ENRICHMENT GUIDE

Aesop's Fables

SCHOOL DATES

OCTOBER 5-15, 2010

www.FirstStage.org
Dear Teachers and Parents,

Storytelling is one of the earliest and most universally enjoyed forms of entertainment. For over two thousand years, we have shared Aesop’s fables with our children to teach basic morals, in the hopes of creating an ideal and ethical world. Join First Stage as we bring some of the most well-known and beloved Aesop’s fables to life on stage, sure to excite and motivate children and adults alike!

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing AESOP’S FABLES with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

Julia Magnasco
Education Director

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**FIRST STAGE POLICIES**

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
When four friends come together things can get a little out of hand. Wolfie, who is in charge, bellows at the newest member of the team, Barry, to take off his coat. The two continue going back and forth after Barry refuses to take his coat off. When Wolfie reaches for Barry’s coat and meets opposition from Barry, Syd, the third member of the team is introduced. Syd tells the first fable of the Sun and the North Wind. Syd asks for the audiences help in being the wind and the sun, eventually getting Barry to shed his coat. This first fable reminds us that huffing and puffing will not get you what you want but a little warmth goes a long way.

Now there is the matter of formally introducing everyone. Three of the friends introduce themselves as Wolfie, Harriet, and Syd. The fourth is missing but eventually joins the team, Wolfie, Harriet, Syd, and Barry. After everyone is properly introduced they begin Aesop’s Fables. They turn to Barry to begin. He is hesitant at first but with a little persuasion he begins. He is telling the tale of the tortoise and the hare. The energetic hare challenges the slow moving tortoise to a race that the hare is guaranteed to win. The two take off, the hare bursting ahead and the tortoise slowly making his way past the starting line. Barry tells us of the many things the hare sees while he is running the race and while the tortoise just walks and walks. The other three players, getting restless, ask if the end is near. Clearly, Barry still has plenty of story. So it is decided that a new story will begin and the tortoise and hare will have to wait.

This time Syd takes the lead. He is telling the story of a lion and a mouse. When a small grey mouse is caught by a ferocious lion the story begins. The mouse informs the lion that she is not very brave because no one tries to eat her but everything, even fleas, eat mice. The lion lets the mouse go. Before leaving the mouse says that one day he will repay the lion for this kind act. This statement makes the lion roar in laughter because how could a silly little mouse ever help a great big lion!

As the light fades on this story, a shift is made back to the tortoise and hare but all that is found is a walking tortoise. Now it is Harriet’s turn to tell a tale. She chooses the story of a boy who is watching over sheep. Alone in the field, the boy decides to count the sheep but gets bored. The boy wonders what would happen if he cried wolf. So, he calls out WOLF and the farmer and his wife come running. To their dismay, there is no wolf to be found and they tell the boy that his joke was not funny. The boy goes back to counting the sheep but when he gets too bored he decides to cry out WOLF again. The farmer and his wife come running and again no wolf. They again tell the boy that the joke is not funny and walk away. Now the sheep begin to sing, which gets the attention of the wolf who had been hunting near the forest’s edge. The wolf wanders over and joins the singing sheep. When the song comes to a long note, the wolf, disguised as a sheep, can not hide his howl. The boy cries WOLF, WOLF, over and over again but both the farmer and his wife think it is a joke so they do not come running this time. The wolf gobbles up all of the sheep, leaving the boy with no sheep to watch over.

It is time to return once again to the tortoise and hare. Now, the hare sees that he has a very large lead and thinks it will be okay if he sits down and takes a break, he is very tired and very thirsty. Wolfie jumps in asking Barry what happened to the tortoise, thinking maybe the wolf met up with the tortoise and asked him why he is looking at the ground when there are so many beautiful things to look at. But, the tortoise keeps walking and walking. The tortoise said that he can not stop, he is in a race and that he can enjoy the beauty of the night when he has finished.

