

FABLES



TRUSTED BY OVER
6,000
TEACHERS

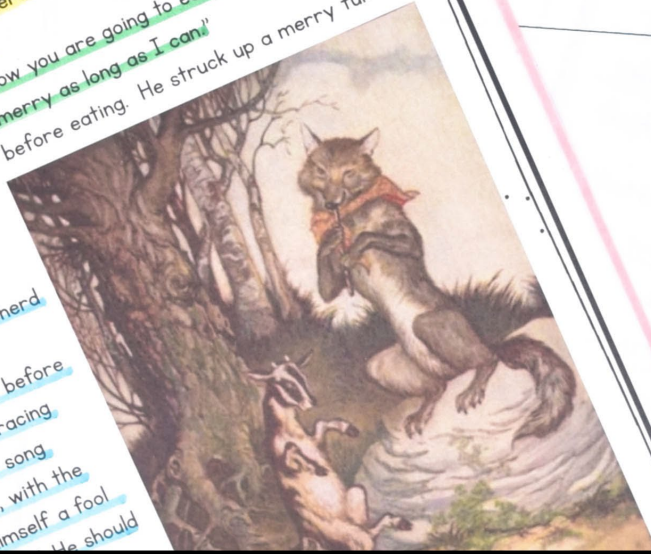
The Wolf and the Kid

Once a little kid whose growing horns made him think he was a grown-up billy goat. He thought he was able to take care of himself. One evening the flock started home from the pasture and his mother called. The kid paid no heed and kept right on nibbling the tender grass. A little later when he lifted his head, the flock was gone. He was all alone. The sun was sinking. Long shadows came creeping over the ground. A chilly little wind came creeping with them making scary noises in the grass. The kid shivered as he thought of the terrible wolf. Then he started wildly over the field, bleating for his mother. **But not half-way, near a clump of trees, there was the wolf!**

"Please, Mr. Wolf," he said trembling, "I know you are going to eat me. But first please pipe me a tune. I want to dance and be merry as long as I can."

The wolf liked the idea of a little music before eating. He struck up a merry tune and the kid leaped and frisked gaily.

Meanwhile, the flock was moving slowly homeward. In the still evening air the wolf's piping carried far. The shepherd dogs pricked up their ears. They recognized the song the wolf sings before a feast. In a moment they were racing to the pasture. The wolf's song, as he ran, with the



