

"Aesop's Fables"

Study Guide

Designed and Published by
TENNESSEE THEATRE COMPANY

Theatrical Performance
by
Tennessee Theatre Company

Study Guide - Table of Contents

For "*Aesop's Fables*" play production
Designed and Published by TENNESSEE THEATRE COMPANY

Dear Educators,

The staff and actors of the touring Tennessee Theatre Company are proud to perform our theatrical adaptation of "Aesop's Fables" for you and your students. Thank you for your support of the **Arts** for schools.

Tennessee Theatre Company

For Teachers: Study Guide pages enhance the teaching of Common Core Standards. Student Study Guide work sheets and supplemental information provide multi-grade level materials for younger and older students. While providing a perfect introduction to live theatre, our play also offers an opportunity for your students to learn and discuss values, ethics and moral considerations in a delightful way. The fables performed by our actors are as follows: "The Lion and the Mouse", "The Dog in the Manger", "The Tortoise and the Hare" and "The Ants and the Grasshopper".

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Study Guide - Background Information - Birth, Life and Death of Aesop



Aesop, Writer

- **Born:** 7th century B.C. (? 620 B.C.)
- **Birthplace:** (?)
- **Died:** 6th century B.C. (? 560 B.C.)
- **Best Known As:** The fabulist credited with "The Tortoise and the Hare"

Nobody knows for absolute certainty all the details of the life of Aesop. However, scholars have been working to establish some facts and this is the brief story of Aesop as it is accepted today. The possibilities for Aesop's birthplace range from what is now southeastern Europe to northern Africa, including Thrace, Lydia and Phrygia (now Turkey). Aesop (Ἔσῳπ or Ἔσῳπ) is supposed to have lived from about 620 to 560 B.C. He is a legendary Greek fabulist famous for his fables: short tales which illustrated truths about life and human nature, often with animals as characters. Most of his fables feature familiar animals, including "The Grasshopper and the Ant" and "The Tortoise and the Hare". *Aesop's Fables* refers to a collection of fables credited to Aesop. *Aesop's Fables* has also become a blanket term for collections of brief fables, usually involving personified animals. Little is known about the true life of Aesop himself; and some believe that no such person ever really existed. Those who believe Aesop existed generally agree that he lived during the 6th century B.C., lived for some time on the island of Samos and was for at least part of his life a slave. He was owned by two masters in succession, both inhabitants of Samos, Xanthus and Jadmon, the latter of who gave him his liberty as a reward for his learning and wit. It's also generally agreed that not all of Aesop's fables were actually created by him; his fame grew so great that many other fables were eventually credited to his name.

In Ancient Greece, it was a privilege and tradition of freed men to be interested in public affairs, so Aesop worked hard to raise himself from a servile slave's position to a high position of renown. He was a thinker and philosopher and eventually became widely admired. Aesop was a smart man and a good speaker. He liked to learn and to also teach people, so he traveled through many countries. He came to Sardis, the capital of the famous king Croesus of Lydia who was a patron of learning and learned men. Croesus was so impressed by Aesop's conversations with the other philosophers at his court that he invited Aesop to permanently reside at Sardis. The king hired Aesop to do diplomatic government work such as trying to establish peace between the various republics of Greece. Aesop reconciled the inhabitants of these cities by telling his wise fables.

Background Information - Birth, Life and Death of Aesop continued

It was on one of these ambassadorial missions that Aesop was executed. Croesus had sent him to Delphi with lots of gold which was to be distributed among the citizens. After talking with the people of Delphi, Aesop got so mad at the citizens because of their covetousness. He refused to divide the money and instead sent it back to his master. The Delphians were so angry; they accused him of disrespecting the gods and executed Aesop as a public criminal. As it often happens in Greek history, the Delphians were visited by a series of calamities as a sort of retribution for Aesop's death, until they made public reparation of their crime. In memory of Aesop, a statue was erected in Athens. The statue was created by the famous Greek sculptor, Lysippus. These facts are all that can be relied on with any degree of certainty, in reference to the birth, life, and death of Aesop. They were first brought to light, after a patient search and diligent perusal of ancient authors, by a Frenchman, M. Claude Gaspard Bachet de Mezeriac, who declined the honor of being tutor to Louis XIII of France, from his desire to devote himself exclusively to literature. He published his *Life of Aesop*, Anno Domini 1632.

