

The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Fables and Stories



Published by the Core Knowledge Foundation

www.coreknowledge.org

Copyright © 2010 Core Knowledge Foundation

All Rights Reserved.

PRINTED IN CANADA

10 9 8 7 6 5 4 3 2 1

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

No part of this work may be photocopied or recorded, added to an information storage or retrieval system, posted to the Web, or otherwise reproduced or transmitted in any form or by any means, electronic or mechanical, without prior written permission of the Core Knowledge Foundation, unless said reproduction or transmission is expressly permitted by federal copyright law. Inquiries regarding permissions should be addressed to the Core Knowledge Foundation, 801 E. High Street, Charlottesville, VA 22902.

TABLE OF CONTENTS

The Core Knowledge Language Arts Program

Fables and Stories

Introduction to Fables and Stories	iv
Lesson 1 The Boy Who Cried Wolf	1
Lesson 2 The Maid and the Milk Pail	11
Lesson 3 The Goose and the Golden Eggs	19
Lesson 4 The Dog in the Manger	29
Lesson 5 The Wolf in Sheep’s Clothing	37
Lesson 6 The Fox and the Grapes	46
Pausing Point 1	55
Lesson 7 The Little Half-Chick (Medio-Pollito)	59
Lesson 8 It Could Always Be Worse.	69
Lesson 9 The Tale of Peter Rabbit.	79
Lesson 10 Anansi and the Moss-Covered Rock	91
Lesson 11 The Classic Tales of Brer Rabbit: Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch	103
Lesson 12 The Classic Tales of Brer Rabbit: Brer Fox Goes Hunting	114
Pausing Point 2.	123
Domain Assessment	127
Appendix	129

Introduction to Fables and Stories



This introduction includes the necessary background information to be used in teaching the Fables and Stories domain. The *Tell It Again! Read-Aloud Anthology* for Fables and Stories contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

In this domain, we have used actual trade books as the read-alouds in Lessons 7–8 and 10–12. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain: one after Lesson 6 at the end of the fables section, and another after Lesson 12 at the end of the stories section. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than sixteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Fables and Stories
- *Tell It Again! Image Cards* for Fables and Stories
- *Tell It Again! Workbook* for Fables and Stories
- *Tell It Again! Posters* for Fables and Stories

The following trade books are used as read-alouds:

- *Señor Cat's Romance and Other Favorite Stories from Latin America*, by Lucia M. Gonzalez (Scholastic, 2001) ISBN 0439278638 (Lesson 7)
- *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Farrar, Straus and Giroux, 1990) ISBN 0374436360 (Lesson 8)
- *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel (Holiday House, 1990) ISBN 0823407989 (Lesson 10)
- *The Classic Tales of Brer Rabbit*, by Joel Chandler Harris (Running Press Kids, 2008) ISBN 0762432196 (Lessons 11 and 12)

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Posters, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Fables and Stories Are Important

This domain will introduce your students to fables and stories that have delighted generations. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy. For example, a student who has listened to *The Wolf in Sheep's Clothing* in this grade will be prepared to later understand a newspaper writer who characterizes a corrupt politician as “a wolf in sheep's clothing.”

In the first six read-alouds of the anthology, your students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as *The Boy Who Cried Wolf*, *The Goose and the Golden Eggs*, and *The Fox and the Grapes* will help students learn the elements of this genre. In the last six read-alouds, they will be introduced to classic folktales, such as *Medio-Pollito (The Little Half-Chick)* and *It Could Always Be Worse*, and will develop an understanding

of different types of fiction. Reading these fables and stories will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following kindergarten domains are particularly relevant to the read-alouds your students will hear in *Fables and Stories*:

- *Nursery Rhymes and Fables*
- *Stories*

Listed below are the specific kindergarten content objectives that your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Demonstrate familiarity with nursery rhymes and fables
- Describe the characters and events in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)
- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Instructional Objectives for Fables and Stories

