lesson One in *Literature Response for Home-School Connections: Poetry*. Also, these lessons should only be assigned AFTER the content has been covered in the classroom. The lessons are intended to enrich learning and allow for practice, not serve as a substitute for regular teacher instruction in the classroom.

Lesson Two: *The Boy Who Cried Wolf* Response (three segments - 15 minutes at school, 20 minutes at home, 10 minutes at school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

- e. Students understand how to read and recognize literature as a record of human experience.
- 2. Lesson Content
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - d. Accurately decode phonetically regular one-syllable words, including one-syllable words ending in VC_e.
 - e. Recognize a number of common irregularly spelled words by sight.
 - f. *The Boy Who Cried Wolf*
- 3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Students will compare fable elements.
 - e. Students will write sentences with a complete thought, capital letter and end mark.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes: i_e, o_e, ee, ai, a_e and oo in printed words.
 - h. Students will practice hand-writing skills.
 - i. Students will practice print formation of the letters y, h, w, v, f, and g: both upper and lowercase.
 - j. Students will sequence story events.
- B. *Materials*
 - 1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Boy Who Cried Wolf* from *Core Knowledge Text Resources Grade 1* (p. 181)
 - 2. One copy of 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf* (Appendix C) for each student
 - 3. Students' copies of Compare Aesop's Fables sheet (Appendix B) (used in Lesson One)
 - 4. One copy of one board from i_e Tic-Tac-Toe sheet (Appendix J) for every TWO students
 - 5. Two types of markers for x's and o's
 - 6. White board
 - 7. Dry erase markers
 - 8. Pencils for students
- C. *Key Vocabulary*
 - 1. A *text-me connection* is a connection that I make between a piece of text and my life.
- D. *Procedures/Activities*
 - 1. **Segment 1 (15 minutes at school):** To open the lesson, explain to students, *We have read and discussed The Boy Who Cried Wolf in class. This week you will read the fable again at home and make a text-me connection. You will also write about the connection that you make on a response sheet. Tell your partner what a text-me connection is.*

2. Explain to students, *We are going to play a reading game to work on decoding a sound that is found in the title of our fable. The word 'cried' has a vowel combination in the middle. I_e or ie is pronounced as the long i sound. When you see this combination read it as long i.* The teacher should write ie and i_e on the board and have students practice reading it.
 3. Explain to students, *The name of this game is ie Tic-Tac-Toe. The game is played just like tic-tac-toe, but before you can put a marker on a box, you will have to read the word in the box correctly. All the words have the long i sound.*
 4. The teacher will divide the class into partners. Each partnership will receive an i_e tic-tac-toe grid (Appendix J) and different markers for the x's and o's. The girls get to choose their markers and go first. The students play several rounds of the game while the teacher moves around the room checking to see if students are reading the words. After about five minutes, collect the boards and markers.
 5. Give each student a copy of 1st Grade Core Knowledge Fable Response Sheet - The Boy Who Cried Wolf (Appendix C). Explain to students, *In addition to making connections, I also want you to practice writing the letter y. Let's put our pointy finger in the air and practice making a lowercase y.* Have children air write using the following stroke: Stroke down, lift, kick in, kick out.
 6. Explain to students that they will practice writing a word that cannot be sounded out. Ask them to read the word 'have', cover it, and try to spell it aloud without looking. Explain that the last thing they will do on the response sheet is to put the events in The Boy Who Cried Wolf in order by writing a one for the first event, a two for the second action, and a three for the third action.
 7. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf* (Appendix C) and a copy of the fable if needed.
 8. **Segment 2 (20 minutes at home):** Students have one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf* (Appendix C).
 9. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf* (Appendix C) that was completed at home. The teacher will model how to make text-me connections and then check over the response forms while the students fill out the Compare Aesop's Fables sheet (Appendix B).
 10. Explain to students, *While I read this story I made a text-me connection. If I were the shepherd boy, I might take a sketch pad and draw the sheep grazing in the pasture to keep from getting bored. I will give you one minute to share your text-me connection with your partner. Remember to answer in a complete sentence such as 'If I were the shepherd boy I would...'*
 11. Explain to students, While I check over your response sheet, you are going to fill out the fable comparison sheet. Give each student his or her copy of the Compare Aesop's Fables sheet (Appendix B) that was first used in Lesson One. Have students choose a setting and then check the elements that are present in the fable The Boy Who Cried Wolf.
 12. Collect the Compare Aesop's Fables (Appendix B) for use in later lessons.
- E. *Assessment/Evaluation*
1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf* (Appendix C) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Boy Who Cried Wolf</i> (Appendix C)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'y', Fable event sequencing	✓+	✓	- please finish	- please finish

2. Any problem issues should be addressed with the student.

Lesson Three: *The Dog in the Manger* Response (three segments, 15 minutes school, 20 minutes home, 10 minutes school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Discuss how, why and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - d. Recognize a number of common irregularly spelled words by sight.
 - e. *The Dog in the Manger*
3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Students will compare fable elements.
 - e. Students will practice writing sentences with a complete thought, capital letter and end mark.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes: i_e, o_e, ee, ai, a_e, and oo in printed words.
 - h. Students will practice print formation of the letters y, h, w, v, f, and g: both upper and lowercase.
 - i. Students will practice handwriting skills.
 - j. Students will sequence story events.