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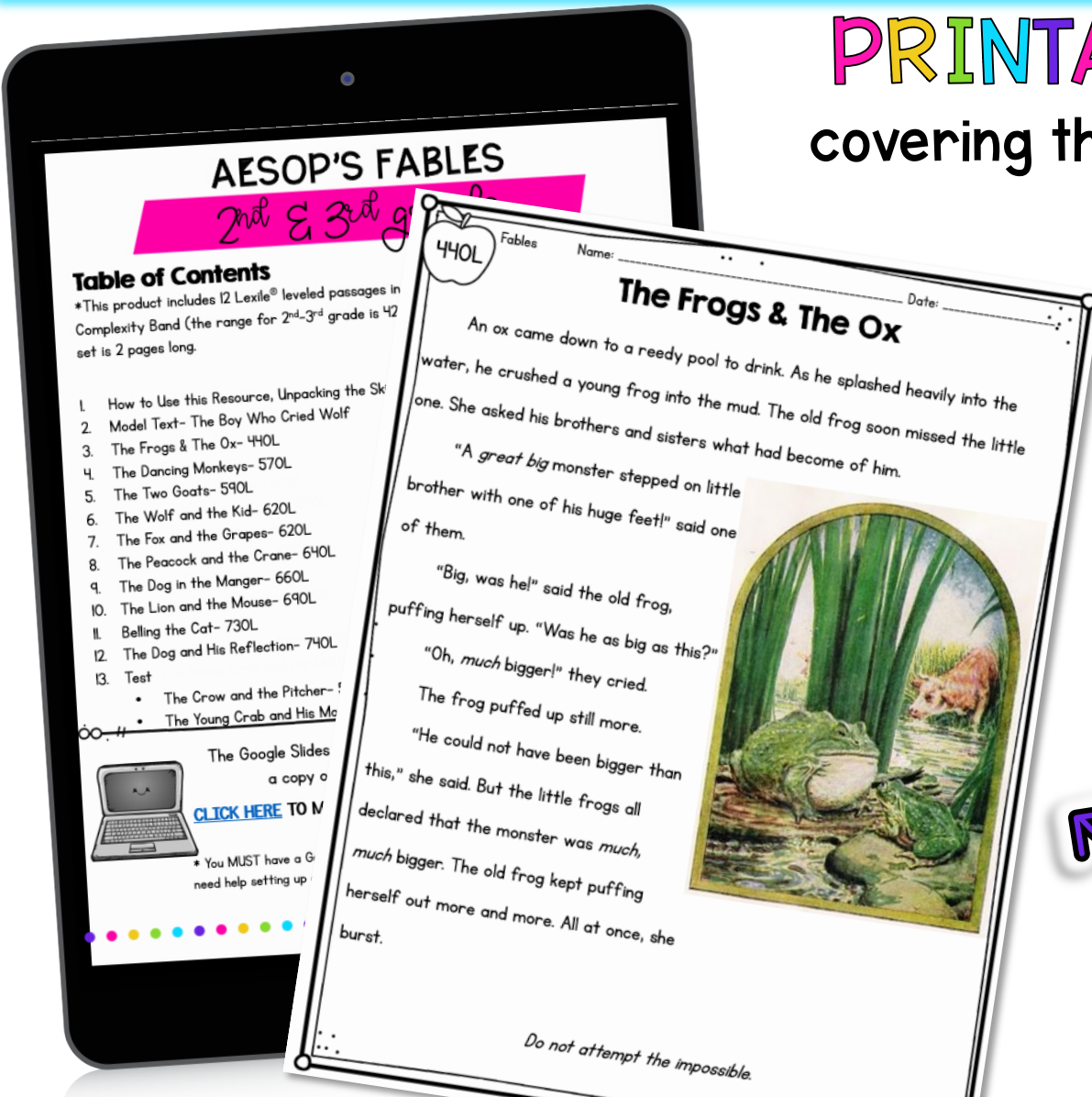
t tricked by the kid. The wolf
a tune, which alerted the

what you want. Don't let



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.



- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included



10 FICTION PASSAGES

440L Fables Name _____ Date _____

The Frogs & The Ox

An ox came down to a reedy pool to drink. As he splashed heavily into the water, he crushed a young frog into the mud. The old frog soon missed the little one. She asked his brothers and sisters what had become of him.

"A great big monster stepped on little brother with one of his huge feet!" said one of them.

"Big, was he!" said the old frog, puffing herself up. "Was he as big as this?"

"Oh, much bigger!" they cried.

The frog puffed up still more.

"He could not have been bigger than this," she said. But the little frogs all declared that the monster was much, much bigger. The old frog kept puffing herself out more and more. All at once, she burst.

Do not attempt the impossible.

1. Which word could be used to describe the old frog?
a. mean
b. selfish
c. foolish
d. greedy

2. Which evidence in the color shown. If there is no answer, you should still look for text.

3. Teach the reader?

4. What happened to the old frog in the end?
a. She burst out laughing.
b. An ox crushed the old frog.
c. She turned into the monster.
d. She burst because she puffed up too much.

5. The moral means it is easy to pretend you have something you cannot have. The fox wanted the grapes, but when he realized he could not get them, he convinced himself the grapes were sour.

620L Fables Name _____ Date _____

The Fox and The Grapes

A fox one day spied a beautiful bunch of ripe grapes. They were hanging from a vine trained along the branches of a tree. The grapes seemed ready to burst with juice. The fox's mouth watered as he gazed longingly at them.

The bunch hung from a high branch, and the fox had to jump for it. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it, only to fall short once more. Again and again he tried, but in vain.

Now he sat down and looked at the grapes in disgust.

"What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gazing for."

