



## A Lesson Learned: Writing a Fable

### National Standard > Language Arts

#### **NL-ENG.K-12.2 Understanding the Human Experience (Grades 4-6)**

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

#### **NL-ENG.K-12.3 Evaluation Strategies (Grades 4-6)**

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

#### **NL-ENG.K-12.4 Communication Skills (Grades 4-6)**

- Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

#### **NL-ENG.K-12.5 Communication Strategies (Grades 4-6)**

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

#### **NL-ENG.K-12.6 Applying Knowledge (Grades 4-6)**

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

### Kentucky: Reading (1.2)/Arts and Humanities (2.24, 2.25)

- Apply appropriate reading strategies to make sense of a variety of print and non-print texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

#### **ELA-4-R-1, ELA-5-R -1, ELA-6-R-1**

- Understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and /or to current events.

#### **ELA-4-R-2, ELA-5-R-1, ELA-6-R -2**

- Recognize characteristics and elements of different kinds of works.

### Kentucky: Writing (1.11)/Art and Humanities (2.22)

- Use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.

#### **ELA-4-W-3, ELA-5-W-3, ELA-6-W-3 (6.3)**

- Write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on personal experiences, reading, listening, observing, and/or inquiry.

#### **ELA-4-W-4, ELA-5-W-4, ELA-6-W-4 (5.2)**

- Write literary pieces that show an understanding of characteristics of literary works.

**ELA-4-W-6, ELA-5-W-6, ELA-6-W-5**

- Identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).

**Ohio: Language Arts>Reading Applications> Literary Text Standard**

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature...fables.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding

**Benchmark(s)**

**Grades 4, 5 & 6**

- E. Demonstrate comprehension by inferring themes, patterns, and symbols
- F. Identify similarities and differences of various literary forms and genres
- G. Explain how figurative language expresses ideas and conveys mood

**Ohio: Language Arts >Writing Process Standard**

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

**Benchmark(s) (See all)**

**Grades 4, 5 & 6**

**A, B, C, D, E, F, G, H, and I**

**Ohio: Language Arts> Writing Applications Standard**

- Understand various types of writing require different language, formatting and special vocabulary.

**Benchmark(s)**

**Grade 4**

- A. Write narrative accounts that develop character, setting, and plot.

**Grades 5 & 6**

- A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.

**Objective**

Students will define, write and compare fables and their characteristics.

Students will identify the inferred and/or implied main idea or moral of a fable.

Student will write fables that teach a lesson to the reader.

**Materials**

- Internet access
- Handout, *A Fable Checklist*

**Vocabulary**

- Fable
- Moral

## Task 1 – Pre-show

### Activity

#### Guided Reading: What is a fable?

##### Teacher will:

- Introduce the genre of fables, and the topics of main idea and morals.
- Explain to students their task to identify the main idea and moral in the story to be read.
- Read the fable, *The Dog and the Shadow*, text available at the website listed below. [http://www.pagebypagebooks.com/Aesop/Aesops\\_Fables/](http://www.pagebypagebooks.com/Aesop/Aesops_Fables/)
- Ask students to think about what main idea or moral the story relays as they listen.
- Explain that the moral of a story is interpretive; meaning that each reader may recognize and interpret the moral differently depending on their interpretation the story.
- Have students share their interpretation of the story's moral upon completion of the reading. *Students will provide evidence from the story to support their particular inference.*

## Task 2 – Post-show

##### Teacher will:

- Ask the question of students, "What were the morals of the fables presented in the play, Aesop's Fables?"
  - The North Wind and the Sun
  - The Crow and the Pitcher
  - The Fox and the Grapes
  - Student Fable
  - The Tortoise and the Hare
  - The Boy Who Cried Wolf
- Facilitate student discussion on the characteristics of a fable.
  - The characters are usually animals
  - The animals usually have human traits
  - There is a lesson or moral to the story.
  - The stories are written in prose or in poetic form.

### Self-Selected Reading

##### Students will:

- Identify the implied main idea, lesson or moral for each fable from the dramatic production of Aesop's Fables.
- Choose a fable to read from the web site listed above, and identify the elements of a fable within the story. (e.g., The Wolf and the Lamb)
  - Characters: animals, Wolf and Lamb
  - Human characteristics: both animals talk, the reason, and have a concept of time
  - Moral: a tyrant will use any excuse to justify his or her actions.
  - Written format: prose

### Writing: Tiered Activities

#### Introductory

Students will create an original fable that exemplifies the moral, "Good things come to those who wait."

Students will use the fable checklist/handout to monitor their inclusion of fable elements

**Intermediate**

Students will create an original fable that exemplifies a moral of their choice. Students will use the fable checklist/handout to monitor their inclusion of fable elements.

**Advanced**

Students will create an original fable that exemplifies a moral of their choice. The moral will be written in a poetic format that includes rhyme.

Students will use the fable checklist/handout to monitor their inclusion of fable elements.

**Resources**

Fable Web Quests

<http://www.milforded.org/schools/liveoaks/loaks/fables/fables.htm>

<http://www.arcadia.tusc.k12.al.us/~nshields/fables%20web%20quest.html>

Collections of Aesop's Fables

<http://www.pacificnet.net/~johnr/aesop/aesopsel.html>

<http://www.umass.edu/aesop/index.html>

[http://www.pagebypagebooks.com/Aesop/Aesops\\_Fables/](http://www.pagebypagebooks.com/Aesop/Aesops_Fables/)



## A Fable Checklist

Name \_\_\_\_\_

**Directions:** Write a fable. After your fable is complete, revise your writing and place a checkmark next to the fable element that you have incorporated into the story. Then, edit your fable and place a checkmark next to each completed editing task. Finally, ask a friend to peer edit your work. Revise and edit your fable if necessary.

### Fable Elements: (are these elements included?)

You	Peer Edit	
_____	_____	Animals are characters.
_____	_____	Animals have human characteristics.
_____	_____	A moral is evident.
_____	_____	Fable is briefly written in prose.

### Advanced

You	Peer Edit	
_____	_____	Fable is briefly written in a poetic format using rhyme.

### Writing Applications:

You	A peer	
_____	_____	Corrected spelling
_____	_____	Corrected punctuation
_____	_____	Corrected capitalization
_____	_____	Checked grammar and sentence structure
_____	_____	Added title and author
_____	_____	Story has a beginning, a middle, and an end.