



from **FABLES**

by Arnold Lobel



THE HEN AND THE APPLE TREE

THE FROGS AT THE
RAINBOW'S END

THE MOUSE AT THE SEASHORE



AUDIO

Audio with
Highlighting



ANNOTATE



THE HEN AND THE APPLE TREE

- 1 One October day, a Hen looked out her window. She saw an apple tree growing in her backyard.
- 2 “Now that is odd,” said the Hen. “I am certain that there was no tree standing in that spot yesterday.”
- 3 “There are some of us that grow fast,” said the tree.
- 4 The Hen looked at the bottom of the tree.
- 5 “I have never seen a tree,” she said, “that has ten furry toes.”
- 6 “There are some of us that do,” said the tree. “Hen, come outside and enjoy the cool shade of my leafy branches.”



Determine Key Ideas

Highlight a detail that helps you understand a key idea about how the tree looks.



Vocabulary in Context

Underline the word near **quiver** that has almost the same meaning.

- 7 The Hen looked at the top of the tree.
- 8 “I have never seen a tree,” she said, “that has two long, pointed ears.”
- 9 “There are some of us that have,” said the tree. “Hen, come outside and eat one of my delicious apples.”
- 10 “Come to think of it,” said the Hen, “I have never heard a tree speak from a mouth that is full of sharp teeth.”
- 11 “There are some of us that can,” said the tree. “Hen, come outside and rest your back against the bark of my trunk.”
- 12 “I have heard,” said the Hen, “that some of you trees lose all of your leaves at this time of the year.”
- 13 “Oh, yes,” said the tree, “there are some of us that will.” The tree began to quiver and shake. All of its leaves quickly dropped off.



14 The Hen was not surprised to see a large Wolf in the place where an apple tree had been standing just a moment before. She locked her shutters and slammed her window closed.

15 The Wolf knew that he had been outsmarted. He stormed away in a hungry rage.

16 *It is always difficult to pose as something that one is not.*



Identify Theme

Underline the sentence that tells the theme, or lesson, of this fable. Then underline the sentence on this page that supports the theme.

rage strong anger



THE FROGS AT THE RAINBOW'S END



CLOSE READ

Determine Key Ideas

Highlight the sentence that tells the key idea about what Frog plans to do.

- 17 **A** Frog was swimming in a pond after a rainstorm. He saw a brilliant rainbow stretching across the sky.
- 18 “I have heard,” said the Frog, “there is a cave filled with gold at the place where the rainbow ends. I will find that cave and be the richest frog in the world!”
- 19 The Frog swam to the edge of the pond as fast as he could go. There he met another Frog.
- 20 “Where are you rushing to?” asked the second Frog.
- 21 “I am rushing to the place where the rainbow ends,” said the first Frog.
- 22 “There is a rumor,” said the second Frog, “that there is a cave filled with gold and diamonds at that place.”
- 23 “Then come with me,” said the first Frog. “We will be the two richest frogs in the world!”



Identify Theme

Underline the theme of this fable. Then underline a sentence that tells the Frogs' highest hopes. Underline another sentence that tells why they were disappointed.

24 The two Frogs jumped out of the pond and ran through the meadow. There they met another Frog.

25 “What is the hurry?” asked the third Frog.

26 “We are running to the place where the rainbow ends,” said the two Frogs.

27 “I have been told,” said the third Frog, “there is a cave filled with gold and diamonds and pearls at that place.”

28 “Then come with us,” said the two Frogs. “We will be the three richest frogs in the world!”

29 The three Frogs ran for miles. Finally they came to the rainbow's end. There they saw a dark cave in the side of a hill.

30 “Gold! Diamonds! Pearls!” cried the Frogs, as they leaped into the cave.



