

THE BEAR, THE BAT, AND THE DOVE

By Rob Cleveland

Second Grade

Outcome:

Students will demonstrate an understanding of the story through the use of reading, writing, discussion, poetry, acting, and public speaking.

Overview:

Students will read and explore a folktale, while utilizing interdisciplinary connections in language arts, character education, dramatic arts, and cooking.

Materials:

Book, The Bear, the Bat, and the Dove

Map or globe

Pencil, paper, eraser

Cooking materials: 2/3 cup of flour, 3 T brown sugar, a dash of salt, 3 T cornstarch, 4 T oil, 2 egg whites, beaten stiff, 8 T water, 1 t vanilla, non-stick skillet, oven mitt, stove or oven, glass, empty egg carton

Optional: How & Why Stories (Martha Hamilton and Mitch Weiss, August House 1999)

Assessment Tools:

Story Information worksheet

Proverbs worksheet

Character Education Worksheet A

Character Education Worksheet B

Character Education Worksheet C

INSTRUCTIONAL PLAN

Introduction:

- Teacher informs class that they will be reading an **anthology** (collection of stories) of Aesop's Fables.
- Ask students to name some of Aesop's Fables that they know.
- Define or have students define a **fable**.
 - It includes a short narrative that uses animal characters with human features to convey folk wisdom.
 - Fables help people understand human behavior.
- Teacher informs students:
 - Aesop was born about 620 BC on a Greek Island. Use a map or globe to show the location of Greece.
 - He was a slave by birth and owned by two masters in succession.
 - Aesop was given his freedom as a reward for his learning and wit.
 - Aesop became a well-known and respected person who traveled to many countries.
 - He is regarded as the greatest storyteller of all time. Fables are almost always attributed to him. He did not necessarily tell all of the tales credited to him. This is similar to all nursery rhymes being attributed to Mother Goose.

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Introduction cont.:

- Aesop never wrote down any of his tales.
- Stories were told and re-told many times before they were written down. The stories that we have today are based on people's memories and their interpretation.
- In Aesop's time, man lived in close contact with animals. It was not unusual to hear stories that used animals that spoke and acted like humans.

Reading of the Story:

- Teacher instructs students to read the first story in The Bear, The Bat, And The Dove aloud with a partner and to create four questions, two easy and two hard, for this story.
- Students rotate partners, read the second story, and create four questions as above.
- Students again rotate partners for the third story and create questions as above.
- After all of the stories have been read and questions recorded, students ask classmates their questions.
 - Which question was asked the most?
 - Which question was most difficult to answer?
 - Which story proved to be the class favorite?

Language Arts:

- Poetry

Diamond Poems

All of the stories in the anthology are about friendship. Write a diamond poem about friendship by following this format:

1. First line- write the subject of the poem (the word, friend or a friend's name).
2. Second line- write two words to describe your friend (adjectives).
3. Third line- write three action words (verbs) that you associate with your friend.
4. Fourth line- write two more adjectives that describe your friend.
5. Fifth line- repeat line one.

The completed poem should be shaped like a diamond.

- Mad Libs
 - Teacher reviews definition of noun, verb, and adjective.
 - Students re-write one of the stories from this anthology in their own words.
 - Students then erase at least half of the nouns, verbs, and adjectives (Note: if a particular word is erased one time, i.e.: bat, it needs to be erased every time).
 - Students work with a partner and ask their partner to supply the missing nouns, verbs, and adjectives. Students write the words supplied by their partner in the appropriate blank spaces in their story.
 - Students share their new version of the story.

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Language Arts cont.:

- Writing Stories
 - The second fable in the book, Why Bat Flies At Night is a **pourquoi** (“porkwa”) story. Pourquoi means **why** in French. Pourquoi stories explain why an animal, plant or natural object looks or acts the way that it does. These stories have been told since ancient times, to help man explain why things are the way that they are.
 - Students choose a topic and write a pourquoi story.
 - Possible topics include:
 - Why the sun rises and sets every day
 - Why a rainbow comes out after the rain
 - Why moles live underground
 - Why snakes have no hands or feet
 - Why zebras have stripes
 - Why pigs have curly tails
 - Why trees lose their leaves in the Fall.
 - More ideas for topics of pourquoi stories can be found in How & Why Stories (p.88)
 - Students share their stories with the class.
 - **Extension:** Students read and discuss pourquoi stories. A good selection can be found in How & Why Stories.

Drama:

- Teacher distributes Proverbs worksheet to students.
- Teacher asks students to define a **proverb**. A proverb is a short well-known saying containing a wise thought.
- Class discusses the meanings of the proverbs on the worksheet.
- Students work with a partner or in small groups to create a skit about one of the proverbs.
- Students present their skits to the class and classmates guess which proverb each group has acted out.