Aesop told his stories to many people throughout his life. These stories were retold and passed down from generation to generation by word of mouth. The fables were not written down for over 200 years. Each of these fables has a lesson to be told. Many of the fables are a means of political and social criticism. The stories end with a moral to assure the reader understands the message. Over 600 fables have been collected and written down.

Throughout history, fables have been a popular method of giving instruction in a short allegorical narrative, in verse or in prose, illustrating a moral thesis or satirizing human beings. The characters of a fable are usually animals who talk and act like people while retaining their animal traits. Fables seek to illustrate a hidden message. By doing this, the fabulist is not perceived as the teacher and this reduces any bias the listeners might have against the person. The most famous fabulist would be Aesop. The fable form both flourished and expanded during the Middle Ages (late 12th century AD). In the 17th century fables were often used for political purposes. In more modern times the fable has become a tool to help young people understand moral concepts. The moral is the lesson or truth learned from the fable. Remember, the fabulist is to create a laugh, but yet, under a merry guise, to convey instruction.

For Teachers: *Aesop's Fables* Multi-Grade Ideas and Activities for Classrooms

It is important for students to learn morals and values, especially in today's world. Students from Kindergarten to 6th grade will have an opportunity to develop their higher order thinking and writing skills; Theater Arts skills; Visual Arts skills; Language Arts and Math skills through the activities in this Study Guide. Ideas and activities are designed to be utilized... before or after seeing the theatrical performance of *Aesop's Fables*.

1. Read the four *Aesop's Fables* included with questions (p. 7, 8, 9, 10): "The Lion and the Mouse", "The Dog in the Manger", "The Tortoise and the Hare" and "The Ants and the Grasshopper". Print and hand out the appropriate student work sheet containing English, Language Arts and Mathematics (p. 14, 15) provided in this Study Guide.
2. Have students study and talk about the words from "**Aesop's Fables**" **Glossary** (p. 11-12). These are thought provoking words often used in fables and can be utilized in some of the following activities.
3. Ask students to **assign animal characters** to each other. Have students create a story starring those animal characters.
4. Review "What is a Theatrical Production?" and "How does it Operate?" (p. 13). Ask students to **compare the characters, setting, plot and moral (lesson)** of the four stories represented in the play. Which characters did they like best? Which did they like least? Which story had the best ending? The best moral? To see how fables teach universal lessons, ask students to think of a real-life situation that applies to one of the stories.
5. Divide the class into groups. Have each group find a fable that they agree upon. Then they will **create a story, poem or poster** that goes with their fable; and finally, they will present it to the other groups.

Each one in the group can have a different job:

Writer--You will have to write out the poem, story or words on the poster.

Reader--You will be in charge of scanning through the titles on web sites/books and reading three fables for your group to choose one.

Manager--You will have to make sure that everyone is doing their job. You will also have to find any supplies that your group may need. When you feel your group needs help, you will address those needs to the teacher.

Storyteller--Your job will be presenting the fable to the other groups. You will have to pay close attention and assist the other group members so that you can become familiar with the fable you will be retelling.