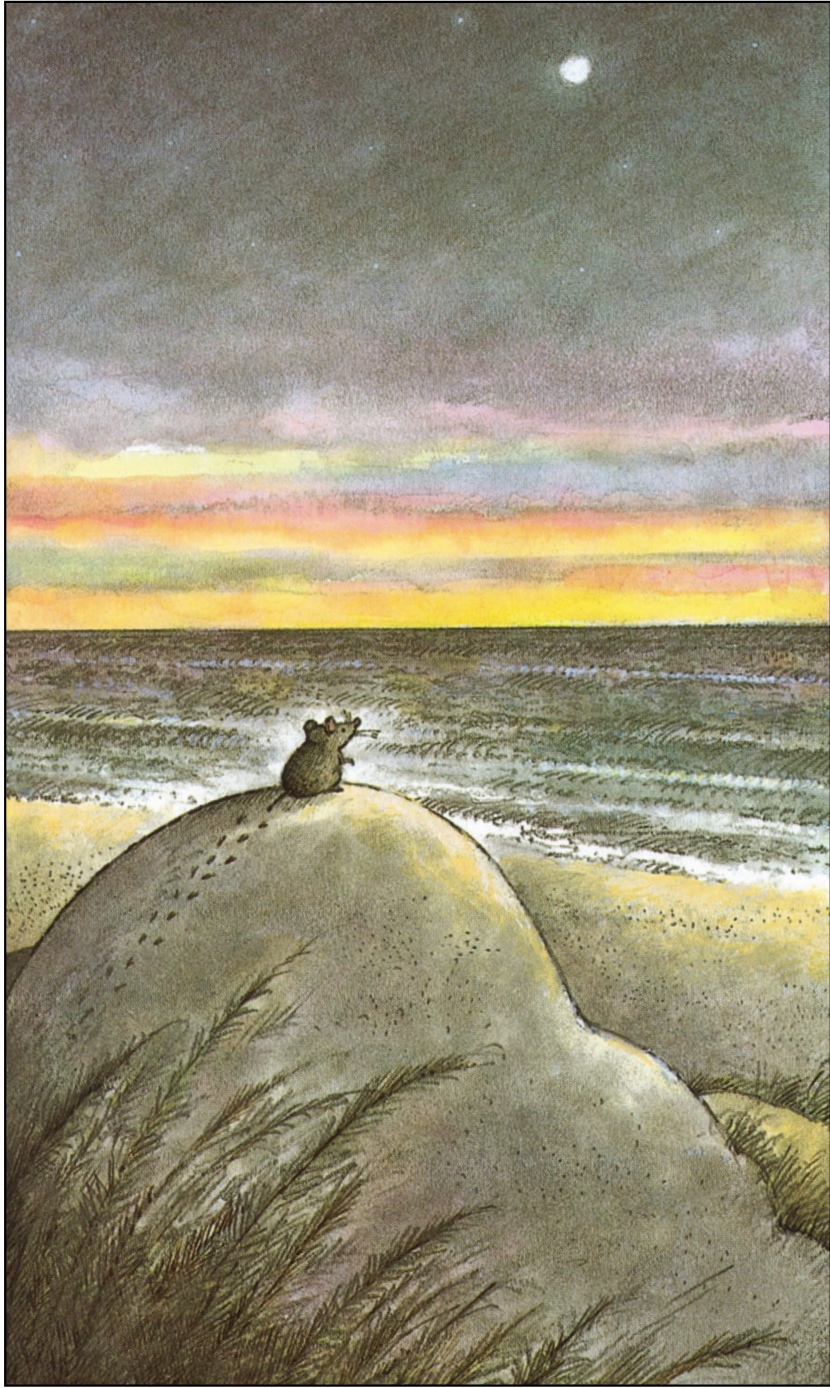
31 A Snake lived inside. He was hungry and had been thinking about his supper. He swallowed the three Frogs in one quick gulp..

32 *The highest hopes may lead to the greatest disappointments.*



hopes things wanted in the future

disappointments feelings of not getting what you wanted



THE MOUSE AT THE SEASHORE



CLOSE READ

Determine Key Ideas

Highlight a key idea that explains why the parents are fearful.

alarmed felt fearful of danger

33 **A** Mouse told his mother and father that he was going on a trip to the seashore.

34 “We are very alarmed!” they cried. “The world is full of terrors. You must not go!”

35 “I have made my decision,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

36 “Then we cannot stop you,” said Mother and Father Mouse, “but do be careful!”

37 The next day, in the first light of dawn, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.

38 A Cat jumped out from behind a tree.

39 “I will eat you for lunch,” he said.

40 It was a narrow escape for the Mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.

41 By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

42 At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.

43 “How beautiful!” cried the Mouse.
“I wish that Mother and Father were here to see this with me.”



CLOSE READ

44 The moon and the stars began to appear over the ocean. The Mouse sat silently on the top of the hill. He was overwhelmed by a feeling of deep peace and contentment.

45 *All the miles of a hard road
are worth a moment of true
happiness.*



Identify Theme

Underline this fable's theme. Then underline a sentence that supports the theme.

contentment feeling of happiness

Develop Vocabulary



MY TURN

In the chart, write a vocabulary word from the box that is related to a word in the first column.

rage hopes disappointments alarmed contentment

Word	Related Word
anger	rage
wishes	
happiness	
surprised	
mistakes	



Check for Understanding

**MY TURN**

Look back at the texts to answer the questions. Write the answers.