B. *Materials*

1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Dog in the Manger* from *Core Knowledge Text Resources Grade 1* (p. 183)
2. One copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D)
3. Students' copies of Compare Aesop's Fables sheet (Appendix B)
4. Two sets of O_e Go Fish Cards (Appendix K) for every TWO students
5. White board
6. Dry erase markers

C. *Key Vocabulary*

1. A *text-world connection* is a connection that I make between the text and the outside world.

D. *Procedures/Activities*

1. **Segment 1 (15 minutes at school):** To open the lesson, explain to students, *We have read and discussed the fable The Dog in the Manger in class. This week at home, you will read the fable again with your family. You and your family will make a text-world connection and write a sentence about that connection on a response sheet. Tell your partner what a text-world connection is.* Give students a moment to come up with their ideas.
2. Explain to students, *We are going to play a reading game to work on decoding the long o sound o_e.* Write the combination on the white board and have students read several times.
3. Explain to students the name of the game is o_e Go Fish (adapted from Sight Word Go Fish at Word Way, Too). The goal of the game is to receive as many matched pairs of o_e words. Divide the class into pairs. Each pair of students will get two sets of the o_e Go Fish cards (Appendix K). The boys deal and go first. Each student gets four cards. The rest of the cards go into a pile in the middle of the table. The first student asks for a word such as rode. If the second student has the other card that says rode, then he or she must give it to the first student and it is set aside. If he or she does not have the matching card, then the first student must take a card from the pile and play continues. When all cards are gone, students count their pairs and the one with the most pairs wins. Collect the card sets.
4. Give each student a copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D). Explain to students, *In addition to making connections, I also want you to practice writing the letter 'h'. Let's put our pointy finger in the air and write a lowercase 'h'.* Instruct students with the stroke: One stroke down, back up and a bump. Remind students to use the top line, mid line and base line correctly while writing.
5. Tell students they will also practice writing a word that cannot be sounded out. Ask them to read the word 'said', cover it, and try to spell it aloud without looking. Explain that the last thing they will do at home is to put the *The Dog in the Manger* events in order by writing a 1 next to the first event, a 2 next to the middle event and a 3 next to the last event.
6. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D) and a copy of the fable if needed.
7. **Segment 2 (20 minutes at home):** Students have one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D). **Special Needs Accommodation:** For children who need

a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.

8. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D) that was completed at home. The teacher will model how to make text-word connections and then check over the response forms while students fill out the Compare Aesop's Fables sheet (Appendix B).
 9. Explain to students, *While I read this fable, I made a text-world connection. I know that being stingy is not a nice way to be. It makes other people feel unimportant and hurts people's feelings when someone won't share. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'I think being stingy is wrong because...'*
 10. Explain to students, *While I check over your response sheets you are going to fill out the fable comparison sheet.* Give each student their copy of Compare Aesop's' Fables sheet (Appendix B). Have students choose the correct setting, and then check the elements that are present in the fable *The Dog in the Manger*.
 11. Collect the Compare Aesop's Fables sheet (Appendix B) for use in later lessons.
- E. *Assessment/Evaluation*
1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger* for each student (Appendix D) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Dog in the Manger</i> for each student (Appendix D)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'h', Fairy event sequencing	✓+	✓	- please finish	- please finish

2. Any problem issues should be addressed with the student.

Lesson Four: *The Maid and the Milk Pail* Response (three segments, 15 minutes school, 20 minutes home, 10 minutes school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 - e. Students understand how to read and recognize literature as a record of human experience.