A new story is in the making, of a jackdaw and wolf. The wolf sees this bird, holding a piece of meat in its beak, and thinks the meat would be a very nice snack. Complimenting the bird in every way, the wolf finally asks if it can sing. The jackdaw is shy and does not want to sing but the wolf insists and pushes when finally the bird lets out a very loud caw letting the meat fall right into the wolf’s mouth. Now that the wolf got what he wanted, he tells the jackdaw that it needs to stop singing because, after all, it does not have a very nice voice. The bird asks about his meat but the wolf will not give it back. When the wolf settles in to eat his lunch, a bone from the meat gets caught in his throat. He turns to the jackdaw for help. The bird, thinking the wolf wants him to sing, starts cawing, but the wolf stops him. The wolf wants the jackdaw to get the bone out with his beak. The
jackdaw refuses because he thinks the wolf will just eat him. The wolf pleads with the bird. The only way the bird will get the bone is if the wolf promises to give him gold and jewels that match his beauty. The wolf agrees and the jackdaw retrieves the bone from the wolf’s throat. When the deed is done the bird asks for his jewels but the wolf breaks his promise leaving the jackdaw with no gold and jewels and only the bone taken from his throat.

Barry is on the scene again with a very sad look on his face. He wonders why they don’t have more stories with happy endings. Everyone gets eaten! Syd offers the end to his tale for a cure to Barry’s glum mood. Back to the lion, who eats but is never eaten, get caught in a human’s net. He hears a small voice and wonders who it could be. To his surprise it is the little grey mouse. The mouse offers to help and the lion laughs when she hears that the mouse is going to set her free. The mouse uses his sharp little teeth to gnaw through the thick ropes of the net and sets the lion free. The lion thanks the mouse and calls him brave and they go on their way.

After that happy ending, it is back to check in on the tortoise and hare. Very tired from the race the hare falls asleep. The tortoise on the other hand just keeps on walking, not getting distracted by what was going on around him. The tortoise is headed to the finish line just as the hare starts to wake. With a jolt, the hare takes off but continues to weave and bob in and out. He watches in dismay as the tortoise crosses the finish line before he does. The tortoise wins the race!

The four friends finish and tell their names one last time, they start to exit. Barry, who is new, is just standing, looking. The others ask what he is doing and he says, “Just looking”.

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**About The Playwright**

Taken directly from: [http://www.playsforyoungaudiences.org/playwrights/kenny_mike.html](http://www.playsforyoungaudiences.org/playwrights/kenny_mike.html)

**MIKE KENNY**

Mike Kenny is one of the England’s leading writers, specializing in young people’s theatre. He is the recipient of numerous awards, was included in the Independent on Sunday’s list of Top Ten Living UK Playwrights and his plays are performed regularly throughout the UK and all over the world.
1. This play is a collection of different fables. What makes a fable different than other stories?

2. Fables teach a moral or lesson. Can you think of any stories where you have learned a lesson? What are these stories and what did you learn?

3. In a fable, the characters are mostly animals. How do you think the actors will portray these animals using their voice and bodies?

4. At times during the play, the actors will be telling stories. When you listen to a story, how do you use your imagination to make the story come alive?

RECOMMENDED READING

- *Aesop’s Fables* by Anna Milbourne, Gillian Dohert
- *Greek Myths for Young Children* by Heather Amery
- *The Golden Book of Fairy Tales* by Adrienne Segur
- *Stories from Around the World* by Heather Amery
- *The Lion & the Mouse* by Jerry Pinkney
- *The Tortoise and the Hare* by Janet Stevens
- *The Wolf Who Cried Boy* by Bob Hartman and Tim Raglin
- *Courage* by Bernard Waber
- *Wolf* by Becky Bloom
Aesop was a Greek folk hero who is supposed to have lived in the 6th century BC. He gained a great reputation as a teller of animal fables. Through these many fables, Aesop showed the wise and foolish behavior of men, and taught a lesson in the form of a moral. Not much is known about the life of Aesop. It is believed Aesop was born in Thrace, Greece, as a slave. It is said that his wisdom so delighted one of his masters that the slave was given his freedom.

There are no records that Aesop ever wrote down his fables or published them. His fables were not meant to entertain children. He told them as moral lessons for adults, who in turn passed them on to others. Not until 200 years after his death did the first written collection of fables appear. Aesop’s fables later served as an inspiration for the writings of Jean de La Fontaine, a 17th-century French writer. Since then Aesop’s Fables have been translated into almost every language in the world.