6. **Theater games/exercises** are a great way to involve students in a group project, stimulate creativity and loosen up students. You may want a student interested in electronics to **video** this activity. Have students stand and find their "balloon space." To do this, tell students to pull an invisible balloon from behind their head and blow it up. Instruct students to inflate the imaginary balloon so that it is big enough for them to fit inside without stretched hands. Have them check out the space above and below the balloon, then twist to the left and right. If any students are touching, they must shift until they are free to move within their space without coming into contact with others. Remaining in their own "balloon space," ask students to portray three actions from one of the fables. (Perhaps the Hare from "The Tortoise and the Hare" running in place, taking a nap, and/or showing disappointment at his loss). Practice the moves together as a group for 15 seconds each. Next, have students demonstrate three actions that portray the Tortoise's character. (For example, students can walk in place slowly, walk in place in a determined way, and slowly jump in the air to show the excitement of the moment when he wins.) Again... practice the moves together for 15 seconds each. After the movement activity is complete, students may quietly release the "air" out of the "balloon", place the deflated balloon back behind their head and return to their seats.
7. After reading the fables before and/or after seeing the play...another activity to strengthen students' knowledge and enjoyment of our play would be to have each student **draw**...using all the Visual Arts components, such as line, texture, color, form, value, shape, and space... what they think the theatre production will look like with costumes, props and the set; and then they can compare their drawings to the actual play. Tell students that the actors will be dressed in colorful animal costumes and be performing in front of a large painted canvas backdrop with large trees and a winding road to a barn; the set also includes a hay stack placed in front of the backdrop and there will be lights shining on the actors as they perform. Also discuss the thread that ties the four stories together... Aesop, as the narrator.

Synopsis of Play

In the play *Aesop's Fables* the cast of characters include... the boastful Mr. Hare and the determined Mr. Tortoise from the fable *The Tortoise and the Hare*; an annoying, selfish Dog along with two hungry Oxen who get their feelings hurt from the fable *The Dog in the Manger*; the ferocious but amusing Lion, a helpful Mouse and the funny hunters from the fable *The Lion and the Mouse*; two singing and dancing carefree Grasshoppers along with two industrious Ants from the fable *The Ants and the Grasshopper*; and, of course, the famed storyteller, Aesop as the narrator. What great fun we hope you have when you watch the actors perform this play. A play is acting out a story as if it were real life. Read the fables we are performing in our *Aesop's Fables* production and then... when you watch our actors take the stage...you will see how WE decided to tell the stories. For our play production is an adaptation which changes the story just a bit! Remember...we want you to laugh, clap and have fun...then be sure to stay quiet so everyone can hear what Aesop, the Tortoise, the Lion and other characters have to say to one another. Bring your “imagination” eyes and ears with you to the play... you will be delighted! See you at the play!

Do you know what these **Literary and Theatrical words** mean or have you ever heard them before?

Character: A person or anything (animal, object) presented with human characteristics in a play, story, movie or poem.

Actor: A person who performs in plays, movies or TV shows.

Setting: The time and place that a play, story, movie or poem happens.

Props: Objects that actors touch or use in a play, movie or show: such as a flag or a bag.

Set: A construction or backdrop representing the location of a play, film or TV show.

Theme: The main idea of a play, story, movie or poem.

Focus: When the action, set and other elements help to draw the audience's attention to important ideas or moments in a play, story, movie or show.

Gesture: The use of a movement or positioning of the body or parts of the body to indicate an idea, object, opinion or emotion.

The Lion and the Mouse

Vocabulary:

- bound - tied up
- desire - wish for; want
- gnaw - chew on
- plight - a bad or dangerous situation

Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon the Mouse and opened his big jaws to swallow him.

"Pardon, O King," cried the little Mouse, "forgive me this time and I shall never forget it... who knows but what I may be able to do for you in return one of these days?"

The Lion was so tickled at the idea of the little Mouse being able to help him that he lifted up his paw and let him go.

Days later... the Lion was caught in a trap and the hunters, who desired to carry him alive to the King, bound him to a tree while they went in search of a wagon to carry him to the castle.

Just then the little Mouse happened to pass by and seeing the sad plight of the Lion, went up to him and soon gnawed away the ropes that bound the King of the Beasts.

"Was I not right?" said the little Mouse.