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Fables and Stories Overview												
Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Core Content												
Demonstrate familiarity with particular fables and stories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify characteristics of fables: short, moral, personification	✓	✓	✓	✓	✓	✓						
Explain in their own words the moral of a particular fable	✓	✓	✓	✓	✓	✓						
Identify character, plot, and setting as basic story elements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characters, plot, and setting of a given fable or story	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify that fables and folktales as two types of fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language Arts												
Use agreed-upon rules for group discussions . . . (L.1.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify . . . classroom routines (L.1.2)						✓	✓					
Carry on and participate in a conversation . . . (L.1.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.1.4)	✓	✓	✓	✓								
Follow multi-step, oral directions (L.1.5)							✓					
Learn common sayings and phrases such as “Wolf in sheep’s clothing,” “Sour grapes,” and “Do unto others as you would have them do unto you” (L.1.9)					✓	✓	✓					
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.1.10)		✓	✓	✓	✓	✓						
Listen to and understand a variety of texts . . . (L.1.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.1.12)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe illustrations (orally or in writing) (L.1.13)	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.1.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn new words from read-alouds and discussions (L.1.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn synonyms and antonyms (L.1.16)										✓		

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Language Arts												
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud. . . (L.1.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify information or the topic in a read-aloud (L.1.18)		✓		✓		✓		✓		✓	✓	
Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)				✓								
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.1.20)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.1.21)			✓									
Make personal connections (orally or in writing) . . . (L.1.22)								✓				
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)						✓						
Distinguish fantasy from realistic text (L.1.25)							✓			✓		✓
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)					✓							✓
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)	✓							✓		✓		
Share writing with others (L.1.29)			✓									
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)		✓					✓				✓	
Demonstrate understanding (orally or in writing) of literary language . . . (L.1.32)	✓	✓	✓	✓								
Change some story events and provide a different story ending (orally or in writing) (L.1.33)			✓									
Create, tell, and/or draw and write an original story with characters . . . (L.1.34)									✓			

Core Vocabulary for Fables and Stories

The following list contains all of the boldfaced words in Fables and Stories in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 5	Lesson 9
company	disguise	exert
prank	fleece	mischief
shepherd	flock	naughty
startled	pretend	sobs
tended	prowled	thief
Lesson 2	Lesson 6	Lesson 10
balanced	bunch	satisfied
jealous	juicy	shy
milkmaid	lunged	wicked
plumpest	pluck	yams
Lesson 3	Lesson 7	Lesson 11
delight	waste	envious
golden	whim	furious
goose		lumbering
greedy		obliged
handsome sum		ripen
Lesson 4	Lesson 8	Lesson 12
budge	advice	appreciate
manger	misfortune	encounters
oxen	quarreling	game
plow	rabbi	mess
stingy	unfortunate	sense

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Student Choice activities are suggested in Lessons 5B and 12B. Domain-Related Trade Book activities are also suggested in Lessons 5B and 12B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Fables and Stories Image Cards

There are thirteen Image Cards for Fables and Stories. The Image Cards include illustrations from the read-alouds that may be used to sequence and retell the story as well as to enhance factual knowledge required for the understanding of a fable. In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Image Cards are referenced in the Pausing Points and in Lesson 3.

Fables and Stories Posters

There are six Posters for Fables and Stories. The Posters may be used to give students visuals of the six fables, as well as of two of the sayings and phrases.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Instructional Masters are referenced in the Domain Assessment, Pausing Points, and in the following lessons: 2B and 6B. The Parent Letters are referenced in the following lessons: 1B and 7B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Instructional Masters 6B-1 and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

		Number Correct																																						
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
Number of Questions	1	0	10																																					
	2	0	5	10																																				
	3	0	3	7	10																																			
	4	0	3	5	8	10																																		
	5	0	2	4	6	8	10																																	
	6	0	2	3	5	7	8	10																																
	7	0	1	3	4	6	7	9	10																															
	8	0	1	3	4	5	6	8	9	10																														
	9	0	1	2	3	4	6	7	8	9	10																													
	10	0	1	2	3	4	5	6	7	8	9	10																												
	11	0	1	2	3	4	5	5	6	7	8	9	10																											
	12	0	1	2	3	3	4	5	6	7	8	8	9	10																										
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																									
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																								
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																							
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																						
	17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																					
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																				
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																			
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																		
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																	
	22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10																
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10															
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10														
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10													
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10												
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10											
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10										
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10									
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	9	10	10							

