

# THE CONTEST BETWEEN THE SUN AND THE WIND

Second Grade

## **Outcome:**

Students will learn about Aesop and Aesop's fables.

## **Materials:**

Book, *The Contest Between the Sun and the Wind*

World map or globe

"Sun Graphic Organizer" worksheet

Pencils

Blackboard or Whiteboard

Unlined paper

Lined paper

Markers or pastels

## **Optional:**

Cleveland, Rob. *The Bear, the Bat, and the Dove*. Atlanta: August House, 2006.

Computer with Internet access

Brennan, Jan. *Treasured Times with Five- to Ten-Year-Olds*. Little Rock: August House, 1990.

Forest, Heather. *The Animals Could Talk*. Little Rock: August House, 1994.

## **INSTRUCTIONAL PLAN**

### **Introduction:**

#### **Materials:**

World map or globe

#### **Directions:**

Teacher:

- Asks students what they know about Aesop and Aesop's fables.
- Shares the following information as appropriate:
  - Aesop was a slave in Greece who lived long ago. (Show Greece on map or globe.)
  - Aesop is famous for his short stories, known as "fables." A fable is a short tale that illustrates truth about life and human nature. Each story teaches a lesson or moral.
  - Aesop was a slave by birth but earned his freedom as a reward for his learning and wit.
  - Aesop is known as one of the greatest storytellers of all time. Fables are almost always attributed to him. He did not necessarily tell all of the fables credited to him. This is similar to all nursery rhymes being attributed to Mother Goose.
  - Aesop never wrote down any of his tales. His stories were told and retold many times before anyone ever wrote them down.
  - There are many common phrases that were made popular by his fables. These phrases include: "Don't count your chickens before they hatch," "Look before you leap," and "sour grapes." (Teacher asks students what these phrases mean and if they know any others.)

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## **Class Reads the Story:**

### **Materials:**

Book, *The Contest Between the Sun and the Wind*

### **Directions:**

- Teacher tells students they will read a tale first told by Aesop and to listen carefully so that they will know what lesson the tale teaches.
- Students pass the book around and each student takes a turn reading one page aloud and showing the illustrations.
- Teacher asks students if they learned anything else from the story besides the lesson.

## **Questions for Assessing Students' Comprehension:**

- Who are the characters in this story?
- What were the Wind and the Sun arguing about?
- What kind of contest did the Wind and the Sun have?
- What did the Wind do to try to prove its strength?
- What did the man do when the Wind blew hard?
- What happened to the trees and animals when the Wind blew hard?
- How did the Wind feel when it could not blow the man's coat off?
- What did the Sun do to prove its strength?
- What did the man do when the Sun grew bright?
- Why did the man take off his coat? What did the man do with his coat?

## **Questions for Interpretation:**

- How are the Wind and the Sun different from each other?
- How do you think the man and the animals felt when the Wind blew?
- How do you think the man and the animals felt when the Sun came out from behind a cloud?
- Why do you think the Sun's face is tilted to the side on the seventh page?
- What is the man looking at?
- Why is he looking up?
- What can you tell about the tree and the animals?
- Why did the man sing when the Sun came out?
- How does the Wind make you feel?
- How does the Sun make you feel?
- How are the illustrations of the Wind blowing and the illustrations of the Sun shining different?
- Why was the world reduced to dust and leaves after the Wind blew harshly?
- If you were going to have a contest of strength, what would you do to show how strong you are?
- Why did the Wind think the Sun used a trick to make the man remove his coat?
- What did the Sun mean when it said, "...through gentleness I won my way"?
- Why are the words printed in different sizes throughout the book? How does this affect how the story is read?

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## **Questions for Interpretation cont.:**

- How did the illustrator use color to help tell the story?
- What lesson does this story teach? How can you apply this lesson to your life?
- This book is dedicated “to Peace Makers everywhere.” Why do you think the author and illustrator chose this dedication?

## **Follow Up Activities:**

### • **Act it Out**

#### **Directions:**

Teacher asks students how:

- the Wind’s voice might sound.
- the Wind might move.
- the Sun’s voice might sound.
- the Sun might move.
- the man might move
  - at the beginning of the story.
  - when the Wind was blowing.
  - when the Sun first came out.
  - when the Sun became brighter and brighter.

Teacher:

- Divides class into groups of three students each.
- Asks students to each portray one character from the story and to act out the story.

### • **Sun Graphic Organizer**

#### Materials:

“Sun Graphic Organizer” worksheet

Pencils

#### **Directions:**

Students:

- Summarize the main idea of the story by writing a sentence on each ray of the sun to tell who, what, why, and how.
- Write other important details about the story on the extra lines provided.

