

Educational materials. SEL and ELA

Teacher’s Guide for Today’s Fables, Social Fables, series 4

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. English Language Arts – gr. 4 and 5

Aligned with Social Emotion Learning (SEL) skills

4th-5th grade readability

Today’s Fables – series 4 – social fables

| Title | SEL | characters | readability |
|---------------------------|--|---|-----------------|
| THE PECKING ORDER PROBLEM | How can I replace pecking order with equality? Can I take turns equally so no one is more important than anyone else? How can I share natural resources so that there is an equal give and take? How can I help to build a community with my circle? | Teddy, Goldfinch, Sparrow, Blue Jay, Cardinal, Wren, Woodpecker, Raven, Owl, Eagle, Goose | 5 th |
| PLAY ALONE OR TOGETHER? | How much time do I spend alone on digital devices? How much time do I spend interacting with others? | Teddy, Raccy, Fozzy and Squilly, Bear-T | 4 th |
| TRUE OR FALSE? | Do I automatically believe everything I see or read online? Do I recognize disinformation and fact-check it? | Teddy, Duck, Goose, Swan | 4 th |
| SO DIFFERENT! | How do I treat someone who is very different . . . from a different race, country and culture? Can I find ways to communicate with someone who speaks a different language? How can I help someone who is different to adapt? | Teddy, Hummingbird, Lark, Robin, Sparrow, Wren, Blue Jay, Dove, Thrush, Blackbird, Goose, Ostrich | 5 th |
| TREASURE FOR EVERYONE | Do I crave something because of its shiny, attractive outer appearance or do I recognize its true value? Do I want to be the first to get something new? | Teddy, Bluebird, Ladybug, Young Bear, Frog | 3 rd |

COMMON CORE STATE STANDARDS

Fourth Grade English Language Arts Common Core State Standards

[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.

[RL.4.2](#)

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

[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).

[RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

[RL.4.9](#)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Fifth Grade English Language Arts Common Core State Standards

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Standards of Learning Documents for English

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a) Describe how the choice of language, setting, and characters contributes to the development of plot. b) Identify the theme(s). c) Summarize events in the plot. d) Identify genres. e) Identify the narrator of a story and the speaker of a poem. f) Identify the conflict and resolution. g) Identify sensory words. h) Draw conclusions/make inferences about text using the text as support. i) Compare/contrast details in literary and informational nonfiction texts. j) Identify cause-and-effect relationships.

5.4 The student will expand vocabulary when reading. a) Use context to clarify meaning of unfamiliar words and phrases. b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. d) Identify an author's use of figurative language. e) Use word-reference materials.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a) Summarize plot events using details from text. b) Discuss the impact of setting on plot development. c) Describe character development. d) Identify theme(s). e) Explain the resolution of conflict(s). f) Identify genres

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

Generic Lesson Plan for Fables

1. Background: Review the fable concept.
2. Introduce the characters.
3. Introduce new vocabulary and grammar.
4. Read the fable.
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.
 - 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 does Teddy help to resolve the problem?
- 5 Is this a good title for this fable? Can you think of a better title?
- 6 Discuss the fable moral, the Stop and THINK questions.
7. Writing. Text-to-self. Have you had a similar experience? Respond to the STOP AND THINK questions.
8. Follow-up. Group or individual project.
Write your own play with a similar problem and your own animal characters.
Write the next scene for this fable-play.
Rewrite using other characters.
Make a poster about the STOP AND THINK questions.