And off he walked very, very scornfully.

6. The fox was too tired to eat grapes anymore.
7. The fox thought the grapes were not worth the trouble.

8. The moral means it is easy to pretend you have something you cannot have. The fox wanted the grapes, but when he realized he could not get them, he convinced himself the grapes were sour.



- Variety of stories to spark comprehension AND curiosity.
- Dive into literary texts including some of Aesop's famous works.



- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The image displays three worksheets for the fable "The Wolf and the Kid". The top worksheet contains a question: "5. What happened in the end?" with the student's answer: "In the end, the wolf's song alerted the shepherd dogs. The shepherd dogs came and chased the wolf away. The kid was saved." The middle worksheet contains a multiple-choice question: "1. What is a kid as it is used in the story?" with options a) a child, b) a little boy, c) a little goat, and d) a foolish wolf. The student has circled option c. The bottom worksheet is the main text of the fable, with several lines of text highlighted in different colors (red, orange, green, blue) to indicate text evidence. A student has written "Don't let anything turn you from your purpose." at the bottom. The worksheets are surrounded by various colored crayons.

Worksheet 1 (Top):

Fables
5. What happened in the end?
In the end, the wolf's song alerted the shepherd dogs. The shepherd dogs came and chased the wolf away. The kid was saved.

Worksheet 2 (Middle):

Fables
Answer the following Questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is a kid as it is used in the story?
a. a child
b. a little boy
c. a little goat
d. a foolish wolf

2. Why did the kid ignore his mother's calls?
1. The wolf led the
Don't let
from your
mind and

Worksheet 3 (Bottom):

620L Fables Name: _____ Date: _____
The Wolf and the Kid
There was once a little kid whose growing horns made him think he was a grown-up billy goat. He thought he was able to take care of himself. One evening the flock started home from the pasture and his mother called. The kid paid no heed and kept right on nibbling the tender grass. A little later when he lifted his head, the flock was gone. He was all alone. The sun was sinking. Long shadows came creeping over the ground. A chilly little wind came creeping with them making scary noises in the grass. The kid shivered as he thought of the terrible wolf. Then he started wildly over the field, bleating for his mother. But not half-way, near a clump of trees, there was the wolf!
The kid knew there was little hope for him.
"Please, Mr. Wolf," he said trembling, "I know you are going to eat me. But first please pipe me a tune. I want to dance and be merry as long as I can!"
The wolf liked the idea of a little music before eating. He struck up a merry tune and the kid leaped and frisked gaily.
Meanwhile, the flock was moving slowly homeward. In the still evening air the wolf's piping carried far. The shepherd dogs pricked up their ears. They recognized the song the wolf sings before a feast. In a moment they were racing back to the pasture. The wolf's song ended suddenly, and as he ran, with the dogs at his heels, he called himself a fool for turning piper to please a kid. He should have stuck to his butcher's trade.
Do not let anything turn you from your purpose.

ANCHOR CHART

Fables



The Lion and the Mouse



The Fox and the Grapes



The Dog and His Reflection



The Peacock and the Crane

Fables are short stories that have animals that act like humans. Fables teach a **moral** or **lesson**.

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- Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



RECOUNT STORIES

Tell the main events in a story in sequential order. Include details about the characters, setting, and events from the beginning, middle, and end.