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Fables and Stories

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

Used as a Domain Read-Aloud

1. *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel (Holiday House, 1990) ISBN 0823407989
2. *The Classic Tales of Brer Rabbit*, by Joel Chandler Harris (Running Press Kids, 2008) ISBN 0762432196
3. *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Farrar, Straus and Giroux, 1990) ISBN 0374436360
4. *Señor Cat's Romance and Other Favorite Stories from Latin America*, by Lucia M. Gonzalez (Scholastic, 2001) ISBN 0439278638

Supplementary Stories and Other Versions of Stories in the Domain

5. *Anansi the Spider: A Tale from the Ashanti*, by Gerald McDermott (Henry Holt, 1972) ISBN 080500310X
6. *The Boy Who Cried Wolf*, by B.G. Hennessy and illustrated by Boris Kulikov (Simon and Schuster, 2006) ISBN 0689874332
7. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, by Don Daily (Courage, 1999) ISBN 0762404132
8. *The Crow and the Pitcher*, retold by Stephanie Gwyn Brown (Tricycle Press, 2003) ISBN 1582460876
9. *The Hare and the Tortoise*, by Helen Ward (Millbrook Press, 1999) ISBN 0761309888
10. *The House at Pooh Corner*, by A.A. Milne (Dutton Children's Books, 1998) ISBN 0525444440
11. *Peter Rabbit's Giant Storybook (World of Peter Rabbit and Friends)*, by Beatrix Potter (Warne, 2000) ISBN 0723245835
12. *The Tale of Peter Rabbit*, by Beatrix Potter and illustrated by Michael Hague (Chronicle Books, 2005) ISBN 0811849067

9

The Tale of Peter Rabbit



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with *The Tale of Peter Rabbit*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Tale of Peter Rabbit*
- Identify fables and folktales as two types of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.1.34)

Core Vocabulary

exert, v. To do something or apply oneself with a lot of effort

Example: The runner thought, “If I exert myself, I can make it to the finish line.”

Variation(s): exerts, exerted, exerting

mischief, n. Behavior that can be annoying or cause small problems

Example: Mrs. Rabbit told her little rabbits not to get into mischief while she was away.

Variation(s): none

naughty, adj. Bad; mischievous; misbehaving

Example: Sam did a naughty thing and put worms in his sister’s shoes.

Variation(s): naughtier, naughtiest

sobs, n. The sound of someone crying very hard


Example: I could hear the sobs of the little boy who was looking for his lost dog.

Variation(s): sob

thief, n. Someone who steals

Example: The police officers caught the jewelry thief.

Variation(s): thieves

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Tale of Peter Rabbit		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Mischief		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Writing Another Tale About Peter Rabbit	chart paper, chalkboard, or whiteboard	20

9A

The Tale of Peter Rabbit



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Begin with a brief review of *The Little Half-Chick (Medio-Pollito)* and *It Could Always Be Worse*. Have a discussion with students about the lessons that they heard in both folktales. Students should be able to convey that Medio-Pollito should have been kind and helped the water, fire, and wind. The lesson in *The Little Half-Chick (Medio-Pollito)* is truly the saying “Do unto others as you would have them do unto you.” Students should also be able to recall that the unfortunate man in *It Could Always Be Worse* realized that he wasn’t so unfortunate when his living situation kept getting worse. The take-away lesson is not to get so upset when things are going badly because it could always be worse.

Ask students to listen to see if today’s story has a lesson.

Making Predictions About the Read-Aloud

Share the title and author of the story along with image 9A-2 from the Tell It Again! Flip Book. Ask the students what they see in the illustration. Point to Peter Rabbit and explain that he is the main character in the story.