MORAL..."Every act of kindness or every promise kept... is never wasted. And little friends may prove to be great and helpful friends."

QUESTIONS:

In the story, how did the little Mouse avoid a bad plight in the beginning of the fable?

He escaped and ran away from the Lion; He bit the Lion and the Lion dropped him; or He convinced the Lion that he would someday help him.

In the story, how did the Lion react to the Mouse?

The Mouse amused him; The Lion was angry; or He put the Mouse in a cage.

In the story, how did the Mouse help the Lion in his sad plight?

He gnawed through the ropes holding the Lion captive; He brought him food and drink; or He scared the hunters away.

The Dog in the Manger

Vocabulary:

- cozy - warm and comfortable; snug
- muttering - speak or say in a low grumbling voice
- rage - show anger
- slumber - sleep

A Dog, looking for a spot for his afternoon nap, jumped into the Oxen's food manger and made himself nice and cozy in the straw. But soon the Oxen, returning from their afternoon work, came up to the manger and wanted to eat some of the straw. The Dog in a rage, after being awakened from its slumber, stood up and barked at the Oxen. With all his growling and snapping, the Dog prevented the Oxen from eating the hay which had been placed for them. "What a selfish Dog!" said one of them to his companion, "he cannot eat the hay himself, and yet refuses to allow those to eat who can." At last the Oxen had to give up the hope of getting at the straw and went away muttering ... "Ah, people often begrudge others what they cannot enjoy themselves."

MORAL..."People often begrudge others what they cannot enjoy themselves."
"We should not deprive others of gifts because we cannot enjoy them ourselves."

QUESTIONS:

What is the lesson learned in this story?

Would you be more like the Dog or the Oxen?

Do you like to be awakened from sleep...how would you react?

What could the oxen have done instead of giving up and walking away in a bad mood?

The Tortoise and the Hare

Vocabulary:

- boast - talk with too much pride
- challenge - to invite or dare to a contest
- contempt - to look down on someone or not respect someone
- plod - walk steadily

The Hare was once boasting of his speed. "I have never been beaten," he said, "when I go full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare, "I could dance around and around you all day."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and the race started. The Hare darted almost out of sight at once, but soon stopped; and to show his contempt for the Tortoise lay down to have a nap. The Tortoise plodded on and plodded on. And when the Hare awoke from his nap, he saw the Tortoise just near the finish line and could not run up in time to save the race. The Tortoise won!

MORAL...."Slow and steady wins the race."

QUESTIONS:

How would you describe the Hare? How would you describe the Tortoise?

Why did the Hare challenge the Tortoise?

Has anyone ever challenged you; and what did YOU do?

What does it mean to boast?

The Ants and the Grasshopper

Vocabulary:

- content – happy; satisfaction
- prepare - make or get ready
- necessity - something that is needed; need
- toil, toiling - to work hard; working hard

In a field one summer's day... a Grasshopper was hopping about, chirping and singing to his heart's content. An Ant passed by, carrying along with great toil an ear of corn he was taking to his nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper, "we have plenty of food at the present."

But the Ant went on his way and continued his toil.

When the winter came... the Grasshopper had no food and found himself dying of hunger, while he saw the ants distributing to their families the corn and grain from the stores they had collected in the summer. Then the Grasshopper thought, "It is best to prepare for the days of necessity."

MORAL..."It is best to prepare for the days of necessity."

QUESTIONS:

Some people think it is best that you **live for today** rather than to **prepare for the days ahead**. Which is the better idea in your opinion?

Should the Grasshopper have been given food even if he didn't help out?

If the Grasshopper is singing and chirping to his heart's content, what does this mean?
That he's happy, very angry or hungry?