2. Lesson Content
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - d. Accurately decode phonetically regular one-syllable words, including one-syllable words ending in VC_e.
 - e. Recognize a number of common irregularly spelled words by sight.
 - f. *The Maid and the Milk Pail*
 3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Student will compare fable elements.
 - e. Students will practice writing sentences with a complete thought, capital letter and end mark.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes: i_e, o_e, ee, ai, a_e, and oo in printed words.
 - h. Students will practice print formation of the letter y, h, w, v, f, and g, both upper and lowercase.
 - i. Students will sequence story events.
 - j. Students will practice hand-writing skills.
- B. *Materials*
1. *What Your First Grader Needs to Know* book for each student OR a copy *The Maid and the Milk Pail* (p. 184) from *Core Knowledge Text Resources Grade 1*
 2. One copy of 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E)
 3. Students' copies of Compare Aesop's Fables sheet (Appendix B)
 4. White board
 5. Dry erase markers
 6. 20 pieces of card stock
 7. Black permanent marker
 8. Red permanent marker
- C. *Key Vocabulary*
1. A *text-me connection* is a connection that I make between a piece of text and my life.
- D. *Procedures/Activities*
1. **Segment 1 (15 minutes at school):** To open the lesson, explain to students, *We have read and discussed the fable The Maid and the Milk Pail in class. This week at home you and your family will read the fable again and make a text-me connection. You will also write a sentence about the connection you made. Tell your partner what a text-me connection is.*
 2. Explain to students, *We are going to play a reading game to work on decoding a sound that is found in the title of our fable. The word 'maid' and 'pail' have a vowel combination in the middle. Ai is pronounced as the long a sound. When you see this combination read it as long a. The teacher should write 'ai' on the board and have students practice reading it.*

3. The teacher pre-prints the following words on half sheets of card stock for the game. Write the 'ai' in red and the remaining letters in black. Words: ail, bail, maid, pail, fail, frail, hail, jail, mail, nail, rail, sail, snail, tail, trail, brain, chain, drain, gain, grain, main, pain, plain, rain, stain, train, Spain, air, chair, fair, hair, pair, stair, flair, paid, laid, and raid.
 4. Explain to students that the name of the game is Ai Around the World. Randomly choose the first student to stand next to another student's desk. The teacher shows the first two students in line an 'ai' word. Whichever student reads the word first wins. The student who read the word correctly moves onto the next desk while the other student is 'out' and takes a seat in that chair. The goal is for a child to move around all the desks without being 'out'.
 5. Give each child a copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E). Explain to students, *In addition to making connections, I also want you to practice writing the letter 'v'. Let's put our pointy finger in the air and write a lowercase 'v'. Have children practice air writing using the following stroke: Slant down, slant up. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.*
 6. Tell students they will also practice writing a word that cannot be sounded out. Ask them to read the word 'where', cover it, and try to spell it without looking. Explain that the last thing they will do on their sheet is put the events in *The Maid and the Milk Pail* in order by writing a 1 next to the first event, a 2 next to the second event and a 3 next to the last event.
 7. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E) and a copy of the fable if needed.
 8. **Segment 2 (20 minutes at home):** Students have one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
 9. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E) that was completed at home. The teacher will model how to make text-me connections and then check over the response sheets while students fill in the Compare Aesop's Fables sheet (Appendix B).
 10. Explain to students, *While I read this poem I made a text-me connection. I think that I begin to daydream sometimes when I am bored or tired doing the task that I am working on. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as I daydream when...'*
 11. Give each student their copy of the Compare Aesop's Fables sheet (Appendix B) that was used in the first lesson. Explain to students, *While I check over your response sheet you are going to fill out the fable comparison sheet. Have students choose the correct setting and then check the elements that are present in the fable *The Maid and the Milk Pail*.*
 12. Collect the Compare Aesop's Fables (Appendix B) for use in later lessons.
- E. *Assessment/Evaluation*
1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail* (Appendix E) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding marks. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Maid and the Milk Pail</i> (Appendix E)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'v', Fable event sequencing	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

Lesson Five: *The Wolf in Sheep's Clothing* Response (three segments, 15 minutes school, 20 minutes home, 10 minutes school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - d. Accurately decode phonetically regular one-syllable words, including one-syllable words ending in VC_e.
 - e. Recognize a number of common irregularly spelled words by sight
 - f. *The Wolf in Sheep's Clothing*
3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Students will compare fable elements.
 - e. Students will write sentences with a complete thought, capital letter and end mark.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes: i_e, o_e, ee, ai, a_e, and oo in printed words.
 - h. Students will practice print formation of the letters y, h, w, v, f, and g, both upper and lowercase.
 - i. Students will practice hand-writing skills.
 - j. Students will sequence story events.

