



EPISODE 9 LESSON PLAN

FABLES: LOOK BEFORE YOU EAT!

TEACHER SYNOPSIS

Since ancient times, people around the world have used fairy tales, fables, and folktales to capture the imagination of and entertain an audience. However, these tales were meant to do more than entertain: they were used to teach morals. Fairy tales, fables, and folktales share other elements, such as talking animals, mythical creatures, and/or inanimate objects that think or feel emotions. Such tales are still being written and enjoyed today. [Listen](#) to hear how a professional writer transformed one boy's story seed into a fantastic fable, complete with three edible houses and one hungry wolf.

STUDENT SYNOPSIS

Do you have a favorite fairy tale, fable, or folktale? You might remember the characters and plot, but do you recall what you learned from the story? A lesson you could apply to your everyday life? Fairy tales, fables, and folktales are some of the oldest types of stories known, and while the stories may differ, all share common elements. Listen to hear a modern fable created by a professional writer and an eleven-year-old boy.



WHIP UP A FAIRYTALE with Bil Lepp

Want more resources?
Download our activity-
packed companion kits
for Episode 9 Look Before
You Eat! on our [website](#).

LITERATURE CONNECTIONS

- © *Aesop's Fables: The Classic Edition* - Aesop
- © *Fairy Tales, Fables, Legends, and Myths* - Bette Bosma
- © *Grimm's Fairy Tales* - Jacob and Wilhelm Grimm
- © *How to Tell a Folktale* - Carol Alexander
- © *The Illustrated Anansi: Four Caribbean Folk Tales* - Philip M. Sherlock

EXTERNAL WEB MATERIALS

Paired text: [How Old Are Fairy Tales?](#)
Full podcast: [Look Before You Eat!](#)
Article and Activity: [What's Your Favorite Fable?](#)
Activity: [Fractured Fairy Tales and Fables: A Writing With Writers Activity](#)
Videos: [Aesop's Fables](#)

Weblinks are
embedded into
this PDF. Click the
hyperlinks to
access.

LISTENING GUIDE

BEFORE LISTENING

ACTIVATE PRIOR KNOWLEDGE

Begin the lesson by asking students to share what they know about fairy tales, fables, or folktales, either with a partner or with the whole class. Use the following questions to support discussion: *Do you have a favorite fairy tale, fable, or folktale? If so, what is your favorite element of the tale? Did the tale teach you something important? If so, what was that lesson? How is your favorite tale similar to your peers' favorites?* Tell students that the story they are about to hear is about how one boy worked with an author to turn his story idea into a complete fable.

Preview the vocabulary by reading aloud the terms and their definitions. Ask students to explain what they know about each of the terms. Then write the word *inanimate* on the board. Circle the prefix "in-" and underline the root "animate." If necessary, remind students what a prefix is and how it is used in the English language. Explain to students that the root "animate" is an adjective that means "alive." Then point to the prefix "in-" and explain that this prefix means "in, on, or not." Call on volunteers to provide the specific meaning of "in-" in this case. Guide students to understand that "in-" in the word "inanimate" means "not." If time permits, challenge students to come up with additional examples of words that use the prefix "in-". Record students' responses on the board and examine how "in-" affects the meaning of each.

INTRODUCE THE STORY

Say to students: *Have you ever listened to or read a story in which the animals could talk, objects such as cooking pots or stones danced to music, or mythical creatures appeared out of nowhere? If so, do you recall the lesson of the story? In the story, an eleven-year-old boy shares his idea for a fable with an author, who then transforms the idea into a complete fable. Listen to find out how the story seed grows into a full-fledged tale.*

VOCABULARY

- ⊙ **chili (noun)** - a very hot and spicy pepper
 - ⊙ **oral (adjective)** - spoken aloud, not written down
 - ⊙ **inanimate (adjective)** - not alive
 - ⊙ **Himalayas (noun)** - a mountain range between Tibet and India
 - ⊙ **abode (noun)** - a person's home
 - ⊙ **planetarium (noun)** - a domed building with lights or images on the ceiling that represent stars and planets
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DURING LISTENING

Introduce the listening organizers to support students in understanding the story while listening to it. The **FACT/QUESTION T-CHART** will guide students while listening as they take notes on facts about fables and folktales and questions they have about them. The **LANGUAGE IDENTIFICATION** organizer allows students to follow along and track important phrases while listening to the story.

LISTENING ORGANIZERS

★ FACT/QUESTION T-CHART

As you listen to the story, make notes about important facts about folktales in the left column and questions you have about folktales in the right column.

FACTS ABOUT FOLKTALES	QUESTIONS ABOUT FOLKTALES
<i>In folktales, things that are not human often behave as humans.</i>	<i>Why do folktales use non-human things as the main characters of the story?</i>

★ LANGUAGE IDENTIFICATION

Listen closely and check off each sentence or partial sentence as you hear it.

- once there was a cow a bunny and a fox
- the oldest forms of oral storytelling
- foxes are intelligent and cocky
- The rabbit and the cow and the wolf learn something
- had a dairy godmother
- He built his house from sweets
- He had a door bell pepper for people to ring
- Steam rose from his nose
- look before you eat
- opened a shop that sold ice cream chocolates and peppers

AFTER LISTENING

Ask students to respond to the listening comprehension questions and share their responses with a partner, small group, or the whole class.

LISTENING COMPREHENSION QUESTIONS

- ⦿ What are the key qualities of fables and fairy tales?
- ⦿ What does every fable and folktale end with?
- ⦿ How does the phrase "Once upon a time" inform a reader or listener of a story?

REFLECT ON THE STORY


Take time for student reflection on the audio story. Use the discussion questions to focus students on why the common elements found in all fairy tales, fables, and folktales are

CLASSROOM DISCUSSION QUESTIONS

- ⦿ How might the common elements found in all fairy tales, fables, and folktales make it easier for the listener or reader to learn a moral?
- ⦿ What else would you like to learn about fairy tales, fables, and folktales after listening to the audio story?

★ PAIRED TEXT

Use the Wonderopolis article on [How Old Are Fairy Tales?](#) to pair with this audio story. Ask students to note and discuss information learned from the article that adds to what they learned about fairy tales, fables, and folktales from the audio story.

This lesson was developed by  Listenwise for The Story Seeds Podcast™