

Educational materials. SEL and ELA

FABLE-PLAY 4 TODAY TEACHER’S GUIDE

SEL integrated with ELA. Reading leveled. Genre: fable drama
Develop self- and social-awareness as well as reading and writing skills
Aligned with Common Core State Standards. ELA Literacy gr. 2, 3, 4
Aligned with Social Emotion Learning (SEL) skills
2nd - 4th grade readability

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Inference strategy Text-to-text; text-to-self; text-to-world

SEL - SOCIAL-EMOTIONAL LEARNING

Self-awareness – recognizing one’s emotions and values, strengths and challenges

Social awareness – show understanding and empathy for others

Self-management –manage emotions and behaviors to achieve goals

8 Fable-plays 4 Today

Title /characters	SEL	ELA , Vocabulary & grammar	readability
A Problem with Mean Words Teddy, Mom Fox & Fozzy Fox	How do I feel if someone says mean words to me? If I say mean words to someone, how do they feel?	Homophones for <i>mean</i>	Gr. Level 2
Bad Words, Good Words Teddy, Sawyer Habitat Bear, Mama Bear & Bear-T	Do I really want to use curse words that are ugly and hurt people? What are some appropriate words I can use instead?	Synonyms and antonyms <i>Appropriate, curse</i>	Gr Level: 3
Four Sisters Teddy Bear, Ay Fawn, Bee Fawn, Cee Fawn, Dee Fawn	How do I feel if someone says mean words to me? If I say mean words to someone, how do they feel?	Adjective comparisons <i>Big, silly, old, young, nice</i>	Gr Level: 3
Frog Lessons Teddy, Ms. Rabbit, Froggy Frog, Fanny Fox	Do I judge others by how they speak? Why is it important to be patient in learning something new?	Parts of speech <i>Limit, speech, vocabulary, therapy</i>	Gr Level: 3
2, 4, 6, 8, Who do we appreciate? Teddy, Bird, Rabbit, Ladybug, Spider	Can I do something that seems hard at first? Is it better to give up or try? Is a shadow the darker side of me? Does a shadow represent experiences or behavior I want to forget or ignore?	Homophones & parts of speech <i>Appreciate, shadow</i>	Gr Level: 3
Hurt or Help Teddy, Piney Porcupine	How can I see what is good about a person, instead of what is bad? How would I feel if other kids were scared of me or ran away from me?	Homophones spine, sharp, prickle	Gr Level: 3
Tell Secrets , Share Worries Teddy, Finny Finch, Chicka Chickadee	What worries me? Do I share my worries with others? Do I help others understand their worries?	Antonyms. private, secret, scared, whisper, jumble, worry	Gr Level: 3
Too Many Numbers <i>Sawyer, Raccy Raccoon, Squilly Squirrel</i>	What strategies can I use when something feels too hard? How can I help someone who feels hopeless find strategies?	Definition & abbreviation Number, numeral, digit i.d., PIN	Gr. Level 2

FABLE-PLAY 4 TODAY TEACHER'S GUIDE

Introduction Lesson plan

1. Read and discuss the difference between a fable and a play and their connection in a fable-play.
2. Talk about the stuffed animals which are the characters

#1 A Problem with Mean Words Lesson Plan

1. Introduce the characters: Teddy Bear, Mom Fox and son, Fozzy Fox. Talk about the setting in Teddy's office. What is in the office? Desk, desk chair, tablet, phone, bookcase, visitor chair.
2. Introduce vocabulary and grammar. homophones , multiple meanings of *mean*

Meaning 1	Meaning 2	Meaning 3
unkind	middle mean number	defines word

3. Roles. Who will play the part of Teddy, Mom Fox, Fozzy Fox?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 - 1 Who are the characters?
 - 2 What is the setting?
 - 3 Who has a problem? What is the problem? How is the problem solved?
 - 4 Who does Teddy represent in real life?
 - 5 Is this a good title for this fable-play? Can you think of a better title?
7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. How do I feel if someone says mean words to me? If I say mean words to someone, how do they feel?
8. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters. Make a poster about the STOP AND THINK questions.

#2 Bad Words, Good Words Lesson Plan

1. Introduce the characters: Teddy Bear, Sawyer Habitat Bear, Mama Bear and Bear-T Bear. Talk about the setting in Teddy's office.
2. Introduce vocabulary and grammar. synonyms (same) and antonyms (opposites)

	synonym	antonym
appropriate	proper, right	inappropriate
curse	Cuss, swear	bless

3. Roles: Who will play the role of Teddy, Sawyer, Mama Bear, Bear-T?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)

5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. Who has a problem? What is the problem? How is the problem solved?
 4. How did Sawyer learn that curse words aren't cool?
 5. Do you know any kids like Bear-T?
7. Writing: Text-to-self. Have you had a similar experience? STOP AND THINK. Do I want to use curse words that are ugly and hurt people? What are some appropriate words I can use instead?
8. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters.

#3 Four Sisters Lesson Plan

1. Introduce the characters: Teddy Bear and sisters - Ay Fawn, Bee Fawn, Cee Fawn, Dee Fawn. Talk about the setting in Teddy's office.
2. Introduce vocabulary and grammar: homophones, adjective comparisons
Homophones: deer (animal) and dear (beloved, precious)

positive	comparative	superlative
big	bigger	biggest
funny		
silly		
young		
old		
nice		

3. Roles: Who will play the role of Teddy and sisters - Ay Fawn, Bee Fawn, Cee Fawn, Dee Fawn?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (work sheet)
 1. Who are the characters?
 2. What is the setting?
 3. What is the problem?
 4. How does Teddy explain their problem?
 5. Do you treat your brothers and sisters differently than your friends? How?