"Aesop's Fables" Word Glossary

Words from many of his stories:

Word	Definition
arbiter	one who is chosen to judge a situation
bill	the beak of an animal
boasting	talk with too much pride
boughs	tree branches
bound	tied
ceremony	an act done in a certain formal way such as a funeral, wedding, etc..
challenge	to invite or dare to a contest
commotion	a disturbance or lots of loud action
conflict	argument, dispute, warfare
constitution	a set of laws or rules for a town, city, country
content	to make someone happy or to be happy or satisfied
contempt	to look down on someone or something, to not respect someone or something
cozy	warm and comfortable; snug
council	a decision making group of people
desired	wished for, wanted
deceiving	fooling, misleading
deceptive	sneaky, sly, lying, misleading, fooling
despise	to hate, dislike
devices	tricks or methods to get one's own way
familiarity	knowing very well
effect	a result or change of something
fare	food, something good to eat
gasping	taking in one's breath sharply, to breathe hard
gaunt	very thin and bony
gnaw	to chew on
gored	injured someone by sticking them with a large object such as a spear or a horn on an animal
grudges	reasons that a person might be upset or resent someone else
Jove	a very important Roman God

"Aesop's Fables" Word Glossary continued

labors	jobs, one's work
lair	a wild animal's den
lap	to lick up a liquid with one's tongue as a dog might do
lofty	very high up
mastiffs	a breed of very big, strong working dogs
moiling	working very hard, slaving away
morsel	a tasty bit of food
muttering	speak or say in a low grumbling voice
necessity	something that one must have or need
objection	a reason to be against something
orchard	an area with fruit or nut trees
outwit	to outsmart, outthink, outdo
pelt	the skin of an animal
petition	to ask for something, a request
plight	a bad situation
procured	gotten, obtained
proposal	a plan, an idea put forth
pursuing	chasing, going after
quench	to put out or to satisfy as ...to quench one's thirst
quote	to repeat exactly the words of another
rage	show anger
rejoicing	to celebrate, celebrating
rejoice	
repented	showed sorrow for doing wrong, makes up for doing wrong
residence	home
retreat	to back off, to go away from the group
retreated	
retreating	
revenge	to get back at someone who has done something wrong to you.
scampered	run off quickly
seize	to grab
Serpent	a snake
slumber	sleep
sly	sneaky
toil, toiling	working very hard
treacherous	dangerous, not to be trusted
tyrant	a ruler who has all the power over his people
vengeance	paying someone back for something bad they did to you.
venture	to try something that is dangerous or risky
ventured	
vigilance	watchfulness

What is a Theatrical Production? How Does it Operate?

A theatrical production is a play featuring actors, costumes and sets. The play goes through a **process** before you see it: casting the actors, rehearsing, sewing costumes, planning props, set, lights and sound.

Casting the play - There are choices in casting a play. The actors audition for the director by reading different character's parts with other actors. The director of the play looks for people he feels will portray the various roles or characters according to his vision for the storyline.

Rehearsals - Someone keeps notes during rehearsals of what movement is assigned by the director to each of the actors while on stage...that's called writing the blocking. The amount of time an actor commits to the process of learning movement, lines, characterization and emotional expression influences the depth to which he/she grows in the production process. In the end, actors have different ways of interpreting the lines of a story...that's what makes each performance unique. It is also important for actors to know how much of a commitment of time and effort it takes to create a show.

Behind the scenes - In addition to performing, there are other jobs. All production elements (set, props, lights, sound and costumes) are important factors and add depth and quality to a show called production value. There are specific people responsible for painting the set backdrop, finding and caring for the props; and technical personnel that work the lights and sound equipment. There's also a seamstress that researches and sews the costumes; and a crew that helps set up, break down and load all the gear, before and after a performance.

Performance - The following are some of the tools that actors use to develop their skills as performers:

1. **Body movement:** Movements, such as, how the Tortoise walks, his gestures and other body language versus how the Hare runs and jumps.
2. **Imagination** - How the actors envision each character in the different scenes.
3. **Experience** - The life experiences and drama training that each actor brings with him/her for developing and performing each character.
4. **Voice** - How the actors use their voice to project to the audience; and how they use different dialects, pitch, tones, etc. to develop a character and their feelings.
5. **Material** - The use of the script by an actor; and how it's used by the director to guide the actors through the production from the beginning read through of the script to the final stage show before an audience.

