

# The Grasshopper and the Ants

6

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the seasons at the beginning and end of the fable, “The Grasshopper and the Ants”
- ✓ Explain the moral, or lesson, that the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”
- ✓ Identify examples of personification in familiar fables

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, recall facts from “The Grasshopper and the Ants” and accurately answer questions such as *who*, *what*, *where*, and *when* (RL.K.1)
- ✓ With prompting and support, interpret information to answer questions and make judgments about “The Grasshopper and the Ants,” including answering *why* questions that require recognizing cause/effect relationships (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters, setting, and events in “The Grasshopper and the Ants” (RL.K.4)
- ✓ Listen to a variety of texts, including fables such as “The Grasshopper and the Ants” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction text about the seasons (RL.K.6)

- ✓ With prompting and support, describe illustrations of “The Grasshopper and the Ants,” using the illustrations to check and support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, compare and contrast actions, attitudes, and experiences of the grasshopper and the ants (RI.K.9)
- ✓ Actively engage in the fiction read-aloud “The Grasshopper and the Ants” (RL.K.10)
- ✓ Participate in a class research project to chart daily weather conditions onto the *Class Weather Journal* (W.K.7)
- ✓ With assistance, categorize and organize information about the unique characteristics of autumn onto a *Seasons Comparison Chart* (W.K.8)
- ✓ With assistance, recall information from previous read-alouds to complete a cycle of the seasons chart (W.K.8)
- ✓ Identify real-life connections between words—*future*, *personification*, and *last*—and their use (L.K.5c)

## Core Vocabulary

---

**future, n.** A time that will happen later

*Example:* I have never visited Disney World, but I hope to go there in the future.

*Variation(s):* futures

**grasshopper, n.** A plant-eating insect that has long legs used for jumping

*Example:* Mei saw a grasshopper jump while she was running in the field.

*Variation(s):* grasshoppers

**last, v.** To have enough of something for a certain period of time

*Example:* The holiday treats will last them through the month.

*Variation(s):* lasts, lasted, lasting

**personification, n.** A writing technique an author uses in which animals act like people in a story

*Example:* Aesop uses personification when the animals in his story talk just like people do.

*Variation(s):* none

**shivering, v.** Shaking from the cold; trembling

*Example:* Mary was shivering from the chill in the air, and wished she had worn her scarf.


*Variation(s):* shiver, shivers, shivered

<b>Vocabulary Chart for The Grasshopper and the Ants</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	<b>grasshopper</b> <b>personification</b>	freezing <b>future</b> lazy plenty <b>shivering</b>	air ant bee butterfly food hungry largest/tiniest nap summer/winter
<b>Multiple Meaning</b>		bare chill <b>last*</b>	cooler fall knocked hard warm
<b>Phrases</b>		hard at work paid no attention	woke up put away
<b>Cognates</b>		<b>futuro</b>	

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. It is the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Grasshopper and ants
2. 6A-2: The grasshopper napping under a tree
3. 6A-3: Grasshopper in late fall
4. 6A-4: Grasshopper knocking at the ants' door

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	Image Cards 1, 5; Instructional Masters 6A-1, 6A-2; drawing tools; Seasons Comparison Chart	15
	<b>Introducing “The Grasshopper and the Ants”</b>	world map	
	<b>Vocabulary Preview: Future, Personification</b>	pictures of various tourist attractions; stories that include examples of personification	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Grasshopper and the Ants</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Last</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Cycle of the Seasons</b>	Image Cards 2–5; Instructional Master 6B-1; scissors; glue or tape	15
	<b>Domain-Related Trade Book</b>		
<b>Take-Home Material</b>	<b>Family Letter</b>	Instructional Masters 6B-2, 6B-3	

### **Advance Preparation**

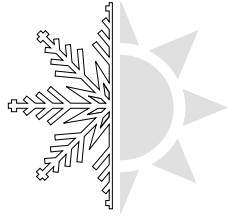
Prepare copies of Instructional Masters 6A-1 (Autumn Chart) and 6A-2 (Autumn Image Sheet) for each student. Students can draw or cut and paste images from their Autumn Image Sheet onto their Autumn Chart.

