Houston Baptist University
School of Education
Lesson Plan Format

Subject: ELA and Reading   Grade Level: 3rd  Time Estimate: 30 minutes

Unit: Short Stories   Topic: Fables

Goal(s): TLW know the main characteristics of a fable.
          TLW understand the importance of a moral in a fable.

Objective(s): TLW recognize Aesop as the writer of many known fables.
               TLW discuss the important events in the fable that lead to the moral.
               TLW apply the moral learned to a personal experience in a short essay.


Materials/Resources/Technology needs:
McGraw-Hill Reading Textbook pg. T2, Tree Map teacher example, notebook paper

Instructional Procedures

Focusing Event:
Have students gather on the floor for story time. Ask questions for understanding: Does anyone know who Aesop was? Does Aesop’s fables sound familiar to you? Where have you heard it before? What do you think a fable is?

Teaching/ Learning Procedures:
I will talk about Aesop and his fables. Many people know that Aesop has written fables that we still hear and know today. What is a fable?
I will ask for raised hands to try to guess the definition of a fable. Most students should know from the tree map activity. After a couple of students answer, go over characteristics of a fable from tree map activity to refresh. Prepare students for the read aloud.
Read aloud the fable, The Crow and the Pitcher. As I read, I will point out any unknown words (perched, pitcher, luck, satisfying) that the students may not have heard before. The class will try to define the words with context clues. Finish the story and ask questions.
Have the students share what they thought of the students with their partner. As a class, discuss what happened in the fable and what the crow did. Ask students what the moral of the fable is trying to teach us. What is the moral? Students should say to try and find a way to achieve something (when there’s a will, there’s a way.)
Formative Check (ongoing or specific):
Students will raise their hands to answer the questions and participate in the discussion. Do a thumbs up or thumbs down before asking what the moral is to see how many know.

Reteach (alternative used as needed):
If student(s) is not understanding the fable or the moral, I will have a small group discussion at the back table. We will complete a worksheet about fables and apply to the one I just read.

Closure:
Has anyone ever felt like the crow? Did you ever need to find out how to solve a difficult problem? The moral of the fable is to not give up, but instead try out things to see if they work out.

Assessment/Summative Evaluation:
Students will now apply the lesson learned in a writing activity. Post the writing prompt: Write about a time when you wanted or needed something that was hard to get. How did you solve the problem? (1-2 paragraphs)

Modifications/Notes:
Gifted: Another fable will be available for the student to read. The student will be able to relate the moral of the second fable to a personal experience as well.
ESL: The student will have a translated version of the fable and write 3-5 sentences about the moral.
Special Ed: The student will be paired with a general education student and share thoughts on the fable and the moral. The student can orally describe an experience where the moral applies.