



# ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/THEATER AND STORYTELLING

## What Goes Around Comes Around: Lessons in Fables and Folktales

**DESCRIPTION:** In this lesson students will learn the story of the Mouse and the Lion and of Anansi the Spider and the Turtle. Through theater and storytelling, they will discuss the morals in each story and consider why each has been told for hundreds of years.

**CONNECTED OBJECTIVE:** Students will use theatrical storytelling to identify the central message in two traditional fables from different parts of the world.

**MATERIALS NEEDED DURING EPISODE:** None.





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## Standards:

**CCSS.ELA-LITERACY.CCRA.R.9 Grade 2:** Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson and moral.

**TH:Re8.1.2b.** Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

**TH:Pr6.1.1a.** With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

## ARTS EXTENSIONS:

- **Guess the animal** (as modeled at the beginning of the video):
  - Create animal characters using body and voice.
  - Students can take turns acting out animal characters and other students will guess which animal they're portraying by writing on a paper, in the chat, or calling it out.
- **Virtual Sharing:** Based on Anansi the spider and the turtle, students can practice the moral of practicing kindness by sharing. Ask one student to act out eating pretend food that can be shared, then pass it to another student by name. That student pretends to receive it, says thank you, and then picks a new food item to pretend to eat and then pass it to the next person.
  - For example,
    - Student 1: I'd like to share my soup with you. \*Acts out eating soup, then passes it to the next student.\*
    - Student 2: Thank you for the soup. I'd like to share my french fries with you. \*Acts out eating french fries, then shares it with the next person.\*
    - Student 3: Thank you for the french fries. I'd like to share my....etc.
- **Different outcomes:** Explore different possible outcomes in the two fables, and allow students to visualize the different possible outcomes by acting them out. For example, discuss what could have happened if Anansi the spider was patient with the turtle. Have two children act that out. How would that have changed how the turtle treated Anansi? Have two children act that out. How does the central message change? Discuss what could have happened if the lion wasn't kind to the mouse in The Lion and the Mouse. Have two children act that out. How does that central message change?
- **Visual art connection:** Students can draw an illustration of someone demonstrating kindness to another. Have students hold up their images and describe what is happening in their drawing. Write or draw pictures of all the ways that you can demonstrate kindness



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to the people living in your house.

- Write or draw pictures of all the ways you have had kindness demonstrated TO you by people in your home.
- **At-home art extension:** Students can act out their favorite fable for someone in their household and see if they can guess the central message.
- **Children can go here and read multiple fables!** <http://www.read.gov/aesop/002.html>

## ACADEMIC EXTENSIONS:

- **Recount the fable**  
Share the brief fable of the Town Mouse and Country Mouse and ask students to share details from the story. Ask students to identify the lesson or moral of the story. Is it still important today? Here is the [video](#).
- **The Structure of a fable**  
Recount the story of The Three Little Pigs for students and ask them to identify the characters, the setting, the problem and the solution. Then, ask students to draw a picture from either the beginning, middle, or end of the story. Have students share out in order (all beginning scenes first, then middle, etc.).
- **What's Wrong With that fable?!**  
Share the beginning of a fable and then make it end “wrong”. Ask students to change the ending to the fables to help us identify the lesson. Have students identify the characters, the setting, the problem, and the solution.