



The Fox and the Grapes

6

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Fox and the Grapes”
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of “The Fox and the Grapes”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Fox and the Grapes”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable, “The Fox and the Grapes” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Fox and the Grapes” (RL.1.2)
- ✓ Identify the characters and plot of the fable, “The Fox and the Grapes” and the characters, plot, and setting of a favorite fable (RL.1.3)
- ✓ Identify that “sour grapes” refers to how someone might feel about not getting something they wanted (RL.1.4)

- ✓ Explain that “The Fox and the Grapes” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Sequence pictures illustrating events from a fiction read-aloud (RL.1.7)
- ✓ Draw pictures, dictate, or write simple sentences to represent details or information from a favorite fable, including information about at least one character, the setting, and the beginning, middle, or end of the fable (W.1.1)
- ✓ Create a story map that identifies characters, setting, and plot for a specific fable (W.1.3)
- ✓ With assistance, categorize and organize facts and information about “The Fox and the Grapes” to answer questions (W.1.8)
- ✓ Clarify information about “The Fox and the Grapes” by asking questions that begin with *what* (SL.1.1c)
- ✓ Clarify directions by asking classmates about the order in which they should perform the task of drawing a favorite fable (SL.1.3)
- ✓ Add a drawing to clarify description of a favorite fable (SL.1.5)
- ✓ Explain the meaning of the common phrase “sour grapes” and use in appropriate contexts (L.1.6)
- ✓ Prior to listening to “The Fox and the Grapes,” identify orally what they know and have learned about the use of common phrases in fables

Core Vocabulary

bunch, n. A group of objects, such as fruits or vegetables, growing close together or placed together

Example: Tony’s mother bought one bunch of bananas at the market.

Variation(s): bunches

juicy, adj. Full of juice

Example: Kim used several juicy strawberries to make the smoothie.

Variation(s): juicier, juiciest

lunged, v. Moved forward suddenly

Example: Tony lunged to catch the baseball.

Variation(s): lunge, lunges, lunging

pluck, v. To remove suddenly; to pull off

Example: Ben plucked a red apple from the tree.

Variation(s): plucks, plucked, plucking

ripe, *adj.* Ready to be used or eaten

Example: I can tell that the banana is ripe because it is yellow.

Variation(s): riper, ripest

<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 Fox and the Grapes		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Bunch		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Sour Grapes		20
	Fables Review: Drawing Our Favorite Fables	drawing paper, drawing tools	
	Sequencing Events: The Fox and the Grapes	Image Cards 2–4; Instructional Master 6B-2	



The Fox and the Grapes

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they recently heard a fable called “The Wolf in Sheep’s Clothing.” Ask them if they remember what it means when people use the phrase, “wolf in sheep’s clothing” to describe someone. You may remind students of how the wolf pretended to be a sheep to get something he wanted, but in the end he was the one who got hurt.

Tell students that today’s fable has another phrase that is commonly used and that it is the last of the fables in this domain. Ask students to identify the characteristics of a fable. (They are short; they have a moral that teaches a lesson; some of them give animals human qualities, like talking.) Ask students whether the fables they have heard are fiction (make-believe) or nonfiction (factual).



Making Predictions About the Read-Aloud

← Show image 6A-1: Fox and the grapes

Have students describe the illustration. You may prompt discussion with the following questions:

- What character do you see?
- What is the fox doing?

Have students predict whether or not the fox will be able to get the grapes.

Purpose for Listening

Tell students to listen carefully to find out if their predictions are correct.



The Fox and the Grapes

← Show image 6A-1: Fox and the grapes

- 1 or a group of grapes full of juice, ready to be eaten
- 2 or not getting the grapes. *Missing* also means to not be in a usual, or expected, place.
- 3 Fox is trying really hard to get the grapes, isn't he? He lunged, or moved forward suddenly.
- 4 or pull off
- 5 Why would the fox walk away after trying so hard to get the juicy grapes?
- 6 [Have students echo the moral and then discuss its meaning. Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.]