1. What makes these stories fables?



2. Why did the author include the sentence in italics at the end of each fable?

3. How are the Frogs in “The Frogs at the Rainbow’s End” and the Mouse in “The Mouse at the Seashore” alike? How are they different?



TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes.

Identify Theme

The **theme** is the message or meaning of a story. In a fable, the lesson or moral is the theme.



MY TURN

Go to the Close Read notes with your teacher and determine theme using text evidence. Follow the directions to underline the texts. Use the text you underlined to complete the chart.

Fable	Text I Underlined that Supports the Theme	How It Helps Identify the Theme
"The Hen and the Apple Tree"	"The Wolf knew that he had been outsmarted."	The Wolf knows he is not able to pose as something he is not: a tree.
"The Frogs at the Rainbow's End"		
"The Mouse at the Seashore"		



Determine Key Ideas

Key ideas are the important ideas in a text. When you work to understand how key ideas are related and how well they explain a topic, you evaluate a text.



Go back to the Close Read notes. Highlight details that help you determine key ideas. Determine how the ideas are related and how they explain the topic. Complete the chart.

Details I Highlighted	Key Idea
<p>“I have never seen a tree that has ten furry toes.”</p>	<p>The tree looks like an animal that is pretending to be a tree.</p>

Reflect and Share

Talk About It

Discuss the moral, or lesson, you learned from each of the fables. Which lesson do you think is the most important? Why? Use examples from the texts to support your response.

A fable always
has a moral
at the end.



Follow Agreed-upon Rules for Discussions

When having a discussion, everyone should have a chance to talk about the topic.

- Take turns speaking. Say what you want to say and then let someone else speak.
- Listen actively to others.

Use these sentence starters to help you take your turn respectfully.

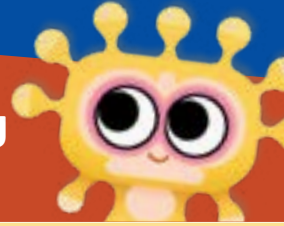
I'd like to say . . .
That's a good point.
I'd like to add that . . .

Weekly Question

What lessons can we learn from traditional tales?

I can use language to make connections between reading and writing.

My Learning Goal



Academic Vocabulary

Related words are words that are connected. They can look like words in other languages. They can share word parts. They can have the same or opposite meanings.



For each vocabulary word, write a word that is related to it. Share your words with the class or add them to the Word Wall.

Word	Related Word	How It Is Related
communication	communicate	It shares a word part.
culture		
purpose		
belief		
maintain		

Read Like a Writer, Write for a Reader

Authors have a purpose. They include details that help them meet their purpose.

Author's Purpose in "The Mouse at the Seashore"	Details That Support That Purpose
<p>To teach this moral: "All the miles of a hard road are worth a moment of true happiness."</p>	<p><u>Hard road</u>: "He had lost his way several times. He was bruised and bloodied. He was tired and frightened." <u>True happiness</u>: "He was overwhelmed by a feeling of deep peace and contentment."</p>



MY TURN

Imagine you are writing a story. Your purpose is to teach this moral: **Good things come to those who wait.**

Write two details that support your purpose.

Waiting: _____

A good thing: _____

Spell Words with Long i: i, ie, i_e, igh, y



MY TURN

Write words from the list that have the same long i spelling as each word below.

child

pie

five

right

my

Spelling Words

try
 tried
 spy
 spied
 tonight
 dimes
 strike
 spider
 pirate
 delight

My Words to Know

earth
 thought

Write a My Words to Know word to complete each sentence.

1. We dug a hole in the _____.
2. We _____ it would be fun to play a game.



Verbs: Present Tense

Verbs can tell when actions happen. **Present tense verbs** tell what happens now. Present tense verbs with singular nouns and **he, she,** and **it** usually end in **s**. Present tense verbs with plural nouns and **I, you, we,** and **they** do not end in **s**.

Leo **runs**. I **walk**. Leo and Alice **jump**.

Some present tense verbs, such as **am, is,** and **are,** do not show action.

I **am** ready.

Ana **is** ready.

Mai and I **are** ready.



MY TURN

Edit this draft by crossing out each incorrect verb and writing the correct word above.

Blue are my favorite color. Dad paint my bedroom blue.
Three walls is done. It look great so far! Mom and I
helps by staying out of the way. I is glad it will be
finished soon!