Ask the students to share what they know about rabbits and the kinds of things they do.

Have the students predict what kind of adventures Peter Rabbit might have.

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct.

The Tale of Peter Rabbit



← **Show image 9A-1: The Rabbit family**

Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail, and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.



← **Show image 9A-2: Mrs. Rabbit with her bunnies** ¹

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.

- 1 Who are the members of the Rabbit family?



← **Show image 9A-3: Mrs. Rabbit fastening Peter’s jacket**

Now run along, and don’t get into **mischief**. I am going out.” ²

- 2 What does Mrs. Rabbit tell her children not to do? What do you think mischief means? If you get into mischief, you do things that cause problems.



← **Show image 9A-4: Mrs. Rabbit going out**

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns. ³

- 3 Why do you think Mrs. Rabbit bought five currant buns at the baker’s? (Have the students name the members of the family again.)



← **Show image 9A-5: Good bunnies picking berries**

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. ⁴

- 4 Who is good and listens to their mother’s directions?



← **Show image 9A-6: Peter squeezing under the gate**

But Peter, who was very **naughty**, ran straight away to Mr. McGregor's garden, and squeezed under the gate! ⁵

5 Who is naughty or makes a bad choice and does not listen to Mrs. Rabbit's directions? What do you think will happen in Mr. McGregor's garden?



← **Show image 9A-7: Peter snacking** ⁶

First he ate some lettuces and some French beans; and then he ate some radishes;

6 (Point to the vegetables mentioned and pictured.)



← **Show image 9A-8: Peter feeling full**

and then, feeling rather sick, he went to look for some parsley. ⁷

7 Why is Peter feeling rather sick?



← **Show image 9A-9: Peter sees Mr. McGregor**

But round the end of a cucumber frame, whom should he meet but Mr. McGregor! ⁸

8 What do you think is going to happen now that Mr. McGregor sees Peter?



← **Show image 9A-10: Peter running away**

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop **thief!**" ⁹

9 Do you know what a thief is? A thief is someone who steals. Why does Mr. McGregor call Peter a thief? How do you think Peter feels?



← **Show image 9A-11: Peter's shoe amongst the cabbages**

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. ¹⁰

10 What happens to Peter because he is so frightened or scared?



← **Show image 9A-12: Peter caught in the gooseberry net**

11 Will Peter be able to get out of the net?

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new. ¹¹



← **Show image 9A-13: Sparrows imploring Peter**

12 Sobs are the sounds sometimes made when crying. Who hears Peter's sobs and encourages him to exert himself or make real effort to wriggle out of the net?

Peter gave himself up for lost, and shed big tears; but his **sobs** were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to **exert** himself. ¹²



← **Show image 9A-14: Peter escaping the sieve** ¹³

13 (Point to the sieve as you read.)

14 Is he able to escape? What does Peter leave behind?

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. ¹⁴



← **Show image 9A-15: Peter jumping into the watering can**

And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.



← **Show image 9A-16: Mr. McGregor searching the shed**

15 Where does Peter hide from Mr. McGregor? This works until Peter does what?

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed — “Kertyschoo!” Mr. McGregor was after him in no time. ¹⁵



← **Show image 9A-17: Peter jumping out the window**

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.



← **Show image 9A-18: Peter resting** ¹⁶

16 That was a close call. Has Peter gotten away from Mr. McGregor?

17 What will Peter do next?

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast, and looking all round. ¹⁷



← **Show image 9A-19: Peter and the old mouse**

18 Why do you think Peter is crying if he has gotten away from Mr. McGregor?

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry. ¹⁸



← **Show image 9A-20: Peter and the cat**

19 Why doesn't Peter ask the cat for help?

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny. ¹⁹



← **Show image 9A-21: Peter and Mr. McGregor**

20 Will Peter be able to get out of the gate (point to it) without Mr. McGregor seeing him?

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate! ²⁰



← **Show image 9A-22: Peter escaping the garden**

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

21 Let's give a cheer because Peter is outside of the garden and safe.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. ²¹



← **Show image 9A-23: Scarecrow**

22 Whose jacket and shoes are those?

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds. ²²



← **Show image 9A-24: Peter safe at home**

23 Why is Peter so tired? If this is the second little jacket and pair of shoes that Peter has lost, do you think Peter has gotten into mischief before?