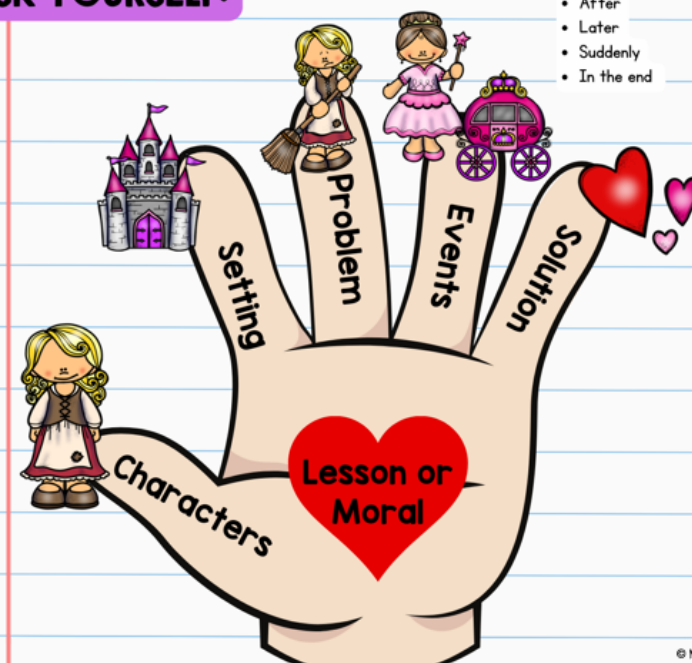
Recount

Use transition words to signal events are changing.

TRANSITION WORDS

- In the beginning
- First
- Next
- Then
- After
- Later
- Suddenly
- In the end

ASK YOURSELF:



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Your students can refer to the anchor chart throughout the unit.



MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Fables

Standard RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Standard RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and analyze how key details in the text contribute to that message.

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Begin by thoroughly reviewing the resource, paying particular attention to passages that exemplify how authors recount stories, including fables, folktales, and myths from diverse cultures. Understand the range of texts provided, including various versions of familiar stories from different authors and cultures. This will help you tailor your instruction to meet the needs of your students.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce the concept of recounting stories and determining their central message, lesson, or moral. Display these charts prominently in the classroom and refer to them during discussions and activities. Ensure students have access to copies of these charts in their reading materials.
- 3. Model and Think Aloud:** Select a passage from the resource that clearly demonstrates how authors recount stories from diverse cultures and convey their central message, lesson, or moral. Read the passage aloud to the class while thinking aloud to demonstrate how to identify the central message and explain how it is conveyed through key details in the text. Discuss how these elements contribute to a deeper understanding of the story.
- 4. Guided Practice:** Divide students into small groups or pairs and assign each group a different passage from the resource. Encourage students to use the anchor charts to identify and discuss the central message, lesson, or moral of the story and how it is conveyed through key details. Provide guidance and support as needed to help students analyze the text effectively.
- 5. Collaborative Discussions:** Facilitate discussions where students can share their findings from the guided practice activity. Encourage students to explain their reasoning and provide evidence from the text to support their interpretations of the central message, lesson, or moral. Foster a collaborative learning environment where students can learn from each other's insights.
- 6. Independent Practice:** Gradually transition students to working independently with different passages from the resource. Encourage students to apply the skills they have learned to recount stories from diverse cultures and determine their central message, lesson, or moral on their own. Provide feedback and support as needed to help students develop their proficiency.
- 7. Differentiation:** Differentiate instruction to meet the diverse needs of your students. Provide additional support to students who may struggle with recounting stories or determining the central message, lesson, or moral by offering extra practice opportunities or providing simplified texts. Challenge advanced students by encouraging them to analyze more complex stories or by asking them to consider the cultural implications of the stories.
- 8. Assessment:** Use the assessments provided in the resource to evaluate students' ability to recount stories from diverse cultures and determine their central message, lesson, or moral effectively. These assessments may include tasks such as identifying the central message, lesson, or moral of a story, explaining how it is conveyed through key details, or analyzing the cultural implications of the stories.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model Recount Fables Name: _____ Date: _____

Read the following text. Identify each element from the story in the chart below.

The Boy Who Cried Wolf

Once upon a time, there was a young boy named Sam who was tasked with watching the village sheep. Bored one day, he shouted, "Wolf! Wolf! The wolf is chasing the sheep!" The villagers rushed to help, only to find there was no wolf. Sam laughed at the trick he played.

The villagers were annoyed but relieved there was no danger. They warned Sam, "Do not cry 'wolf' when there is no wolf! It's serious to lie."

But Sam didn't listen. Soon, he played the same trick again, screaming about a wolf when there was none. The villagers rushed to help a second time, only to find Sam laughing. This time, they sternly warned him, "If you keep lying, we won't come when you really need help."