One hot summer day, a fox was strolling along when he noticed a **bunch** of **juicy** grapes just turning **ripe**,¹ hanging on a vine high above. “Mmm, that’s just the thing to take care of my thirst,” said the fox. He trotted back a few steps, then ran forward and jumped, just missing² the grapes. He turned around and tried again. “One, two, three, *go*,” he said, and he **lunged** at the grapes with all his might. But again, he missed.³

Again and again he tried to **pluck**⁴ the grapes from the vine, but at last he gave up. He walked away with his nose in the air, saying, “I didn’t want those old grapes anyway. I’m sure they are sour.”⁵

*Moral: You shouldn’t speak badly about something that you once wanted, just because you can’t have it.*⁶

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* Who is the character in this fable? (fox)



← **Show image 6A-1: Fox and the grapes**

3. *Evaluative* Does this illustration show the beginning, the middle, or the end of the fable? How do you know? (Answers may vary, but it is not the end because in the end, the fox turns his nose in the air and walks away.)
4. *Evaluative* Do you think this is a true story? (No, it is fiction, told to teach a lesson.)
5. *Literal* Aesop’s fables were written to teach a lesson. What is the moral, or lesson, of this fable? (“When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.”) [Accept any reasonable paraphrasing from students, such as, “It is easy to say you don’t want what you can’t have,” or “If you can’t have something that you want, sometimes it makes you feel better to pretend that you don’t want it at all or that it was no good anyway.”]
6. *Evaluative* Do you prefer fables that have animal characters or people as characters? (Answers may vary.)
7. *Evaluative* The plot, or sequence of events, in this fable describes the many times the fox tries to get the grapes. In the end he does not get them. Can you think of a way that the fox might have been able to get the grapes? (Answers may vary.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *what*. For example, you could ask, “What did the fox want to eat?” Turn to

your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Bunch

5 minutes

1. In the read-aloud you heard, "One hot summer day, a fox was strolling along when he noticed a *bunch* of juicy grapes just turning ripe, hanging on a vine high above."
2. Say the word *bunch* with me.
3. *Bunch* means a lot of things or people grouped closely together.
4. Mom bought a bunch of bananas for breakfast.
5. Have you seen a bunch of something? Do you have a bunch of something? Try to use the word *bunch* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I have a bunch of . . ."]
6. What's the word we've been talking about?

Use an *I Spy* activity for follow-up. Directions: Look around the room for bunches of things. [You may need to purposely place some bunches of objects around the room.] I will ask one student to give a clue by describing what you see, saying, "I spy a bunch of objects used for drawing." The others will guess what you see by replying, "You spy a bunch of crayons!" Be sure to use the word *bunch* in your descriptions and answers.



Complete Remainder of the Lesson Later in the Day



The Fox and the Grapes

6_B

Extensions

20 minutes

Sayings and Phrases: Sour Grapes

Ask students, “Have you ever heard anyone say ‘sour grapes’?” Repeat those words with me: “sour grapes.” The phrase “sour grapes” describes someone who cannot have something s/he wants, so s/he talks badly about it to make it sound undesirable, or like it’s not good. The fox does that in today’s fable. (Refer back to the fox’s words: “I didn’t want those old grapes anyway. I’m sure they are sour.”) When the fox cannot reach the grapes, he decides that they probably wouldn’t taste good anyway. He says that the grapes are sour. That is where the expression ‘sour grapes’ comes from.”

Ask students if they can think of any times when they wanted something badly, did not get it, and then pretended that they didn’t really want it anyway. Make sure that students understand that this phrase refers to making unkind remarks about something they can’t have.

Fables Review: Drawing Our Favorite Fables

Remind students of the fables they have heard, referring to specific images if necessary. Be sure to review the lesson of each fable. Ask students to identify their favorite and explain why. Tell students that each of them will have the opportunity to draw his/her favorite fable. Emphasize that it should not look just like the poster. Tell students that just as each fable has characters, a setting, and a plot, their pictures should depict at least one character, the setting, and the beginning, middle, or end of the plot. Explain that once they have completed their drawing, they should write the moral in their own words to describe their drawing. Some students may need to dictate their sentence to an adult, whereas others may be able to write independently.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

Once completed, give students the opportunity to share their drawings and writing with a partner or the class.