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight! ²³



← **Show image 9A-25: Peter in bed** ²⁴

24 (Point out Peter in the background.)

I am sorry to say that Peter was not very well during the evening.

25 Why is Peter not feeling well? Do you think his mother knows what happened?

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bed-time.” ²⁵



← **Show image 9A-26: Flopsy, Mopsy, and Cotton-tail**

26 Why do Flopsy, Mopsy, and Cotton-tail get to have a nice dinner? Does this story teach a lesson? Do you think Peter learned his lesson?

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. ²⁶

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What advice does Mrs. Rabbit give Flopsy, Mopsy, Cotton-tail, and Peter at the beginning of the story? (Don't go into Mr. McGregor's garden; don't get into mischief.)
3. Who follows Mrs. Rabbit's advice? (Flopsy, Mopsy, and Cotton-tail) Who is naughty and does not follow her advice? (Peter) What does he do? (He goes to Mr. McGregor's garden.)
4. Why do you think Peter chooses not to follow her advice? (He is curious, adventurous, naughty, etc.)
5. What happens in Mr. McGregor's garden? (Peter steals some vegetables; he is seen and chased by Mr. McGregor but is able to escape.)
6. How do you think Peter feels when he is finally home again? (relieved, tired, etc.)
7. Why do you think Peter is not feeling well at the end of the story? (He ate too much; he had a rough day, etc.)
8. Does this story teach a lesson? (Listen to your parents.) Do you think Peter has learned his lesson or will he get into trouble again by not following his mother's advice? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Do you think that Mrs. Rabbit will ever find out that Peter was in Mr. McGregor's garden? (Answers may vary.)

Word Work: Mischief

(5 minutes)

1. In the story, Mrs. Rabbit said, “Now run along, and don’t get into *mischief*.”
2. Say the word *mischief* with me.
3. Mischief is behavior that causes small problems.
4. My younger sister is full of mischief; she is always thinking of ways to annoy me.
5. Are you full of mischief? Do you know of someone else who is full of mischief? Can you think of any characters in stories who are full of mischief? What kinds of mischief do they get into? Try to use the word *mischief* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is full of mischief because . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of mischief, you will say, “That’s mischief.” If what I describe is not an example of mischief, you will say, “That’s not mischief.”

1. The girl sitting next to me pulled my hair when the teacher wasn’t looking. (That’s mischief.)
2. I shared my crayons with my partner during art. (That’s not mischief.)
3. I try to always do what my parents ask me to do. (That’s not mischief.)
4. I hid my dad’s shoes that he wears to work every day. (That’s mischief.)
5. The boy cried “Wolf” when there really wasn’t a wolf. (That’s mischief.)



Complete Remainder of the Lesson Later in the Day

9B

The Tale of Peter Rabbit



Extensions

20 minutes

Writing Another Tale About Peter Rabbit

Remind the students that the story said that when Peter got home, his mother wondered what he had done with his clothes and that it was the second little jacket and pair of shoes that Peter had lost in a fortnight (or two weeks).

Ask the students what kind of mischief Peter might have gotten into when he lost the first jacket and pair of shoes. Brainstorm a number of ideas. Prior to recording the students' responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and that you will read what has been written to them.

Tell the students that as a class you are going to write another tale about Peter Rabbit's mischief. Decide which of the ideas brainstormed earlier will be used for the class story. If you have students who are ready to write their own stories, they may choose other ideas.

Use a three-circle map to brainstorm ideas for characters, setting, and plot. Guide the students in translating these ideas into sentences that tell a story with a clear beginning, middle, and end. After the story has been written, read it to the class.

If time allows, you may have each student draw an illustration of the new Peter Rabbit tale.