Not long after, a real wolf appeared. Terrified, Sam ran to the village yelling, "Wolf! Wolf! Please, there really is a wolf this time!" But the villagers didn't believe him anymore. They thought it was just another trick.

By the time the villagers realized there was truly a wolf and came to help, some of the sheep were gone.

Characters	
Setting	
Problem	
Solution	
Moral	



Model text and questions



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



The image shows two sample assessment pages for the fable 'The Crow and the Pitcher'. The pages are decorated with colorful crayons. The top page is titled 'TEST: The Crow and the Pitcher' and includes a 'Fables' section with a reading passage. The bottom page contains multiple-choice questions and an explanation of the moral of the story. Handwritten answers are provided in blue ink, and key words are highlighted in yellow. A blue arrow points from the green box to the sample pages.

TEST: The Crow and the Pitcher

In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher. The pitcher had a little water in it. But the pitcher was high and had a narrow neck. No matter how he tried, the crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher. At last it was near enough so he could drink.

In a pinch a good use of our wits may help us out.

Questions and Answers:

1. What is the problem in this story?
The problem in this story is that the crow could not get water from the pitcher.

2. What is a pitcher?
a. water
b. a type of bird
c. a container that holds water
d. a baseball player who has thrown the ball

3. How did the crow solve the problem?
The crow solved the problem by dropping pebbles into the pitcher. The pebbles caused the water to rise.

4. Why did the crow throw pebbles into the pitcher?
a. The pebbles made the water rise.
b. The crow wanted to eat the pebbles.
c. The pebbles were fun to play with.
d. The crow was angry he couldn't get the water.

5. Explain what this sentence means: *The pitcher had a little water in it.*
This means that the pitcher was not empty. It was skinny at the bottom, but it had a little water in the top.

6. What character trait could you use to describe the crow?
The crow was very smart because the crow spent a long time thinking about how to get water from the pitcher. He followed his plan and it worked.

7. What happened at the end of the story?
a. The crow was able to get the water.
b. The crow could not get the water.
c. The crow became friends with the pitcher.
d. The crow threw pebbles into the pitcher but could not get the water.

8. Explain what the moral of the story is: *In a pinch a good use of our wits may help us out.*
This means that it is important to think when you have a problem. If you think, you can come up with a plan to solve the problem like the crow in the story.

WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 6,000 teachers... and counting!

The Frogs & The Ox

An ox came down to a reedy pool to drink. As he splashed heavily into the water, he crushed a young frog into the mud. The old frog soon missed the little one. She asked his brothers and sisters what had become of him.

"A great big monster stepped on little brother with one of his huge feet!" said one of them.

"Big, was he!" said the old frog, puffing herself up. "Was he as big as this?"

"Oh, much bigger!" they cried. The frog puffed up still more.

"He could not have been bigger than this," she said. But the little frogs all declared that the monster was much, much bigger. The old frog kept puffing herself out more and more. All at once, she burst.

Do not attempt the impossible.

4. What happened to the old frog in the end?
a. She burst out laughing.
b. An ox crushed the old frog.
c. She turned into the monster.
d. She burst because she puffed up too much.

5. Which word could be used to describe the old frog?
a. mean
b. selfish
c. foolish
d. greedy

teach the reader?
to learn to think before you if the old frog had thought he wouldn't have puffed himself

means
do not attempt the impossible. try to do things that are out of the box. It is not possible for the frog to puff up and burst. She tried anyways. This caused

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

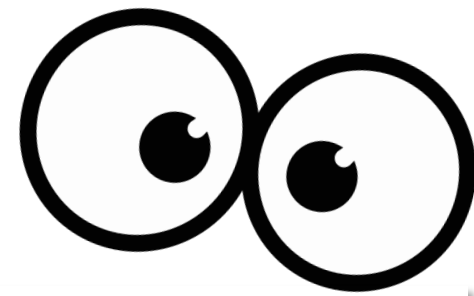
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