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## **Follow Up Activities cont.:**

### • **Make a Pictograph**

#### Materials:

Blackboard or Whiteboard

Unlined paper

Pencils

#### **Directions:**

Teacher:

- Explains that a pictograph is a quick drawing such as a stick figure. (Teacher demonstrates on the board.) A group of pictographs in sequence can tell a story.
- Demonstrates by making 6 quick drawings about a story familiar to the students. Teacher emphasizes that the drawings should be completed simply and *very* quickly.
- Shows students how to fold their papers to create 6 equal boxes.
- Asks students to think of the most important events in *The Contest Between the Sun and the Wind*.
- Instructs students to draw one picture in each box, in the correct sequence, to tell the story. Teacher tells students that they will have several minutes to do the drawings.
- Asks students to show their pictures and retell the story using the pictographs as a guide.

### • **Author's Insight**

#### Materials:

Book, *The Contest Between the Sun and the Wind*

Optional: CD, *The Animals Could Talk*

#### **Directions:**

Teacher:

- Informs students that Heather Forest, the author of the story, is a professional storyteller. She is an “artist of the spoken word.” Teacher asks students what it means to be “an artist of the spoken word.” Teacher tells students that Heather Forest presents oral stories for listening audiences. It was a challenge for her to adapt her presentation of this story (which she performs as a song) into a written version for the book. She read the words out loud over and over. She wrote and rewrote. The words for the written story evolved over many drafts.
- Rereads the story with students and asks students to point out words that rhyme on each page.
- Asks students why they think that the author chose to make *some* of the text rhyme instead of *all* of the text.
- And students identify words and phrases that make the story colorful and fun to read.
- And students listen to more Aesop's fables from *The Animals Could Talk* CD to hear how Heather Forest presents stories in spoken word and in song.

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## **Follow Up Activities cont.:**

### • **Illustrator's Insight**

#### Materials:

Unlined paper  
Markers or pastels

#### **Directions:**

Teacher:

- Informs students that Susan Gaber, the illustrator of the story, found it challenging to create an image of the wind. Teacher asks students why this might be challenging. Because the wind is invisible, Ms. Gaber was not certain if it should be a person, an animal, or something supernatural. She had many ideas and finally found inspiration from a well-known movie about a tornado transporting the main character to an extraordinary world. Teacher asks students to guess what movie inspired the illustrator (*The Wizard of Oz*).
- Asks students to think about how they would draw the wind, including what colors they would use and how they would show movement.
- Asks students to draw the wind.

### • **Write a Fable**

#### Materials:

Lined paper  
Pencils

#### **Directions:**

Teacher:

- Reminds students *The Contest Between the Sun and the Wind* is based on a fable attributed to the Greek slave, Aesop, and that his stories have a moral and teach a lesson.
- Asks students what lesson could be learned from this story.
- Asks students to write a fable with the moral, "Gentleness, instead of force, can be an effective way to achieve a goal."
- Asks students to read their stories to the class and discuss how they illustrated the moral.

### • **Alliteration**

#### Materials:

Book, *The Contest Between the Sun and the Wind*  
Lined paper  
Pencils

#### **Directions:**

Teacher:

- Asks students what "alliteration" is (repetition of an initial sound in two or more words in a phrase).
- Asks students to identify alliteration in the first sentence of the story. (There **o**nce was a man in a **w**arm coat, **w**alking his **w**ay down a **w**inding road. Teacher points out that when the story is read aloud, the /o/ in /once/ sounds like a /w/ and adds to the alliterative effect.)

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## **Follow Up Activities cont.:**

### **Alliteration cont.**

- Instructs students to create alliterative phrases or sentences with the following weather words: sun, wind, rain, snow, cloud, cold, hot, warm, cool. (Examples: suddenly so snowy, winding warm winds, heavy humid heat)

## **Extension Activities:**

### • **Read More Aesop’s Fables**

#### Materials:

Book, *The Bear, the Bat, and the Dove*

Computer with Internet access

#### **Directions:**

Teacher reads *The Bear, the Bat, and the Dove* by Rob Cleveland. This book contains three of Aesop’s fables that teach about friendship. The morals of the stories are: “Trouble tests a true friend,” “One good turn deserves another,” and “He who is not one thing or the other has no friends.” Animations of these three fables can be viewed at [www.storycove.com](http://www.storycove.com).

### • **Heteronyms**

#### Materials:

Blackboard or Whiteboard

#### **Directions:**

Teacher:

- Explains that certain words can be pronounced more than one way and can have different meanings. Sometimes a vowel in a word can be pronounced with a short or a long vowel sound. The word “wind” can be pronounced with a short /ɪ/ or a long /ī/. (The wind is blowing; I will wind up the toy.) Sometimes changing the accent or stress in a word, creates a word with a different meaning. The word “present” has a different meaning depending which syllable is stressed. (I gave my mother a present for her birthday; I was present in school for the spelling test; The teacher will present the winners with a certificate.) These words are heteronyms.
- Writes the following words on the board: bow, close, dove, lead, live, present, tear, read.
- Asks students to create sentences for at least two meanings of each word.

### • **Make a Kite**

Book, *Treasured Times with Five- to Ten-Year-Olds*

#### **Directions:**

Teacher and students follow kite-making directions on Page 44 of *Treasured Times with Five- to Ten-Year-Olds* by Jan Brennan. Students fly the kites outside on a windy day and observe how the wind makes the kites move.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Sun Graphic Organizer

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