Audience - A theatrical production needs a location that provides ample space for the "performance" and audience. As an audience, it's important for you to know the actors desire feedback and respect. This can come in the form of laughter; or sitting quietly so all those around you can hear what the actors are saying; or clapping at the end of the play to show the actors how much you enjoyed their performance.

Here are some questions and thoughts that might cross your mind as you observe the play unfolding: "What is the setting (time and place) for the play?"; "Who are the characters or people in the play?"; "What do you think each character is feeling and why?"; "How and why are the characters reacting to each other in a scene?"; "What do you think is the goal or focus of each scene?"; "What did I learn or come away from the play thinking or feeling?" or "What do I like or notice about certain characters, the backdrop, costumes or the acting of a particular character?" Remember... also think about how the actors used the tools of an actor during the play: their body movements, imagination, experience, voice and interpretation of the story script. Watching a live production with the developing "eyes" and "ears" of an eager audience member will bring much pleasure to you from one production to another in the years to come.

Student Study Guide - **Work Sheet**

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English/ Language Arts/ Mathematics

SENTENCE ORDER

Number the **sentences in the order** that events took place in the fable "**The Tortoise and the Hare**". 1= first 2= second 3= third 4= fourth

Circle all the **upper case letters** in the sentences.

Underline the **verbs (verbs show action)**.

How many sentences end with an **exclamation point**? ____

How many sentences end with a **period**? ____

____ The Hare fell asleep.

____ The Tortoise ran through the woods and over the hills to win the race.

____ The Tortoise accepted the challenge to race!

____ The Hare challenged someone to race with him.

COUNTING WITH "The Lion and the Mouse"

3 pieces of cheese + 4 pieces of cheese = ____ pieces of cheese

20 hunters - 17 hunters = ____ hunters

7 mice are greater or less than 4 mice. (**circle the correct answer**)

6 lions are greater or less than or equal to 6 lions. (**circle the correct answer**)

If a little Mouse eats breakfast at 9 AM, how many hours does she have to wait if she eats lunch at 1 PM? ____

A farmer sold straw to a little Mouse. Cost of the straw was 4 cents. The little Mouse pays the farmer with a dime. **Mark the correct money change with an X.**

___ 1 nickel and 1 dime ___ 2 nickels ___ 1 nickel and 1 penny ___ 1 quarter

When the Mouse was untying knots on the net that held the Lion, he measured the knots by 10's. Count by 10's and fill in the blanks 10, ____, 30, 40, ____, 60, ____, ____, ____, 100.

Study Guide - Work sheet

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English/ Language Arts/ Mathematics

Number the story characters of "Aesop's Fables" in **alphabetical order**:

___Ants ___Oxen ___Lion ___Dog
___Grasshopper ___Mouse ___Aesop ___Hunters

List **adjectives** that describe these "Aesop's Fables" characters

Hare _____

Tortoise _____

Dog _____

Mouse _____

Ants _____

The **eight parts of speech** are **nouns, verbs, adjectives, pronouns, conjunctions, adverbs, prepositions and interjections**. What part of speech are the underlined words? All eight parts of speech are underlined!

The Hare ran through the woods. _____

"Oh, Tortoise, you have won the race!" _____

The little Mouse quietly gnawed the rope. _____

The Tortoise plodded on and plodded on until he won the race. _____

He slept in the oxen manger. _____

The Ants gathered food for winter. _____

The oxen eat straw. _____

The grasshopper learned an important lesson. _____

Count the Ant's bags of food by **tens**:

forward - 8,210; 8,220; 8,230; 8,240; _____; _____; _____

backward - 8, 210; 8,200; 8,190; 8,180; _____; _____; _____

Count Grasshopper jumps by **odd numbers**:

Forward - 45,995; 45,997; 45,999; 46,001; _____; _____; _____

Backward - 45,995; 45,993; 45,991; 45,989; _____; _____; _____

The Grasshopper saw the Ants in the woods on Friday, May 16, 2014 and again 2 days later...**on what date?** _____, _____, _____. He saw them 6 days after that...**on what date?** _____, _____, _____.