TAKE A PEEK



AESOP'S FABLES

2nd & 3rd grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420L-820L). Each passage and question set is 2 pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Model Text- The Boy Who Cried Wolf
3. The Frogs & The Ox- 440L
4. The Dancing Monkeys- 570L
5. The Two Goats- 590L
6. The Wolf and the Kid- 620L
7. The Fox and the Grapes- 620L
8. The Peacock and the Crane- 640L
9. The Dog in the Manger- 660L
10. The Lion and the Mouse- 690L
11. Belling the Cat- 730L
12. The Dog and His Reflection- 740L
13. Test
 - The Crow and the Pitcher- 510L
 - The Young Crab and His Mother- 560L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.
[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Fables



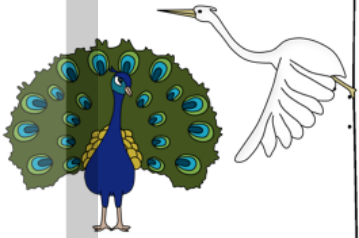
The Lion and the Mouse



The Fox and the Grapes



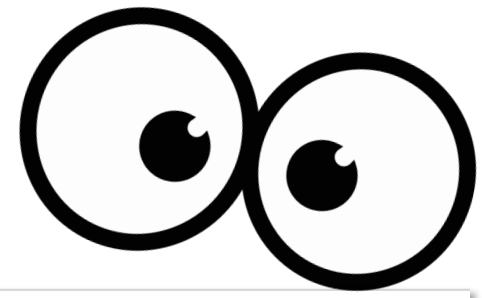
The Dog and His Reflection



The Peacock and the Crane

Fables are short stories that have animals that act like humans. Fables teach a **moral** or **lesson**.

AND ANOTHER PEEK



570L

Fables

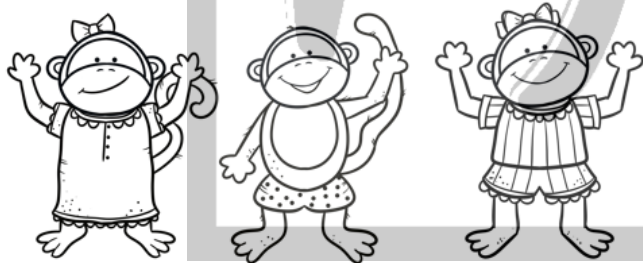
Name: _____

Date: _____

The Dancing Monkeys

A prince trained some monkeys to dance. Since monkeys are great at copying, they were excellent dancers. They wore fancy clothes and masks. They danced as well as the prince's servants. Audiences were always delighted. One day, a mischievous servant took a handful of nuts from his pocket. He threw the nuts on stage. The monkeys saw the nuts and forgot their dance. They became (as they were) monkeys instead of actors. They pulled off their masks and tore off their costumes to fight for the nuts. The dancing show came to an end. The audience laughed and joked at the spectacle.

Not everything you see is what it appears to be.



© MagCore

Fables

Answer the following questions. Underline the text evidence in the color shown.

1. Why did the prince train the monkeys?



2. What did the audience think of the monkeys when they danced in the beginning?



- a. The audience thought the monkeys were funny.
- b. The audience did not know the actors were monkeys.
- c. The audience thought the monkeys were very entertaining.
- d. The audience were bored with the monkeys, so they threw nuts at them.

3. Why did the servant throw nuts on the stage?



- a. The servant did not like the monkeys.
- b. The servant wanted to cause trouble.
- c. The servant thought the monkeys were hungry.
- d. The servant was not amused by the monkey's performance.

4. What did the monkeys do when the nuts were thrown on stage?



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Fables

5. Explain what this sentence from the story means:



They became (as they were) monkeys instead of actors.

6. What caused the show to come to an end?



- a. The monkeys got in a fight over the nuts.
- b. The monkeys got hungry and asked for nuts.
- c. The audience was not amused with the monkeys performance.
- d. The servant became annoyed with the monkeys so he stopped the show.

