

## Books for Young Learners Teacher Resource

## Book Notes

**Two Fables of Aesop**

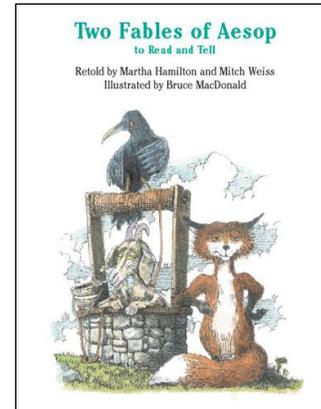
Retold by Martha Hamilton and Mitch Weiss

Illustrator Bruce MacDonald

12 pages ■ 411 words

Fountas and Pinnell Level J

Reading Recovery Level 14



Two Fables of Aesop

**SYNOPSIS***The Singing Crow:* The lesson in this fable is – beware of flattery.*The Fox and the Goat:* This fable teaches us to think before we act.**WHAT  
THE BOOK  
OFFERS**

- Fables written in the third person and past tense
- Dialogue
- Inferential reading
- Phonemic awareness: Onomatopoeia — *caw, caw, caw*
- Vocabulary: Strong and descriptive verbs — *ruffled, puffed, squawked, gobbled, moaned*
- Comprehension of: Author's message, character traits, and motivation
- Fluency: Dialogue — using expression, comma for introductory phrases, and colon

**POSSIBLE SKILLS  
EMPHASIS**

- Notes at the back of the book about fables and storytelling

**INTRODUCING  
THE BOOK**

- Understanding the structure of a fable
- Discovering and understanding character traits and motivations
- Considering the author's message
- Comparing and contrasting the two fables

Teacher and students look at the cover of the book.

*What are some key words that help us understand the kind of stories we will find in this book? What do you know about retold stories and fables?*

Read the notes at the back of the book to confirm the student's knowledge of fables and give them further information about this genre form.

Follow with discussion about — *how we will use what we understand about fables as we read.*

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### A Family of Beavers (continued)

#### FOCUS OF INSTRUCTION

##### The Singing Crow:

*Read pages 2 to 5. What words would you use to describe the fox? Why do you think he is complimenting the crow?*

*Read page 9. How was the fox able to get the cheese? Why do you think the author told this story?*

##### The Fox and the Goat:

*This story has a fox for a character too. What would you predict will be the character traits of the fox in this story?*

*Read pages 10 to 13. Why does the fox want the goat to jump in the well?*

#### FOLLOWING THE READING

*Read page 14. What do you think the author means by the moral of the story — “Think before you act”?*

#### ORAL DISCUSSION

- Revisit the pages with dialogue and discuss how the author showed character traits through dialogue.
- Discuss lessons that could be taught through a story with a moral and what animals could be used as the characters. Discuss the possible traits of these characters.
- Readers’ Theater: provide an opportunity for students to perform their stories for an audience.
- Students practice retelling the story in their own words to a partner, (rehearsing to develop expression).

#### WRITING POSSIBILITIES

- Students compare the characters in the two fables.
- Students find a story they have written and consider the traits of the main character. Help them add dialogue to their story to show the character traits.

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## A Family of Beavers (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>I think fables are . . . because . . .</i> <i>The Contents listed on the title page of this book helps the reader to . . .</i>
<b>USE YOUR MEMORY</b>	<i>Why did the author call the fox “sly” after the crow began to sing? What does sly mean?</i> <i>What was the problem in the Fox and the Goat fable? What was the solution? Was there still a problem? How do you know?</i>
<b>WHAT’S YOUR OPINION?</b>	<i>Why do you think the crow began to sing?</i> <i>Why did the goat trust the fox? Would you have jumped into the well? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Reread both fables in this book. Then read the Tips for Storytelling in the box on the inside back cover.</i> <i>Then practice telling both of these fables until you feel good about telling them to another student or friend. Make the fables come alive with your voice, pace, body language, and eye contact. Practice!</i>
<b>VOCABULARY AGENT</b>	<i>Look up the meaning of these words and then write each one in a sentence. When you are done, edit your sentences by asking yourself, “Do these make sense and look right?” If not, fix them!</i> <i>Words:</i> <i>*spy</i> <i>*scent</i> <i>*delicious</i> <i>*ruffle</i> <i>*pride</i> <i>*lovely</i> <i>*awful</i> <i>*squawk</i> <i>*sly</i> <i>*compliment</i> <i>*stuck</i> <i>*cunning</i> <i>*advice</i>

Book Note by Maryann Whitfield

Additional Comprehension Prompts by Dr. Connie Hebert

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