The seamstress for the theatrical production is sewing a canvas backdrop for the play and needs it to measure 21feet wide by 9 feet high. What is the **area** of the finished backdrop?
in **feet?** _____ **area in yards?** _____ **area in inches?** _____

Aesop's Fables
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Common Core Standards (K-5)

<http://www.corestandards.org/>

Common Core State Standards for English Language Arts:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading Standards for Literature K-5 (RL): K.1, K.2, K.3, K.4, K.5, K.7, K.9, K.10; 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.10; 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9, 2.10; 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.10; 4.2, 4.5, 4.7, 4.9, 4.10; 5.2, 5.5, 5.7, 5.9, 5.10

Reading Standards for Informational Text K-5 (RI): K.1, K.2, K.3, K.4, K.7, K.8, K.9, K.10; 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10; 2.1, 2.4, 2.6, 2.8, 2.10; 3.1, 3.2, 3.3, 3.7, 3.8, 3.10; 4.1, 4.2, 4.3, 4.8, 4.10; 5.1, 5.2, 5.3, 5.8, 5.10

Reading Standards: Foundational Skills K-5 (RF): K.1; 1.1; 2.4; 3.4; 4.4; 5.4

Writing Standards K-5 (W): K.1, K.2, K.3, K.5, K.7, K.8; 1.1, 1.2, 1.3, 1.5, 1.7, 1.8; 2.1, 2.2, 2.3, 2.5, 2.7, 2.8; 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10; 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10; 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10

Speaking and Listening Standards K-5 (SL): K.1, K.2, K.3, K.4, K.5, K.6; 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Language Standards K-5 (L): K.1, K.2, K.6; 1.1, 1.2, 1.6; 2.1, 2.3, 2.6; 3.1, 3.3; 4.1e, 4.2a, 4.3; 5.1a, 5.3

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Common Core State Standards for Mathematics K-5th

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Grade K

Counting and Cardinality

- Know number names and the count sequence.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Measurement and Data

- Describe and compare measurable attributes.

Grade 1

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Grade 2

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Operations and Algebraic Thinking

- Represent and solve problems involving

addition and subtraction.

- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Measurement and Data

- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Grade 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Multiply within 100.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Grade 4

Operations and Algebraic Thinking

- Generate and analyze patterns.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.

Grade 5

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

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Curriculum Standards

Visual Arts

Use a variety of tools and materials to create a work of art.

Use a variety of techniques and processes to produce original works of art that reflect ideas, concepts, symbols and themes.

Use tools and materials in a safe and responsible manner.

Use the elements and principles of art to communicate ideas.

Create art works to meet various functions.

Theatre

Illustrate meaning and character through dialogue.

Apply sensory and emotional experiences to create a character.

Use imagination to form and to express thought, feeling and character.

Use characterization to solve dramatic problems in individual and group settings.

Utilize improvisational skills and techniques in creating a character.

Employ movement to express thought, feeling and characterization.

Employ vocal techniques to express thought, feeling and characterization.

Employ the functions of various technical elements such as visual elements and aural qualities.

Determine design elements needed for improvised or scripted scenes.

Understand the role of the audience and demonstrate appropriate audience etiquette.

Aesop's Fables

Study Guide - Answers to p. 14 - younger student Work Sheet

Designed and Published by TENNESSEE THEATRE COMPANY

English/ Language Arts/ Mathematics

SENTENCE ORDER

Number the **sentences in the order** that events took place in the fable

"The Tortoise and the Hare". 1= first 2= second 3= third 4= fourth

Circle all the **upper case letters** in the sentences.