7. How did the audience feel about the monkeys in the end?



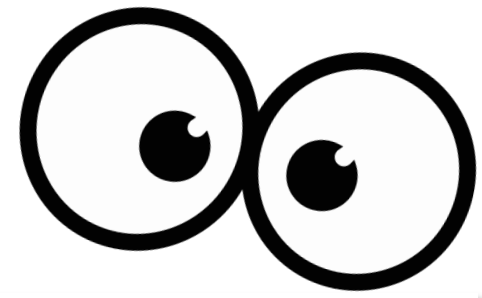
- a. The audience thought the monkeys were funny.
- b. The audience did not know the actors were monkeys.
- c. The audience thought the monkeys were very entertaining.
- d. The audience were bored with the monkeys, so they threw nuts at them.

8. Explain what the moral of this story means.



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CHECK THIS OUT TOO!



640L

Fables Name: _____ Date: _____

The Peacock and The Crane

A peacock, puffed up with vanity, met a crane one day. To impress him, the peacock spread his gorgeous tail in the sun.




"Look," he said. "What have you to compare with this? I am dressed in all the glory of the rainbow. Your feathers are gray as dust!"

The crane spread his broad wings and flew up toward the sun.

"Follow me if you can," he said. But the peacock stood where he was among the birds of the barnyard, while the crane soared in freedom far up into the blue sky.

Fables

Answer the following questions. Underline the text evidence in the color shown.

1. Describe the peacock's personality. Use examples from the text to support your thinking. 

2. What is a crane? 

- a. a type of bird
- b. a barnyard animal
- c. a type of peacock
- d. an animal that eats peacocks

3. What did the peacock think of the crane? 

4. How did the crane respond to the peacock? 

Fables

5. Why didn't the peacock follow the crane? 

- a. The peacock could not fly.
- b. The peacock did not like the crane.
- c. The peacock did not trust the crane.
- d. The peacock thought the crane was too ugly.

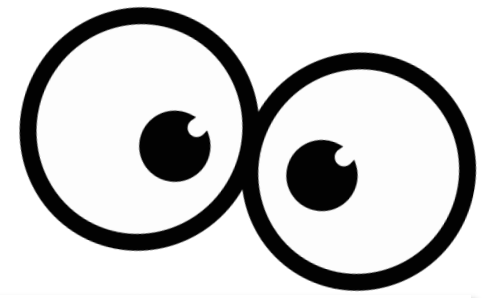
6. What lesson does the peacock learn? 

7. What could the moral of the story be? 

- a. *Look before you leap.*
- b. *Better to have no friend at all than a foolish one.*
- c. *Men often fall into the trap which they prepare for others.*
- d. *The useful is of much more importance and value, than the ornamental.*

8. Explain what the moral of this story means. 

UPGRADE THEIR SKILLS!



510L

Fables Name: _____ Date: _____

The Crow and the Pitcher

In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher. The pitcher had a little water in it. But the pitcher was high and had a narrow neck. No matter how he tried, the crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher. At last it was near enough so he could drink.



In a pinch a good use of our wits may help us out.

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Fables

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the problem in this story?



2. What is a pitcher?

- a. water
- b. a type of bird
- c. a container that holds liquid
- d. a baseball player who throws the ball



3. How did the crow solve the problem?



4. Why did the crow throw pebbles into the water?

- a. The pebbles made the water rise.
- b. The crow wanted to eat the pebbles.
- c. The pebbles were fun to throw in the water.
- d. The crow was angry he couldn't get the water.



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Fables

5. Explain what this sentence from the story means:

The pitcher had a little water in it. But the pitcher was high and had a narrow neck.



6. What character trait could you use to describe the crow? Use evidence from the text to support your answer.



7. What happened at the end of this fable?

- a. The crow was able to drink the water in the pitcher.
- b. The crow could not get the water, so he died of thirst.
- c. The crow became frustrated because he could not get the water in the pitcher.
- d. The crow threw pebbles into the pitcher because he was angry he could not get the water.



8. Explain what the moral of this story means.



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UPGRADE THEIR SKILLS!

The RECOUNT STORIES SKILL PACK

Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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