For Vocabulary Preview bring in several pictures of tourist attractions (e.g., Grand Canyon, Eiffel Tower, Niagara Falls), places that your students would be interested in visiting, as well as local destinations. Students will talk about places they would like to visit in the future. Gather familiar story books that include examples of personification.

Prepare a copy of Instructional Master 6B-1 for each student to complete the *Cycle of the Seasons* activity.

### **Note to Teacher**

Please continue to fill in the *Class Weather Diary* (Day 5).



# The Grasshopper and the Ants

6A

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Learned?**

- Remind students that they have been learning about the cycle of the seasons. They have now learned characteristics of each of the four seasons.
- Show Image Card 1 and ask students what the cycle of the seasons is.
- Have the class sing the seasons song from Lesson 2. Point to each season on Image Card 1 as it is mentioned in the song.
- Remind students that in yesterday's letter from their imaginary pen pal, Annie, they learned about the autumn season. Call on three volunteers to name different characteristics of autumn.

### ***Seasons Comparison Chart***

- Give each student Instructional Masters 6A-1 and 6A-2. Tell them that this is their chart for autumn. Point to the leaf on their chart and tell them that the leaf is a symbol for autumn. Point to the first row and tell them that they will put a picture of a thermometer to show the temperature for autumn. Students may also wish to draw what the weather is like during the autumn. Point to the middle row and tell them that they can draw or cut and paste images of clothing worn during the autumn. Point to the last row and tell them that they can draw or cut and paste images of activities and holidays that happen during autumn.

	Winter	Spring	Summer	Autumn
<b>Months</b>	December January February	March April May	June July August	September October November
<b>Temperature/ Thermometer</b>	cold	warm	hot	cool
<b>Clothing People Wear</b>	Heavy jacket, scarf, mittens, boots	(clothing for warmer weather)	Sunglasses, swimming suit, shorts, tank top	(clothing for cooler weather)
<b>Special Activities/ Holidays</b>	New Year's; sledding; making snowmen	Easter; Holi; Memorial Day	Fourth of July; swimming	Thanksgiving; harvest; falling leaves

- Reintroduce the *Seasons Comparisons Chart*. One by one, discuss each item listed in the left-hand column as it relates to Annie's description of autumn. As you discuss each item, refer to the corresponding images from the read-aloud "Autumn." Write a one-word description for each item.

**Note:** Tell students that you are going to write down what they say, so that you will all remember important facts about each season. Tell them you will read the written words to them whenever you are working on the chart because they still have not learned all of the sounds that different letters and combinations of letters represent.

- Take this opportunity to also talk about whether there are any unique seasonal differences in the autumn that are characteristic of your own locality.
- Add Image Card 5 (Autumn) to the top of the chart above the autumn heading.

### Introducing "The Grasshopper and the Ants"

- Tell the class that there was a man named Aesop [EE-sop] who lived in Greece a very long time ago.
- Have students say *Aesop* with you three times.
- Locate Greece for students on a world map.
- Explain that Aesop was a great storyteller. He was known for collecting and retelling many short stories called fables. Fables often have animals as characters in the story, instead of people.

- Ask students if they remember any of the fables that they heard earlier in the year. In the *Nursery Rhymes and Fables* domain, students heard the following fables:
  - “The Lion and the Mouse”
  - “The Tortoise and the Hare”
  - “The Dog and His Reflection”
- Ask whether the animals in the fables acted like humans and how they acted like humans. [Suggested responses: talk to each other, have a race, help one another, are greedy]
- Explain that when any animal or thing acts like a person or human, it is called personification. Personification is when animals in a story talk and act like people do.
- Have students say the word *personification* with you three times.
- Ask students if they remember what else is special about fables.
- Tell students that fables teach a lesson called—the moral of the story. You may wish to elicit or remind students of the morals they have already learned:
  - “The Lion and the Mouse”—Little friends may be great friends
  - “The Tortoise and the Hare”—Slow and steady wins the race
  - “The Dog and His Reflection”—If you are greedy, you may lose everything

### **Picture Walk**

- Tell students that instead of hearing a letter from their imaginary pen pal, Annie, today, they will hear one of Aesop’s fables called “The Grasshopper and the Ants.”
- Tell students that first you will take a picture walk through the story together.