7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. Do I think how the person will feel before I say something? Do I think before how the person will feel before I do something? Do I know how she will she respond?
9. Follow-up. Group or individual project. Write the next scene for this fable-play.

#4 Frog Lessons - Lesson Plan

1. Introduce the characters: Teddy, Froggy Frog, Mrs. Fox, Ms. Rabbit. Talk about the setting – in a park and Teddy’s office
2. Introduce new vocabulary and grammar. Parts of speech

noun	verb	adjective
limit	to limit	limited
speech	speak	
vocabulary		
therapy therapist		

3. Roles: Who will play the role of Teddy, Mrs. Fox, Ms. Rabbit, Froggy Frog?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:

- a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
- b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
- c. Text-to-world. What event from the past or present does this remind you of?

6. Comprehension questions. Write answers. (work sheet)

1. Who are the characters? What is Ms Rabbit’s job?
2. What is the setting?
3. What is Froggy’s problem?
4. How does Mrs. Fox act?
5. What is Teddy’s solution to the problem?

7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. Do I think how the person will feel before I say something? Do I think before how the person will feel before I do something? Do I know how she will she respond?

8. Follow-up. Group or individual project. Write the next scene for this fable-play. Rewrite using other characters.

#5. 2, 4, 6, 8 Who Do We Appreciate? Lesson Plan

1. Introduce the characters: Teddy, Bird, Rabbit, Ladybug, and Spider. Talk about how many legs each one has. Talk about the outdoor setting.
2. Introduce vocabulary and grammar. Homophones and parts of speech

Noun = meaning	verb	adverb
Shadow = 1) shade, outline 2) follower, 3).ghost	Shadow/shadowed/shadowing = follow	
appreciation - value	Appreciate/appreciated/appreciating = 1) understand, 2) darken	appreciatively

3. Roles: Who will play the role of Teddy, Bird, Rabbit, Ladybug, Spider?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (work sheet)
 1. Who are the characters?
 2. What is the setting?
 3. What are the rhyming words for two, four, six, eight?
 4. What contest does Teddy propose?
 5. What is each animal good at?
 6. What can't they do?
 7. What helps them see their shadow legs?
7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. Can I do something that seems hard at first? Is it better to give up or try? Is a shadow the darker side of me? Does a shadow represent experiences or behavior I want to forget or ignore?
8. Follow-up. Group or individual project. Write your own play proposing a contest with your own animal characters. Make puppets of the characters and have a puppet show.

#6 Hurt Or Help? Lesson Plan

1. Introduce the characters: Teddy and Piney Porcupine. Talk about a porcupine's appearance, spines. Talk about the setting in Teddy's office.
2. Introduce vocabulary and grammar: homophones

word	Meaning 1	Meaning 2	Meaning 3
spine	backbone	quill, bristle	
sharp	pointed	smart, quick	critical
prickle	spike, quill	itch, sting (verb)	shiver (verb)

3. Roles: Who will play the role of Teddy, Piney?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (work sheet)
 1. Who are the characters? Describe Piney.
 2. What is the setting?
 3. What is Piney's problem?
 4. What does Teddy ask Piney to think about?
 5. How does Piney solve his problem?
 6. How do words help?

- 7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. How can I see what is good about a person, instead of what is bad? How would I feel if other kids were scared of me or ran away from me?
- 8. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters. Make signs.

#7 Tell Secrets, Share Worries Lesson Plan

- 1. Introduce the characters: Teddy, Chicka Chickadee and Finny Finch. Talk about the setting in Teddy’s office.
- 2. Introduce vocabulary and grammar. Antonyms (opposites)

private	public
secret	open
Scared, afraid	fearless
whisper	aloud
Jumble, mix-up	Straighten out
Worry/worried	unworried

- 3. Roles: Who will play the role of Teddy, Chicka Chickadee, Finny Finch?
- 4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
- 5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
- 6. Comprehension questions. Write answers. (work sheet)
 - 1. Who are the characters?
 - 2. What is the setting?
 - 3. How do Chicka and Finny tell Teddy their problems?
 - 4. What is Chicka’s problem? What is Finny’s problem?
 - 5. Why does Teddy mix-up their problems?
 - 6. How are their problems solved?
- 7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. What worries me? Do I share my worries with others? Do I help others understand their worries?
- 8. Follow-up. Group or individual project. Write the next scene using other characters.

#8 Too Many Numbers Lesson Plan

- 1. Introduce the characters: Sawyer Habitat Bear, Raccy Raccoon and Squilly Squirrel. Talk about the setting at a playground.
- 2. Introduce vocabulary and grammar. Definitions and abbreviation

word	definition
Number	Count - 1, 2, 3, 4 . . .
numeral	24 108 3,560
digit	0 to 9
abbreviation	word
l.d.	identification
PIN	Personal Identification Number

3. Roles: Who will play the role of Sawyer, Raccy and Squilly?
4. Dialog. Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (work sheet)
 1. Who are the characters?
 2. What is the setting?
 3. What is Squilly's problem? How does she feel?
 4. What is Raccy's problem? How does he feel?
 5. How does Sawyer help Raccy and Squilly solve their problem?
7. Writing. Text-to-self. Have you had a similar experience? STOP AND THINK. What strategies can I use when something feels too hard? How can I help someone who feels hopeless find strategies?
8. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters. Make posters about strategies.