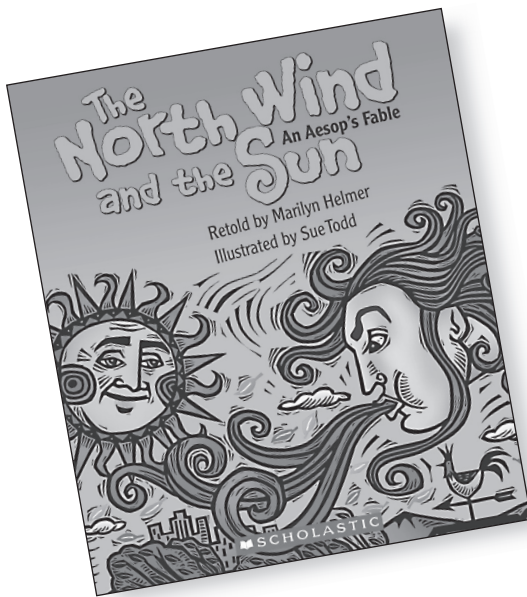


The North Wind and the Sun: An Aesop's Fable



Word Count: 270

Retold by Marilyn Helmer

Illustrated by Sue Todd

Text Type: Fiction: Narrative — Fable

Guided Reading Level: H

Summary: When the North Wind brags about his strength, the Sun challenges him to a contest. The North Wind learns that kindness can achieve more than force.

Text Supports

- ▶ supportive illustrations
- ▶ high-frequency words

Possible Text Challenges

- ▶ quotation marks
- ▶ words with “-ed” endings
- ▶ descriptive vocabulary (*shivering man, icy breath*)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ sequencing

Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words

Assessment Opportunities

Note each child's ability to:

- ▶ make inferences and support them using illustrations and the text
- ▶ sequence the order of events
- ▶ use word parts to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ retelling

Teaching Tip: Throughout the Before Reading discussion, use words and phrases from the book whenever possible. Students will be better prepared to read and comprehend new or challenging vocabulary if they hear the words before they see them.



BEFORE READING

Inferring/making connections: text to self

Activating and Building Prior Knowledge

Ask, *Has anyone read a story that teaches a lesson? Today you will be reading a fable called The North Wind and the Sun. This story also teaches a lesson or has a moral.* Ask if anyone knows a fable called “The Tortoise and the Hare.” If students have had previous experience with this fable, encourage them to discuss the fable and its moral.

Print concepts

Overcoming Text Challenges

Give each student a copy of the book. Explain that the author uses special marks called quotation marks to show when a character is speaking in the story. Direct students to page 3 and have them find the spoken words. Ask them to read the dialogue to themselves. Ask, *What is the character saying?*

Word solving and building

Have students examine the picture of the man on page 8. Ask what the man’s body is doing. If students say *shaking* rather than *shivered*, have them look at the sentence that contains the word *shivered* on page 9. Acknowledge that *shaking* begins the same way and makes sense, but does not seem to be right. Have students find a chunk of the word they recognize. Continue chunking until students solve it.

ESL Note: Use the illustrations on each page to support story comprehension and vocabulary (e.g., point to the North Wind’s cheeks as you read “howled and blew” on page 3).

Sequencing

Setting a Purpose

Tell students as they read the story to themselves that they are to think about what is happening in the story and the order in which the events occurred.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Observe and listen to students as they read the text, noting their ability to follow the sequence of events. You could use such prompts as, *Tell me what happened. What happened first?* Note how students problem-solve as they read. For example, *Can you take that word apart to help you solve it? Does the word sound right in that sentence?*

Note students’ successful use of reading strategies and any difficulties they encounter. If students finish before others have completed the reading, ask them to reread the story and then discuss it with a partner.



AFTER READING

Sequencing

Discuss what happened in the story. On chart paper, record the events in the order students share them. After the discussion, ask students if the events in the story actually happened in that order. Reread the events together. Decide on the order of the events and number accordingly. Ask, *Why is it important for events in a story to happen in a logical manner?*

Synthesizing

Write the moral of the story on the board: *Instead of force, you'll often find/ It works much better to be kind.* Ask, *What lesson did the North Wind learn?* Elicit from students that friendliness works better than force.

Word solving and building

Select some of the challenging words for students, such as, *stronger, heavy, tightly, hail, gently, and beautiful.* Ask them what strategies they used to work these out.

ESL Note: On chart paper, write down the strategies students used for solving new words, and an example for each strategy.

Rereadings

Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Sequencing

Retelling

Provide students with copies of the BLM. Ask them to use words and pictures to retell the main events in the story. The correct order of events is:

First: The North Wind and the Sun decided to have a contest to see who was stronger. The Sun said, "See that man walking along the road? I can make him take off his coat. Can you?"

Then: The North Wind said, "I will blow his coat right off his back." The North Wind blew and blew but the man did not take off his coat.

Next: Then the Sun shone on the man.

Finally: "What a beautiful day it has turned out to be," said the man and he took off his coat.

Drama

Have students work in groups of three and use the book to act out the story. They can use the pictures to help them decide what each character should say and do. Encourage students to inflect their voices accordingly, depending on the character they're playing.

Retelling

Name: _____

First	Then