### ← **Show image 6A-1: Grasshopper and ants**

- Tell students that these are the characters in the fable. Have students identify the grasshopper and the ants in the image.
- Have students describe what each of the characters is doing. Have students look at the characters’ facial expressions and describe how the characters might be feeling.



← **Show image 6A-2: The grasshopper napping under a tree**

- Have students describe what the characters are doing in the image.
- Ask students what they notice about the trees in the picture.
- Ask students which season they think it is.



← **Show image 6A-3: Grasshopper in late fall**

- Have students describe the trees in the image.
- Ask students which season they think it is.
- Ask students to describe how the grasshopper appears to be different in this image than in the previous one.



← **Show image 6A-4: Grasshopper knocking at the ants' door**

- Have students describe what the grasshopper is doing in the image.
- Ask students which season they think it is and why.

## Vocabulary Preview

---

### *Future*

1. In today's fable you will hear, "Yes, the grasshopper was a happy fellow—but he never thought about the *future*."
2. Say the word *future* with me three times.
3. The *future* is a time that will happen later.
4. [Show images of various tourist attractions.] I have never been to the [name of attraction], but I would like to go there in the future.
5. Think of a place you would like to go in the future. Tell your partner what place it is. Use the word *future* when you tell about it.



### ***Personification***

1. Aesop was a great storyteller. Aesop used *personification* in his fables.
2. Say the word *personification* with me three times.
3. *Personification* is when animals in a story talk and act like people do.
4. In the story “Chicken Little,” the author uses personification because all of the characters are animals but they talk and act like people.
5. [Display images from familiar stories that include personification.]  
Think of a story you’ve heard in which the author uses personification.  
Tell your partner about how the animals in the story act like people.

[Sentence frame: “The author uses personification in *[name of story]* because *[name of character]* acts like a person.”]

### ***Purpose for Listening***

---

Tell students that they are going to hear the fable “The Grasshopper and the Ants.” Explain that this story takes place throughout the different seasons of the year and that at the end of this fable the grasshopper learns a lesson. Tell students to listen carefully so that they can find out what moral, or lesson, the grasshopper learns at the end of the fable.

By the end of the lesson, students should be able to:

- ✓ Identify the seasons at the beginning and end of the fable
- ✓ Explain the moral, or lesson, that the grasshopper learns at the end of the fable



## The Grasshopper and the Ants

### ← Show image 6A-1: Grasshopper and ants

In a field on a fine summer's day, a **grasshopper** was hopping about, singing and dancing and enjoying himself.

Nearby, a group of ants was hard at work. They had built their house underground—or under the soil. The ants were filling their house with food to **last** them through the long, cold winter ahead. The ants wanted to be sure they had enough food to eat through the winter.

“Why not come and play with me?” asked the grasshopper. “Why bother—or worry—about winter when it is still summer? We have plenty of food now. Come, leave your work. Now’s the time to dance and sing.”

But the ants paid no attention to the grasshopper. They didn’t listen to the grasshopper. They kept working hard, all day and every day.



### ← Show image 6A-2: The grasshopper napping under a tree

But not the grasshopper. All summer long, while the ants worked, he jumped about the field and danced and sang. Sometimes he’d sit for hours and listen to the humming of the bees, or watch the butterflies flitting—and moving quickly—about. The grasshopper would take long, lazy naps in the warm sun. And when he woke up, he would sing this song:

*The summertime’s the time for me,*

*For then I’m happy as can be.*

*I watch the butterflies and bees,*

*As they fly around as they please.*

*Oh, summertime’s the time for me!*

*For I’m as happy as can be.*

Yes, the grasshopper was a happy fellow—but he never thought about the **future**. The grasshopper only thought about what was happening now, not what was going to happen next.

### Mid-Story Check-In

1. *Literal* Who are the characters in the story?
  - The characters are the ants and the grasshopper.
2. *Literal* What are the ants doing?
  - The ants are working to fill their house with food.
3. *Inferential* Why do you think the ants are working so hard when they have plenty of food now?
  - The ants are working so hard to make sure that they have enough food for the winter.



#### ← Show image 6A-3: Grasshopper in late fall

One day the grasshopper woke up and felt a chill in the air.

