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| **Fables The Coyote and the Turtle (Hopi)A Wolf in Sheep's ClothingObjectives: Students will identify the elements within fables.students will find the common elements within each of the two different fables.Essential Question: What do you think is the lesson or moral in each of the fables we read?lesson steps:Anticipatory set: Wath the youtube video "A Wolf in Sheep's Clothing"** [**http://www.youtube.com/watch?v=F\_jZSRcbPmc**](http://www.youtube.com/watch?v=F_jZSRcbPmc) **only up to 3 minutes. Will engage and get students attention.Ask the students what type(s) of figurative language is the speaker using in this video.Next read them the story by Asesops fable "A Wolf in Sheeps Clothing".Ask them if they now know what the authors purpose for writing this fable was, what message is the author conveying in this fable?Next read students the story "The Coyote and the Turtle" Ask students what was the authors purpose for writing this fable? What types of elements were involved in this story? What did the turtle use with the fox? (how he got away from becoming dinner).Watch the short video online of the story.**[**http://www.youtube.com/watch?v=Bi6N\_qgFFAo**](http://www.youtube.com/watch?v=Bi6N_qgFFAo)**where they any differences between the story and the video?if time allows complete a ven dagram organizer on the two fables comparing elements.\*preferential seating\* buddy who speaks same language\*one-on-one asistance with child\*paraprofessional\*longer time to complete tasks** |
| * ***Attached to Plans: THE COYOTE AND THE TURTLE.docx***
* ***Attached to Plans: A Wolf in Sheep.docx***
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| **Objectives: Students will become familiar with Aesop.Students will list elements of FablesStudents will identify elements found within a fable.Students will find the lesson or moral within each fable read.Essential Questions: Who was Aesop?****Lesson Comments:Have students take out genre chart to fill in elements of a fable.Introduce students to interesting facts about Aesop.Read the fable "Mercury and the Woodman" Ask what kind of graphic organizer they could use to summarize this Fable. Show youtube fable " Mercury and Woodman"** [***www.youtube.com/watch?v=iXWUm25ns-0***](http://www.youtube.com/watch?v=iXWUm25ns-0) ***Compare and contrast elements in story including figurative language. \*preferential seating\* buddy who speaks same language\*one-on-one asistance with child\*paraprofessional\*longer time to complete tasks*** |
| * ***Attached to Plans: MERCURY AND THE WOODMAN.docx***
* ***Attached to Plans: Interesting Facts about Aesop(2).docx***
* ***Attached to Plans: List of LY and LF students for March 2013.docx***
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**Objective:
students will identify the elements of Haiku Poem.
students wil create their own Haiku poem on something they like.
students will demostrate artistic abilities decorationg their Haikus.

Essential question: How many lines are in a Haiku poem? Are their Stanzas too?

\*Time to do something hands on and fun with these kids :)

Lesson Procedures:

Read Haiku in treasures p.238-239
Go over Haiku elements and read the two Haiku examples in treasures.
Have students bring us their rough drafts to edit.
Have students bring their rough drafts to final copy on construction paper so we can paint or color their Haiku.

Adaptions:
\*preferential seating
\* buddy who speaks same language
\*one-on-one asistance with child
\*paraprofessional
\*longer time to complete tasks
\*stop and check for comprehension**