

The Fox and the Grapes
Lesson Plan
Grades (K-1) and (2nd-3rd)

Lesson Title: Fables, Morals and More!

Objectives: The student will identify the definition and elements of fable stories. Compare and contrast Aesop fables. Write and illustrate an original fable story.

Materials:

Book, *The Fox and the Grapes*

Book Quiz (Printable or Online Version)

Additional books to Compare/Contrast Fables:

The Boy Who Cried Wolf, The Goose That Laid the Golden Egg, The Lion and the Mouse

Board, dry erases markers

Venn diagram Sheet (Printable, 1 per student)

Paper, pencils, crayons

The Lesson Plan:

1. Introduce the fable story genre. Ask the students what they know about fables.
Discuss the elements of fables-
 - * Fables are passed down from generation to generation.
 - * Fables have a moral to teach a lesson on human virtues or human frailty.
 - * Main characters are often animals that talk and behave like people.
 - * The most famous fables in the world were written by a man named Aesop in the sixth century B.C. Aesop wrote more than 600 fables. Aesop came from Phrygia and lived in Samos. Although Aesop was born a slave, he was granted the power to speak and craft fables. Aesop was very wise and could outwit and out-philosophize everyone, even the philosopher Xanthus who owned him.
2. Students will view *The Fox and the Grapes*.
3. Together, discuss the moral of the story and analyze the fable story elements from The Fox and the Grapes.
4. Now have students view the other Aesop fables, *The Boy Who Cried Wolf*, *The Goose That Laid the Golden Egg* and *The Lion and the Mouse*.
5. Together, compare and contrast the Aesop fables. The teacher will record the students' responses on a Venn diagram on the board.
6. Fable Discussion. Ask the students,
 - * Why do you think Aesop wrote fables?
 - * Do you think Aesop was a wise person?
 - * Why do you think the main characters were usually animals that could talk and act like

people?

- * Do you think fables are an important story genre?
- * Are the virtues and morals in the fables useful to your life? Why?
- * Why do you think Aesop's stories and morals have lasted so long?

7. Ask the students to brainstorm for morals that relate to their life at school and write their ideas on the board. Tell the student they are going to write their own fable.

8. Independent Activity # 1- The students will write their own fable. Write the fable writing process on the board for the students to refer to.

The Fable Writing Process:

1. Think of a moral for your fable
2. Think of a setting for your fable
3. Make up a story to go with your moral and setting
4. Create characters (animals) and their names
5. Put it together!
6. Present the fables and have the other students guess the moral.

Independent Activity # 2 - The student will compare and contrast the fable they wrote with one of Aesop's fables on the Venn diagram (Printable). The student will also answer the questions on the printable.

Independent Activity # 3 – The Quiz (Printable or Online version) The students will take the book quiz for *The Fox and the Grapes*.

9. Assessments:

Grade the student's fable which must contain the essential fable story elements; animal characters with human behaviors, a story situation that teaches a moral, a written statement of the moral at the end of the story and colorful illustrations.

Grade the Venn diagram printable. The students should have successfully compared his/her fable with one of Aesop's fables and answered the questions correctly.

Grade the Quiz for *The Fox and the Grapes*. The teacher's Quiz Key is located below this lesson plan.

(Scroll down for Quiz key.)

The Fox and the Grapes
Quiz Key

1. Who was the main character in this story?
 - a. a hungry fish
 - b. a hungry fox**
 - c. a hungry bear
 - d. a hungry lion

2. What did the fox see hanging from a high fence?
 - a. a bunch of flowers
 - b. a bunch of bananas
 - c. a bunch of grapes**
 - d. a bunch of blueberries

3. In the beginning of the story, how did the fox describe the grapes?
 - a. tough and tart
 - b. mushy and bitter
 - c. hard and sour
 - d. ripe and sweet**

4. Why did the fox want the grapes?
 - a. to play marbles
 - b. to make a grape necklace
 - c. to eat them for his meal**
 - d. to make grape jelly

5. How did the fox try to get the grapes?
 - a. He climbed up a latter.
 - b. He threw rocks at the grapes.
 - c. He shook the grape vine.
 - d. He jumped as high as he could.**

6. How did the fox feel after trying to get the grapes?
 - a. happy
 - b. tired**
 - c. energized
 - d. full

7. Why was it difficult for the fox get the grapes?
 - a. His latter was not tall enough.
 - b. The rocks would not knock down the grapes.
 - c. He could not jump high enough to reach them.**
 - d. The grapes were swarmed by bees.

8. Did the fox finally get the grapes?

a. yes

b. no

9. At the end of the story, how did the fox describe the grapes?

a. purple and yummy

b. ripe and sweet

c. hard and sour

d. round and fun

10. What caused the fox to change his mind about the grapes?

a. He remembered that apples were his favorite fruit.

b. He decided to buy grapes at the farmers market.

c. He did not want to spoil his dinner.

d. It made him feel better to believe the grapes were sour since he could not have them.

11. The moral of story said, "It is easy to despise what you can not get."

What does despise mean?

a. enjoy

b. remember

c. like

d. dislike