B. *Materials*

1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Wolf in Sheep's Clothing* (p. 186) from *Core Knowledge Text Resources Grade 1*
2. One copy of 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F)
3. Students' copies of Compare Aesop's Fables sheet (Appendix B)
4. Pencils for students
5. White board
6. Dry erase markers
7. One copy of ee Rainbow Words Box (Appendix L) for each student
8. Box of crayons for each student

C. *Key Vocabulary*

1. A *text-text connection* is a connection that I make between two different pieces of text.

D. *Procedures/Activities*

1. **Segment 1 (15 minutes at school):** To open the lesson, explain, *We have read and discussed the fable The Wolf in Sheep's Clothing in class. This week at home, you and your family will read the fable again and make a text-text connection. You will also write a sentence about the connection you made on a response sheet. Tell your partner what a text-text connection is.*
2. Explain to students, *We are going to play a reading game to work on decoding a sound that I found in the title of our fable. The word 'sheep' has a vowel combination in the middle. Ee is pronounced as the long e sound. When you see this combination read it as long e.* The teacher should write ee on the board and have students practice reading it.
3. Explain to students that the name of the game is Rainbow Words. Give each student a box of crayons and a copy of the ee Rainbow Words Box (Appendix L). Allow children to pick from a list of ee words pre-printed on the board: tree, sheep, see, bee, three, sleep, beep, sweep, creep, beep, need, seed, and weed. Have them write the word very neatly inside the box on the paper. Make sure they print the word large enough to fill the box. Have them use a red crayon for the ee portion and a black crayon for the other letters. Then have them use other colors to trace around the shape of each of the letters. Keep tracing with different colors until a rainbow effect is created.
4. Give each student a copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F). Explain to students, *In addition to making connections, I also want you to practice writing the letter 'w'. Let's put our pointy finger in the air and write a lowercase 'w'.* Have children practice air writing using the following stroke: Slant down, and up, and down, and up. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.
5. Explain to students that they will practice writing a word that cannot be sounded out. Ask them to read the word 'are', cover it, and try to spell it without looking. Explain the last thing they will do at home is to put the events in *The Wolf in Sheep's Clothing* in order by writing a 1 next to the first event, a 2 next to the middle event and a 3 next to the final event.
6. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F) and a copy of the fable if needed.
7. **Segment 2 (20 minutes at home):** Students have one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F). **Special Needs Accommodation:** For children who need a

writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.

8. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F) that was completed at home. The teacher will model how to make text-text connections and then check over the response sheets fill out his or her Compare Aesop's Fables sheet (Appendix B).
 9. Explain to students, *While I read this fable I made a text-text connection. I thought about other stories I had read with wolves as characters and one of my favorites is The True Story of the Three Little Pigs, which is a fractured fairy tale based on Little Red Riding Hood. I will give you one minute to share with your partner the text-world connection you made with your family. Make sure you explain in a complete sentence, such as 'There is also a wolf in the story...'*
 10. Explain to students, *While I check over response sheet you are going to fill out your Compare Aesop's Fables sheet. Give each their copy of the Compare Aesop's Fables sheet (Appendix B). Before beginning, discuss the following with students: Before you begin, I would like you to look at the elements you have checked so far on this sheet. What do you notice about the settings? What do you notice about the fable elements? Can you compare and find some similarities? Then, have students pick the correct setting and then check the elements they think are in the fable The Wolf in Sheep's Clothing.*
 11. Collect the Compare Aesop's Fables sheets (Appendix B) for use in later lessons.
- E. *Assessment/Evaluation*
1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing* (Appendix F) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Wolf in Sheep's Clothing</i> (Appendix F)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'w', Fable event sequencing	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

Lesson Six: *The Fox and the Grapes* Response (three segments, 15 minutes school, 20 minutes home, 10 minutes school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.

- e. Students understand how to read and recognize literature as a record of human experience.
- 2. Lesson Content
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - c. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - d. Accurately decode phonetically regular one-syllable words; including one-syllable words ending in VC_e.
 - e. Recognize a number of common irregularly spelled words by sight.
 - f. *The Fox and the Grapes*
- 3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Students will write sentences with a complete thought, capital letter and end mark.
 - e. Students will compare fable elements.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes; i_e, o_e, ee, ai, a_e, and oo in printed words.
 - h. Students will practice print formation of the letter y, h, w, v, f, and g, both upper and lowercase.
 - i. Students will practice hand-writing skills.
 - j. Students will sequence story events.
- B. *Materials*
 - 1. *What Your First Grader Needs to Know* book for each student OR a copy of *The Fox and the Grapes* (p. 187) from *Core Knowledge Text Resources Grade 1*
 - 2. One copy of 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G)
 - 3. Students' copies of Compare Aesop's Fables sheet (Appendix B)
 - 4. White board
 - 5. Dry erase markers
 - 6. Two dry erase erasers
- C. *Key Vocabulary*
 - 1. A *text-text connection* is a connection that I make between two different pieces of text.
- D. *Procedures/Activities*
 - 1. **Segment 1 (15 minutes at school):** To open the lesson, explain, *We have read and discussed the fable The Fox and the Grapes in class. This week at home, you and your family will read the fable again and make a text-text connection. You will also write a sentence about the connection you made on a response sheet. Tell your partner what a text-text connection is.*
 - 2. Explain to students, *We are going to play a reading game to work on decoding a sound that is found in the title of our fable. The word grape has a vowel combination in the middle. A_e is pronounced as the long a sound. When you see this combination read it as long a. The teacher will write the a_e combination on the board and have students practice reading it.*