Proverbs worksheet

1. Don't cry over spilled milk.
2. It never rains, it pours.
3. You can't have your cake and eat it too.
4. A barking dog never bites.
5. Rome wasn't built in a day.
6. Absence makes the heart grow fonder.
7. The early bird catches the worm.
8. People who live in glass houses shouldn't throw stones.
9. Many hands make light work.
10. The proof of the pudding is in the eating.
11. He who laughs last, laughs best.
12. He who hesitates is lost.
13. Look before you leap.

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Drama cont.:

Proverbs worksheet cont.

14. A friend in need is a friend indeed.
15. A bird in hand is worth two in the bush.
16. A penny saved is a penny earned.
17. When the cat's away, the mice will play.
18. All that glitters is not gold.
19. You can lead a horse to water, but you can't make him drink.
20. A watched pot never boils.
21. Birds of a feather flock together.
22. Too many cooks spoil the broth.
23. Actions speak louder than words.
24. You can't teach an old dog new tricks.
25. Every dog has his day.

Cooking:

Materials: 2/3 cup of flour, 3 T brown sugar, a dash of salt, 3 T cornstarch. 4 T oil, 2 egg whites, beaten stiff, 8 T water, 1 t vanilla, non-stick skillet, oven mitt, stove or oven, glass, empty egg carton

- Class makes fortune cookies.
- Students write a story about the proverb in their cookie.
- Students enjoy cookies as snack.

Recipe

1. Combine 2/3 cup of flour, 3 T brown sugar, a dash of salt, and 3 T cornstarch.
2. Mix 4 T oil and 2 egg whites, beaten stiff. Add to the flour.
3. Add 8 T water and 1 t vanilla. Mix well.
4. Pour 1 heaping Tablespoon of batter on a non-stick skillet, using medium heat. Spread into a 3-inch circle.
5. Cook 4 minutes until brown. Turn and cook 2 minutes on the other side.
6. Remove from pan. Place a proverb (cut from Proverbs worksheet) on the circle. Use oven mitt to fold circle in half, pressing firmly. Bend folded edge over rim of a cup.
7. Cool in an empty egg carton.
8. Crisp cookies in a 350-degree oven for 10 minutes.
9. Makes 16 cookies

(Recipe adapted from Treasured Time with Five-to Ten-Year-Olds, Jan Brennan, August House 1990)

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Character Education:

An activity for differentiated learning

These stories deal with the character traits of friendship, caring, courage, fairness, resourcefulness, sharing, trustworthiness, citizenship, and respect.

- Teacher writes these words on the board and discusses the meaning of each word.
 - Group A: Complete the worksheet.
 - Group B: Complete the worksheet. Choose two words that relate to each story. Write a paragraph for each story explaining how these words relate to the story.
 - Group C: Complete the worksheet. Choose at least two words from the list. Write a story that demonstrates these character traits. Write a proverb for your story.

Character Education worksheet

The Bear and the Two Travelers

Words chosen:

1. _____
2. _____

How these words relate to the story:

Why Bat Flies At Night

Words chosen:

1. _____
2. _____

How these words relate to the story:

The Ant and the Dove

Words chosen:

1. _____
2. _____

How these words relate to the story:

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Name _____ Date _____

Story Information

Directions: Complete the information about setting, characters, plot, and lesson in the space provided for each story.

	The Bear	The Bat	The Dove
Setting			
Characters			
Plot			
Lesson			

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Name _____ Date _____

Proverbs

1. Don't cry over spilled milk.
2. It never rains, it pours.
3. You can't have your cake and eat it too.
4. A barking dog never bites.
5. Rome wasn't built in a day.
6. Absence makes the heart grow fonder.
7. The early bird catches the worm.
8. People who live in glass houses shouldn't throw stones.
9. Many hands make light work.
10. The proof of the pudding is in the eating.
11. He who laughs last, laughs best.
12. He who hesitates is lost.
13. Look before you leap.
14. A friend in need is a friend indeed.
15. A bird in hand is worth two in the bush.
16. A penny saved is a penny earned.
17. When the cat's away, the mice will play.
18. All that glitters is not gold.
19. You can lead a horse to water, but you can't make him drink.
20. A watched pot never boils.
21. Birds of a feather flock together.
22. Too many cooks spoil the broth.
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24. You can't teach an old dog new tricks.
25. Every dog has his day.

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Worksheet A

Name _____ Date _____

Character Education

Directions: Complete the worksheet.

The Bear and the Two Travelers

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

Why Bat Flies at Night

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

The Ant and the Dove

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

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Worksheet B

Name _____ Date _____

Character Education

Directions: Complete the worksheet. Choose two words that relate to each story. Write a paragraph, for each story, explaining how these words relate to the story.

The Bear and the Two Travelers

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

Why Bat Flies at Night

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

The Ant and the Dove

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

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Worksheet C

Name _____ Date _____

Character Education

Directions: Complete the worksheet. Choose at least two words from the list. Write a story that demonstrates these character traits. Write a proverb for your story.

The Bear and the Two Travelers

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

Why Bat Flies at Night

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____

The Ant and the Dove

Words chosen:

1. _____ 2. _____

How these words relate to the story:

1. _____

2. _____