

Classic Fables in Rhythm and Rhyme

Grade Level: PreK-2

Content Areas: Music, Art, Language Arts

Timeframe: 60 Minutes

MATERIALS

- Classic Fables in Rhythm and Rhyme series books and music (titles shown at right)
- Paper
- Markers
- Pencils



OBJECTIVES

STUDENTS WILL:

- Know what fables are and what they teach
- Compare and contrast two different fables
- Ask and answer questions about different fables
- Write a short story about a character from a fable

KEY VOCABULARY

Before reading, focus on new vocabulary. Read the glossary terms and their definitions.

Aesop—a legendary storyteller who is said to have lived in ancient Greece around 600 BCE

fables—short stories that often have animal characters and teach a lesson

moral—a lesson, often found in a fable or story

FREE MUSIC!

Scan our QR code to download or stream the songs from Classic Fables in Rhythm and Rhyme.

Find even more Cantata Learning books and songs at cantatalearning.com.



LESSON PROCEDURE

PREPARATION:

Gather students where they can see you. Tell them they are going to learn about fables. Ask students: *Do you know what fables are?* Explain that fables are stories that are very old and teach a lesson. Start the lesson by reading *The Crow and the Pitcher*.

ACTIVITY:

1. Read pages 4-5 aloud. Then ask students to describe what the illustration shows. Ask: *Who is the person? What is he doing?* Then ask students to predict how the crow will solve her problem. Write predictions on the board.
2. After reading the book and listening to the song, ask students to explain how the crow solved the problem. Revisit the predictions to compare them with what they discovered in the story.
3. Now read *The Dog and the Bone* and listen to the song. Ask students: *What do you notice about the main characters in this book and The Crow and the Pitcher?* (They are animals.) Explain that fables often have animals as their main characters.
4. When you read pages 20-21, tell students that the text is the *chorus* of the song. This is a repeating part of a song. Ask: *What does the chorus tell you about the story?* Explain that this is the lesson the story teaches.
5. Now read both *The Fox and the Crow* and *The Goose and the Golden Eggs*. Listen to the songs as well. Then ask students: *How are these fables the same? How are they different?* (They both have greedy characters that want something from another character. They are different in the ways the greedy characters try to get what they want.)
6. After reading *The Honest Woodcutter*, ask students to imagine another ending to the story. Have them write another verse in the story and draw a picture to go with it. Tell them it needs to include the woodcutter, the spirit, and an ax.

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7. Finally, read *The Town Mouse and the Country Mouse* and listen to the song. Ask students to think about some simple things they like to do, things that don't involve technology or paying money. Tell them to make a list of those things and explain what they like about each one.

LESSON EXTENSIONS

Game Extension:

Explain to students that fables are oral stories. Storytellers told fables long ago, and the stories passed from one person to another over the years, before they were ever written down. Tell students that will tell an oral story by playing the Telephone Game. Ask students to sit in a circle and pick one student to begin the game. Ask that student to make up a sentence and whisper it in the ear of the person to his/her right. Each person will whisper what he/she hears to the next person on his/her right. The last person should say the sentence out loud. Was it the same as what the first person said? If not, how did the sentence change?

Writing Extension:

Tell students they are going to be reporters and interview the main character of their favorite fable. Ask them to think of five questions to ask and write them down. Pair two students together. While one student asks questions, the other answers like he/she is the character in the fable. The person who asks should write down the answers. Then have students switch roles, so the other person asks the questions. When students are finished with their questions, ask them to write a few sentences about what they discovered about the character. Students can share their stories with the class.

STANDARDS ALIGNMENT

Kindergarten: CCSS.ELA-LITERACY.RL.K.1, CCSS.ELA-LITERACY.RL.K.3, CCSS.ELA-LITERACY.RL.K.9, CCSS.ELA-LITERACY.RL.K.10, CCSS.ELA-LITERACY.RF.K.1, CCSS.ELA-LITERACY.RF.K.3, CCSS.ELA-LITERACY.RF.K.4, CCSS.ELA-LITERACY.W.K.3, CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.5, CCSS.ELA-LITERACY.L.K.1

First Grade: CCSS.ELA-LITERACY.RL.1.1, CCSS.ELA-LITERACY.RL.1.3, CCSS.ELA-LITERACY.RL.1.7, CCSS.ELA-LITERACY.RL.1.9, CCSS.ELA-LITERACY.RL.1.10, CCSS.ELA-LITERACY.RF.1.1, CCSS.ELA-LITERACY.W.1.2, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.5, CCSS.ELA-LITERACY.L.1.1

Second Grade: CCSS.ELA-LITERACY.RL.2.2, CCSS.ELA-LITERACY.RL.2.7, CCSS.ELA-LITERACY.RL.2.9, CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.W.2.2, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.L.2.1, CCSS.ELA-LITERACY.L.2.2