3. Explain to students that the name of the game is Erase Relay. The teacher divides the class into two teams and makes two columns of a_e words on the white board: Column 1: sale, bale, rake, take, name, flame, ate, late, tape, rate, make, and shake. Column 2: male, tale, cake, bake, came, game, date, grape, slate, ape, lake, snake. (This is enough for a class of 24, make sure there is one word for each child - add more words if needed.) At the signal, the first child in each line is given an eraser and points at the first word in his team's word column. The child reads the word aloud. If it is pronounced correctly, he or she can erase the word. If not, the next child in line attempts to read and erase the word. The game is won by the team that erases all the words first.
 4. Give each child a copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G). Explain to students, *In addition to making connections, I also want you to practice writing the letter 'f'. Let's put our pointy finger in the air and write a lowercase 'f'. Have children practice air writing using the following stroke: Curve left, straight down, lift, and cross* Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.
 5. Explain to students that they will practice writing a word that cannot be sounded out. Ask them to read the word 'could', cover it, and try to spell it aloud without looking. Explain the last thing they will do at home is to put the events in *The Fox and the Grapes* in order by writing a 1 next to the first event, a 2 next to the middle event, and a 3 next to the last event that happened in the fable.
 6. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G) and a copy of the fable if needed.
 7. **Segment 2 (20 minutes at home):** Students have one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
 8. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G) that was completed at home. The teacher will model how to make text-text connections and then check over the response sheet while students compare the elements found in the fable.
 9. Explain to students, *While I read this fable, I made a text-text connection. I thought about the saying 'sour grapes' and I remember in the story the fox said the grapes were probably sour. He only said that because he wasn't able to eat them. Therefore, I think the saying 'sour grapes' means that someone says something mean because they can't have what they want. I will give you one minute to share with your partner the text-me connection you made with your family. Make sure you explain in a complete sentence, such as 'I think the saying 'sour grapes' means...'*
 10. Explain to students, *While I check over response sheet you are going to fill out the fable comparison sheet.* Give each student a copy of his or her Compare Aesop's Fables (Appendix B) that was used in previous lessons. Have students choose the correct setting and then check the elements that are present in the fable *The Fox and the Grapes*.
 11. Collect the Compare Aesop's Fables (Appendix B) for use in later lessons.
- E. *Assessment/Evaluation*
1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes* (Appendix G) (student answers will vary) using

the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Fox and the Grapes</i> (Appendix G)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'f', Fable event sequencing	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

Lesson Seven: *The Goose and the Golden Eggs* Response (three segments, 15 minutes school, 20 minutes home, 10 minutes school)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to read and write for a variety of purposes and audiences.
 - c. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.
 - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 - e. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Discuss how, why, and what-if questions about both fiction and non-fiction texts.
 - b. Demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud works and independent readings.
 - c. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - d. Accurately decode phonetically regular one-syllable words; including one-syllable words ending in VC_e.
 - e. Recognize a number of common irregularly spelled words by sight.
 - f. *The Goose and the Golden Eggs*
3. Skill Objective(s)
 - a. Students will listen to fables read aloud.
 - b. Students will make text-me, text-world, and text-text connections through listening and responding to literature.
 - c. Students will respond orally and in writing to Core Knowledge fables.
 - d. Students will compare fable elements.
 - e. Students will practice writing sentences with a complete thought, capital letter and end mark.
 - f. Students will write and spell irregularly spelled words.
 - g. Students will identify the graphemes: i_e, o_e, ee, ai, a_e, and oo in printed words
 - h. Students will practice print formation of letter y, h, w, v, f, and g, both upper and lowercase.