Story Map

Materials: Instructional Master 6B-1

Directions: Use the story map to identify and describe the characters, setting, and plot of their favorite fable.

10 **Sequencing Events**

Materials: Image Cards 2–4 (shuffled); Instructional Master 6B-2

Directions: These three pictures show the beginning, middle, and end of the fable “The Fox and the Grapes.” Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end. Glue or tape them in the correct order on a piece of paper.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the six fables. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Demonstrate familiarity with various fables
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of a specific fable
- ✓ Identify fables as a type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of a specific fable

Student Performance Task Assessment

10 Fables Assessment (Instructional Master PP-1)

Part I

Have students identify the six fables illustrated on the instructional master.

Directions: I will read a sentence about one of the fables you have heard. You will put the number that I say beside the picture that shows the fable being described.

1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf.
2. The moral of this fable is “Don’t count your chickens before they’re hatched, or don’t count on something before you have it.”
3. In this fable, a farmer learns a lesson about not being greedy.
4. In this fable, an animal character is stingy and refuses to budge so others can eat.
5. In this fable, an animal character gets sold at the market because of his disguise.
6. The phrase “sour grapes” comes from this fable.

Part II

You may work with students individually and have them orally retell one of the fables heard.

Activities

Image Review

Divide the class into six groups. Have students work together as a group to retell one of the fables using the Flip Book image and then come back together as a class to retell the various fables.

Image Card Review

Materials: Image Cards 4–9

Note: Explain to students that Image Card 5 is for “The Boy Who Cried Wolf” and Image Card 9 is for “The Wolf in Sheep’s Clothing.”

Divide the class into six groups. Directions: I am going to give an Image Card to each group. The Image Card will depict one of the six fables that you have heard. I will say a word such as *characters*. In your group, you will share everything that you remember about the characters you see.

Other words that may be used are *setting*, *plot*, and *lesson* or *moral*.

You will want to circulate and listen to the various discussions.

You may also want to ask students if the Image Card depicts the beginning, middle, or end of the fable and have them explain how they know.

Story Map

Materials: Instructional Master 6B-1

Use the Instructional Master to identify the characters, setting, and plot of any of the fables. Some students may need to work with the teacher and complete this on chart paper as a group, whereas others may be able to complete the Instructional Master on their own.

Domain-Related Trade Book

Materials: Trade book

Read an additional trade book to review a particular fable, or share a new fable and have students identify the elements of the fable; refer to the books listed in the Introduction.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *personification*. Have students brainstorm everything that comes to mind when they hear the word, such as, “animals talk and act like people,” etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

Ask students riddles such as the following to review core content and vocabulary:

- I laid golden eggs. What am I? (goose)
- I disguised myself to look like a sheep. What am I? (wolf)
- I lunged for the bunch of grapes but couldn’t reach them. What am I? (fox)
- I was bored because I had to tend sheep all day. So, I cried “Wolf! Wolf!” Who am I? (shepherd boy)
- I was so busy thinking about how I would look in my new dress that I tossed my head and spilled the milk. Who am I? (milkmaid)

On Stage

You may choose to reread and have students act out any of the fables. Encourage students to portray actions and feelings and to use some of their own dialogue.

Another option is to ask students to create a skit to demonstrate one of the two sayings and phrases they learned. Have them end the skit with either “S/he is a wolf in sheep’s clothing!” or “That’s just sour grapes!”

Retelling a Fable with Puppets

Have students make simple puppets of the characters from a particular fable and then use them to retell the fable.

Somebody Wanted But So Then

The Somebody Wanted But So Then chart used for “The Maid and the Milk Pail” may also be used for a retelling of “The Fox and the Grapes.”

Student-Created Books

Materials: Booklet for each student

Have each student make his/her own book that is a retelling of one of the fables that has been shared. As a class, or with a partner, or in a small group, have students brainstorm the sequence of events: beginning, middle, and end. Also, talk about the elements of fables. Students will draw a picture on each page to show the beginning, important middle events, and end of the fable. S/he will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, while others will be able to write the sentences on their own. Have students share their fables with a partner or with the class.