Underline the **verbs (verbs show action)**.

How many sentences end with an **exclamation point? 1**

How many sentences end with a **period? 3**

Attention teachers: upper case letter answers /greater, less and equal answers have been placed in **BOLD** on this sheet.

3 The **H**are fell asleep.

4 The **T**ortoise ran through the woods and over the hills to win the race.

2 The **T**ortoise accepted the challenge to race!

1 The **H**are challenged someone to race with him.

COUNTING WITH "The Lion and the Mouse"

3 pieces of cheese + 4 pieces of cheese = 7 pieces of cheese

20 hunters - 17 hunters = 3 hunters

7 mice are **greater** or less than 4 mice. (**circle the correct answer**)

6 lions are greater or less than or **equal** to 6 lions. (**circle the correct answer**)

If a little Mouse eats breakfast at 9 AM, how many hours does she have to wait if she eats lunch at 1 PM? 4

A farmer sold straw to a little Mouse. Cost of the straw was 4 cents. The little Mouse pays the farmer with a dime. **Mark the correct money change with an X.**

 1 nickel and 1 dime 2 nickels x 1 nickel and 1 penny 1 quarter

When the Mouse was untying knots on the net that held the Lion, he measured the knots by 10's. Count by 10's and fill in the blanks 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

2013-2014 Aesop's Fables

Study Guide - Answers to p. 15 - older student Work sheet

Designed and Published by TENNESSEE THEATRE COMPANY

English/ Language Arts/ Mathematics

Number the story characters of "Aesop's Fables" in **alphabetical order**:

2 Ants 8 Oxen 6 Lion 3 Dog
4 Grasshopper 7 Mouse 1 Aesop 5 Hunters

List **adjectives** that describe the "Aesop's Fables" characters: (if you watch performance before filling out work sheet - answers will vary from just reading the fables)

Hare - boastful, fast, hyper

Tortoise - steady, slow, determined

Dog - sleepy, angry, selfish, annoying

Mouse - quiet, helpful, kind, little

Ants - industrious, hard-working, smart

The **eight parts of speech** are **nouns, verbs, adjectives, pronouns, conjunctions, adverbs, prepositions and interjections**. What part of speech are the underlined words? All eight parts of speech are underlined!

The Hare ran through the woods. preposition (tells **where** the Hare is in relation to the woods)

"Oh, Tortoise, you have won the race!" interjection (throws in a **strong feeling**...Oh!)

The little Mouse quietly gnawed the rope. Adverb (tells **how** the Mouse gnawed...quietly)

The Tortoise plodded on and plodded on to win the race. Conjunction (**joins** words/phrases)

He slept in the Oxen manger. pronoun (**takes the place of a noun**, in this case...the dog)

The Ants gathered food for winter. verb (shows **action**...gathered)

The Oxen eat straw. noun (**names** a thing...straw)

The Grasshopper learned an important lesson. adjective (**describes** lesson as...important)

Count the Ant's bags of food by **tens**:

forward - 8,210; 8,220; 8,230; 8,240; 8,250; 8,260; 8,270

backward - 8, 210; 8,200; 8,190; 8,180; 8,170; 8,160; 8,150

Count Grasshopper jumps by **odd numbers**:

Forward - 45,995; 45,997; 45,999; 46,001; 46,003; 46,005; 46,007

Backward - 45,995; 45,993; 45,991; 45,989; 45,987; 45,985; 45,983

The Grasshopper saw the Ants in the woods on Friday, May 16, 2014 and again 2 days later...**on what date?** Sunday, May 18, 2014. He saw them 6 days after that...**on what date?** Saturday, May 24, 2014.

The seamstress for the theatrical production is sewing a canvas backdrop for the play and needs it to measure 21feet wide by 9 feet high. What is the **area** of the finished backdrop?

in **feet?** 189 sq. feet **area in yards?** 21 sq. yards **area in inches?** 27,216 sq. inches