- i. Student will practice hand-writing skills.
 - j. Students will sequence story events.
- B. *Materials*
1. *What Your First Grader Needs to Know* book at home for each student OR a copy of *The Goose and the Golden Eggs* (p. 188) from *Core Knowledge Text Resources Grade 1*
 2. One copy of 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H)
 3. Students' copies of Compare Aesop's Fables sheets (Appendix B)
 4. White board
 5. Dry erase markers
 6. Ten sheets of card stock
 7. Permanent markers
- C. *Key Vocabulary*
1. A *text-world connection* is a connection that I make between a piece of text and the outside world.
- D. *Procedures/Activities*
1. **Segment 1 (15 minutes at school):** To open the lesson explain, *We have read and discussed the fable The Goose and the Golden Eggs in class. This week at home, you will read the fable again with your family. You and your family will make a text-text connection and write a sentence about that connection. Tell your partner what a text-text connection is.* Give students a moment to discuss with their partner.
 2. Explain to students, *We are going to play a reading game today to work on decoding a sound that is found in the title of our fable. The word 'goose' has a vowel combination in the middle. Oo is pronounced as /ew/ - the sound that you make when you don't like something. When you see this combination, read it is as /ew/. The teacher will write oo on the board and have students practice reading it. The teacher should not teach the other sound for oo (like in book). This will only confuse students.*
 3. Explain to students that the name of the game is The Head Chair. The teacher should pre-print words with the oo sound on half sheets of card stock: moo, too, zoo, boom, bloom, broom, groom, loom, room, zoom, goo, spoon, moon, noon, soon, toon, mood, food, doom, gloom. Have children sit in a circle. Put one chair in the middle of the circle; this is the Head Chair. The teacher randomly chooses a student and shows them a word card. The child can stay in the chair as long as he or she can read the words on the card. If a child misses, he or she must sit down and the person originally sitting to his or her right in the circle gets to sit in the chair. Play continues around the circle.
 4. Give each student a copy of the 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H). Explain to students, *In addition to making connections, I also want you to practice writing the letter 'g'. Let's put our pointy finger in the air and write a lowercase 'g'.* Have children practice writing the letter in the air using the following stroke: Circle left, up, down, hook left. Also, remind students to practice neat handwriting using the top, mid, and base lines correctly.
 5. Explain to students that they will practice writing a word that cannot be sounded out. Ask them to read the word 'they', cover it, and try to spell it without looking. Tell the class the last thing they will do on the sheet is put the events in *The Goose and the Golden Eggs* in order by writing a 1 next to the first event, a 2 next to the second event, and a 3 next to the third event.

6. Send home the 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H) and a copy of the fable if needed.
7. **Segment 2 (20 minutes at home):** Student has one week to complete the 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H) at home. **Special Needs Accommodation:** For children who need a writing accommodation, speak to the family and allow the child to respond orally and have the parent scribe the sentence for the child.
8. **Segment 3 (10 minutes at school):** To close the lesson, ask each child to take out his or her 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H) that was completed at home. The teacher will model text-world connections and then check over the response sheets while students fill in the fable element sheet.
9. Explain, *While I read this story, I made a text-world connection. I know that greediness hurts others feelings and causes people to loose friends. Greedy people do not think about others, they only think about what they want. I will give you one minute to discuss with your partner the text-world connection that you made with your family. Make sure you answer in a complete sentence such as 'It is wrong to be greedy because...'*
10. Explain to students, *While I check over your response sheet you are going to fill in you Compare Aesop's Fable sheet.* Give each student his or her copy of the Compare Aesop's Fable sheets (Appendix B) that was used in early lessons. Have students choose the correct setting and then check the elements they think are present in the fable *The Goose and the Golden Eggs*.
11. Collect the Compare Aesop's Fable sheets (Appendix B) for used in the culminating activity.

E. *Assessment/Evaluation*

1. The teacher should look over the 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs* (Appendix H) (student answers will vary) using the following rubric. To make grading easier, make a quick check for completion and make the corresponding mark. The rubric marks should be addressed with the class so they will understand markings on their papers.

Skills to complete on the 1 st Grade Core Knowledge Fable Response Sheet - <i>The Goose and the Golden Eggs</i> (Appendix H)	5 out of 5 skills completed plus adult signature	4 out of 5 skills completed plus adult signature	Adult signature missing	3 or less skills completed
Name, Sentence, Spelling, Letter 'g', Fable event sequencing	✓+	✓	- please finish	- please finish

2. Any problem areas should be addressed with the student.

VI. CULMINATING ACTIVITY

- A. The teacher will re-distribute the Compare Aesop's Fables sheets (Appendix B) to students. Use these sheets to discuss the similarities and differences in the fables. Many of these fables have similar 'county' settings - a farm, pasture or forest. All the fables except for *The Maid and the Milk Pail* have animals as the main characters. Discuss with children why Aesop chose to use a maid. (The maid is actually viewed as a 'child' who has not learned many lessons in life.)
- B. Give each student a copy of the Fable Quiz (Appendix M). Read each question and all answers to children. Have them circle fable elements and write the name of an animal

and a moral they would teach if they wrote a fable. They will also write the name of their favorite fable. Grade with the following marks - 8 or 7 answers correct - proficient, 6 answers correct- partially proficient, less than 6 correct - unsatisfactory.