[Ask students if they remember what *chill* means. (A chill is a cold feeling.)]

Then he saw the leaves turn red, gold, and brown, and fall from the trees. Then the days kept getting cooler, and soon, the grasshopper saw no butterflies or bees, and the fields where he liked to sing and dance turned bare, empty, and hard.

Soon, the cold days of winter were upon him, and the grasshopper was freezing. He was very cold and hungry.



#### ← Show image 6A-4: Grasshopper knocking at the ants' door

He came to the ants' house and knocked on the door.

“What do you want?” asked the ants.

“May I come in and share your food?” asked the grasshopper.

“What did you do all summer?” asked the ants. “Didn’t you put away—or save—some food to use now?”

“No,” said the **shivering** grasshopper. “I didn’t think of that while I was singing and dancing in the sun.”

[Have students show you what *shivering* looks like.]

“So,” said the ants meanly, “you sang and danced all summer while we worked. Well, now you can sing and dance while we eat!”

And as the hungry grasshopper walked away, he sang this song:

*Next time I’ll work as well as dance,*

*Then I’ll be ready, like the ants!*

### Comprehension Question

---

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the title of this fable?
  - The title of this fable is, “The Grasshopper and the Ants.”
2. *Literal* What season is it at the beginning of the fable?
  - At the beginning of the fable, it is summer

What season is it at the end of the fable?

  - At the end of the fable, it is winter.
3. *Inferential* What changes happen to the weather and the trees in autumn?
  - In autumn, the weather gets colder and the leaves change color and fall off the trees.
4. *Evaluative* Think about what the grasshopper and the ants did during the summer. How were their actions different?
  - The grasshopper was having fun singing, dancing, taking naps, and watching the bees and butterflies during the summer; the ants were working hard to fill their house with food during the summer.
5. *Evaluative* In the end the grasshopper sings, “Next time I’ll work as well as dance, Then I’ll be ready, like the ants!” What do you think the grasshopper means when he says next time he’ll be ready like the ants?
  - The grasshopper means that he will also work in the summer to collect food for the winter so he will not go hungry.
6. *Evaluative* What moral—or lesson—can you learn from this story?
  - I need to think ahead and prepare for the future. I need to work and play, not just play.

7. *Evaluative* Personification is when animals in a story talk like people do. In which parts of this story does Aesop use personification?
- Aesop uses personification when the grasshopper knocks on the ants' door, when the grasshopper sings and dances, and when the ants answer meanly to the grasshopper.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

#### Sentence Frames

Would you give the grasshopper food to eat? (Yes/No)

I would/would not give the grasshopper food..

I would . . . because . . .

8. *Evaluative Think Pair Share:* What would you have done if you were the ants and the grasshopper knocked on your door asking you for food?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

#### **Word Work: Last**

---

1. In the read-aloud you heard, "[A group of ants] were filling [their house] with food to *last* them through the long, cold winter."
2. Say the word *last* with me three times.
3. The word *last* has many meanings. In the fable, last means to have enough of something for a certain period of time.
4. A box of new crayons can last the entire school year.
5. Tell me how long you think this can last.
  - lollipop: ten seconds, ten minutes, or ten days
  - movie: two minutes, two hours, or two months
  - lunch: two seconds, two minutes, or twenty minutes
  - summer vacation: two days, two weeks, or two months
  - friendship: one minute, one year, or one lifetime
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name something followed by a period of time. If any of the things I say can last for that period of time, say, “\_\_\_\_\_ will last for [an amount of time].” If they cannot last, say, “\_\_\_\_\_ will not last for [an amount of time].”

[You may wish to designate two areas of the classroom as “It will last,” and “It will not last,” and have students carefully walk to their answer choice. Choose a student to explain the reasoning behind his or her choice.]

1. an ice cube on the sidewalk during the summer
  - An ice cube on the sidewalk will not last during the summer.
2. one glass of water to drink for the week
  - One glass of water will not last for the week.
3. a pair of shoes for one month
  - A pair of shoes will last for one month.
4. two sheets of paper for the school year
  - Two sheets of paper will not last for the school year.
5. ten pencils for the school year
  - Ten pencils will last for the school year.



## **Complete Remainder of the Lesson Later in the Day**