- C. Host a Fable Party and serve wheat crackers (straw from Dog in Manger), milk (milk from Maid and the Milk Pail), and grapes (grapes from Fox and the grapes). Children may bring in other fables they have enjoyed reading to share with the class.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Family letter
- B. Appendix B: Compare Aesop's Fables
- C. Appendix C: 1st Grade Core Knowledge Fable Response Sheet - *The Boy Who Cried Wolf*
- D. Appendix D: 1st Grade Core Knowledge Fable Response Sheet - *The Dog in the Manger*
- E. Appendix E: 1st Grade Core Knowledge Fable Response Sheet - *The Maid and the Milk Pail*
- F. Appendix F: 1st Grade Core Knowledge Fable Response Sheet - *The Wolf in Sheep's Clothing*
- G. Appendix G: 1st Grade Core Knowledge Fable Response Sheet - *The Fox and the Grapes*
- H. Appendix H: 1st Grade Core Knowledge Fable Response Sheet - *The Goose and the Golden Eggs*
- I. Appendix I: *The Lion and the Mouse* fable
- J. Appendix J: i_e Tic Tac Toe Grids
- K. Appendix K: o_e Go Fish Cards
- L. Appendix L: Word Box for ee Rainbow Words
- M. Appendix M: Fable Quiz

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Appendix A

Date: _____ Adult Signature: _____

Dear First Grade Families,

This year your child will bring home Core Knowledge fable reading response assignments to be completed with assistance. Your help completing these assignments is crucial. Your child will practice several different skills, which are not yet mastered, and will need your guidance. These fables have been read in class; however repeated exposure to pieces of text leads to better comprehension; therefore, you are asked to revisit the fables with your child. Please note the due date (usually one week after assigned) as well as the line for an adult signature. The assignments should take about 20 minutes. Papers without a signature will be returned for completion.

The assignments have several parts. First, your child will write his or her name (first and last if there is room). You will read the story that is noted on the assignment sheet to your child and then have him or her respond in writing to the prompt included. Your child is asked to make a text-me, text-world, or text-text connection. This simply means your child is connecting the text to himself (text-me), the world around him (text-world), or another piece of text (text-text). Making connections not only helps your child understand the story better, but also makes the reading more meaningful. When writing the response, please help your child formulate one simple, but complete sentence. Students have been taught that a sentence is a complete thought with a capital at the beginning and an end mark at the end. Please allow your child to do the actual writing. It is good handwriting practice.

Example: for money.

This is NOT a complete sentence because it leaves a hanging thought, and there is no beginning capital letter.

Example: I think Jack should have traded the cow for money.

This IS a proper sentence because there is complete thought included as well as a capital letter at the beginning and a period at the end.

The homework paper also includes a spelling section. Your child will read the word (assist if necessary - these words cannot be sounded out). Then, have him cover the word, try to spell it without looking and then write the word three times. Have your child check for correctness.

Then, your child will practice writing one letter. The child will write two capital and three lowercase letters. Please remember capital letters and tall lowercase letters (t, k, b, d, etc.) start at the solid top line. Lowercase letters are usually short (m, o, n) and start on or near the dotted mid line. Letters with tails (q, g, y, etc.) will start on or near the dotted mid line and extend below the base line at the bottom.

To finish, your child will practice sequencing story events. There are events from the fable listed. Have your child put a 1 next to the first event, a 2 next to the middle event, and a 3 next to the last event. To check, have your child quickly retell the fable to make sure the events are in order.

If you have any questions, please don't hesitate to ask. Thanks for helping your child have a successful school year!

Appendix B, page 1

Name: _____		Compare Aesop's Fables			
Fable Title	Setting (farm, forest, pasture)	Included animals?	Short/lots of action?	Human problems?	Taught moral?
The Boy Who Cried Wolf					
The Dog in the Manger					
The Maid and the Milk Pail					
The Wolf in Sheep's Clothing					
The Fox and the Grapes					
The Goose and Golden Eggs					
The Lion and the Mouse					

Compare Aesop's Fables Answer Key

		Animals?	Short?	Human?	Moral?
The Boy Who Cried wolf	Setting: Pasture	✓	✓	✓	✓
The Dog in Manger	Setting: Farm	✓	✓	✓	✓
The Maid/Milk Pail	Setting: Farm		✓	✓	✓
Wolf in Sheep's Clothing	Setting: Pasture	✓	✓	✓	✓
The Fox and Grapes	Setting: Forest	✓	✓	✓	✓
Goose and Golden Eggs	Setting: Farm	✓	✓	✓	✓

Appendix C
1st Grade Core Knowledge Fable Response Sheet-*Boy Who Cried Wolf*

Name: _____

Due on: _____ Parent signature: _____

Read the fable *The Boy Who Cried Wolf*.

Make a text-me connection and write one sentence pretending you are the shepherd boy. Explain what you might do to avoid being bored while watching the sheep. Remember to write neatly.

Read this word: 'have'. Try to spell the word without looking. Write the word 'have' three times.

Practice writing the letter 'y'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Put the fable events in order. Write a 1, 2, and 3 on the line to put the events in order.

___The wolf ate the sheep. ___The boy cried wolf. ___The townspeople were tricked.

Appendix E

1st Grade Core Knowledge Fable Response Sheet- *The Maid and the Milk Pail*

Name: _____

Due on: _____ Parent signature: _____

Read the fable *The Maid and the Milk Pail*.

Make a text-me connection and write one sentence explaining a time when you were daydreaming.

Remember to write neatly and use correct punctuation.

Read this word: 'where'. Try to spell the word without looking. Write the word 'where' three times.

Practice writing the letter 'v'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Put the fable events in order. Write a 1, 2, and 3 on the line to put the events in order.

___The maid dropped the milk. ___The maid is walking to market. ___The maid begins to daydream

Appendix F

1st Grade Core Knowledge Fable Response Sheet- *The Wolf in Sheep's Clothing*

Name: _____

Due on: _____ Parent signature: _____

Read the fable *The Wolf in Sheep's Clothing*.

Make a text-text connection and write one sentence explaining another story you have read with a wolf as character.

Read this word: 'are'. Try to spell the word without looking. Write the word 'are' three times.

Practice writing the letter 'w'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Put the fable events in order. Write a 1, 2, and 3 on the line to put the events in order.

____ The wolf dresses up like a sheep. ____ The wolf is chased away by the shepherd.
 ____ The shepherd kills the wolf.

Appendix H

1st Grade Core Knowledge Fable Response Sheet- *The Goose and the Golden Eggs*

Name:

Due on: _____ Parent signature: _____

Read the fable *The Goose and the Golden Eggs*.

Make a text-world connection and write one sentence explaining why it is wrong to be greedy.

Remember to write neatly and use correct punctuation.

Read this word: 'they'. Try to spell the word without looking. Write the word 'they' three times.

Practice writing the letter 'g'. Write two capital and three lowercase letters. Remember to use the correct strokes and use the top line, mid line and base line to make your letters neat.

Put the fable events in order. Write a 1, 2, and 3 on the line to put the events in order.

_____ The farmer finds a golden egg. _____ The farmer becomes greedy.
_____ The farmer is left with nothing.

Appendix I

The Lion and the Mouse

(text adapted from <http://www.aesopfables.com>)

As a great lion slept, a little mouse began running up and down on him. The lion woke up and placed his huge paw on the little mouse's tail. He opened his big jaws to swallow him!

"Pardon, O King," cried the little mouse, "Forgive me this time, and I shall never forget it. Who knows when I may be able to do you a favor."

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let the mouse go.

Some time after the lion was caught in a trap. The hunters decided to take him alive to the King. They tied the lion to a tree while they went in search of a wagon to carry him. Just then, the little mouse happened by, and saw the sad lion.

Keeping his promise to return the favor, the mouse soon gnawed away the ropes that bound the King of the Beasts.

"Was I not right?" said the little mouse.

Moral: Little friends may prove great friends.

Appendix J, page 1
i_e Tic-Tac-Toe Grids

Bike	Pie	Die
Lie	Glide	Lime
Hide	Ice	Ripe

Mike	Slide	Kite
Lie	Glide	Mine
Vine	Dice	Five

i_e Tic-Tac-Toe Grids

Nine	I ke	Dine
Lie	Time	Fine
Dive	Like	Tried

Ride	Pie	Dice
Vine	Bite	Time
Side	Mice	Ripe

Appendix K, page 1
o_e Go Fish Cards
(adapted from Word Way, Too)

nose	cope	hope
nose	cope	hope
cone	smoke	robe
cone	smoke	robe

o_e Go Fish Cards

(adapted from Word Way, Too)

rope	home	stone
rope	home	stone
hose	doe	dose
hose	doe	dose

o_e Go Fish Cards

(adapted from Word Way, Too)

drove	broke	lone
drove	broke	lone
joke	poke	spoke
joke	poke	spoke

Appendix L
Word Box for ee Rainbow Words

A large, empty rectangular box with a thin black border, intended for students to write words containing the 'ee' sound. The box is centered on the page and occupies most of the middle section.

Fable Quiz

Name: _____

1. Circle the fable elements.

Humans are characters

A moral is taught

Fables have lots of action

Fables are long

Fables are short

Fables talk about human problems

Animals are characters

2. If you were going to write a fable, what type of animal would you use as a character?

3. If you were going to write a fable what moral would you want to teach?

4. Write the title of your favorite fable.

Name: _____

Fable Quiz Answer Key

1. Circle the fable elements.

Humans are characters

A moral is taught

Fables have lots of action

Fables are long

Fables are short

Fables talk about human problems

Animals are characters

2. If you were going to write a fable, what type of animal would you use as a character?
Answers will vary
3. If you were going to write a fable what moral would you want to teach?
Answers will vary
4. Write the title of your favorite fable.
Answers will vary