Fables you will hear in AESOP’S FABLES include adaptations of the following:

The Wolf and the Crane

A WOLF, having a bone stuck in his throat, hired a Crane, for a large sum, to put her head into his throat and draw out the bone. When the Crane had extracted the bone, and demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: “Why, you have surely already a sufficient recompense, in having been permitted to draw out your head in safety from the mouth and jaws of a wolf.”

In serving the wicked, expect no reward, and be thankful if you escape injury for your pains.

The North Wind and the Sun

THE NORTH WIND and the Sun disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveler wrapped his cloak around him, until at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveler no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.

Persuasion is better than Force.
Who Was Aesop?

(Continued)

The Lion and the Mouse
Taken directly from: http://www.dltk-teach.com/fables/lion/mstory.htm

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 him, and opened his big jaws to swallow him. “Pardon, O King,” cried the little Mouse: “I forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?”

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, 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.

Little friends may prove great friends.

The Tortoise and the Hare
Taken directly from: http://www.dltk-teach.com/fables/tortoise/tale.htm

A hare one day ridiculed the short feet and slow pace of the Tortoise, who replied, laughing: “Though you be swift as the wind, I will beat you in a race.” The Hare, believing his assertion to be simply impossible, assented to the proposal; and they agreed that the Fox should choose the course and fix the goal. On the day appointed for the race the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The Hare, lying down by the wayside, fell fast asleep. At last waking up, and moving as fast as he could, he saw the Tortoise had reached the goal, and was comfortably dozing after his fatigue.

Slow but steady wins the race.

The Boys Who Cried Wolf
Taken directly from: http://www.eastoftheweb.com/short-stories/UBooks/BoyCri.shtml

A shepherd-boy, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, “Wolf! Wolf!” and when his neighbors came to help him, laughed at them for their pains.

The Wolf, however, did truly come at last. The Shepherd-boy, now really alarmed, shouted in an agony of terror: “Pray, do come and help me; the Wolf is killing the sheep”; but no one paid any heed to his cries, nor rendered any assistance. The Wolf, having no cause of fear, at his leisure lacerated or destroyed the whole flock.

There is no believing a liar, even when he speaks the truth.
GREEK THEATER, MASK MAKING AND AESOP’S FABLES

READING CLASSROOM ACTIVITY
Taken from: http://artsedge.kennedy-center.org/content/3617/

MATERIALS

Every student should have the following materials:
• Two white paper plates
• Two tongue depressors
• Small (3 oz./89mL) bathroom cup
• Pencil
• Scissors
• Open smile/frown template (created by teacher, or students can create their own)
• Several strips of masking tape

Distribute later:
• Glue, colored markers, crayons, construction paper, yarn

ACTIVITY

1. Start the session by introducing Greek theater, Aesop and some of his fables to the class. Share with students that in ancient Greece, people often told stories to entertain one another. Write the vocabulary words on the board and refer to them throughout the lesson.
   a. Fable: a story, often short, that has a moral
   b. Moral: lesson or truth learned from the fable
   c. Comedy: a play in which everything turns out right for the characters
   d. Tragedy: a play without a happy ending

3. Ask students if they are familiar with the story The Tortoise and the Hare. Allow students to retell the story if they are able, and then, read the story aloud to the class.

4. Once the tale has been told, have students demonstrate the facial expression the character might have had at the beginning of the fable. Would the hare’s expression change at the end of the tale? Have students demonstrate. Repeat this exercise for the tortoise, showing the character’s expressions at the beginning and end of the fable.

5. Inform students that in Greek theater, all people on stage wore masks. The actors changed masks to signal a change in mood or character. Smiling masks were used in comedies (plays with happy endings), while frowning masks were used in tragedies (plays with unhappy endings).

6. Ask students to think about The Tortoise and the Hare. From the hare’s point of view, would the fable be considered a comedy or tragedy? Would the tortoise consider the story a comedy or tragedy?

7. Hand out materials for students to create their own Comedy and Tragedy masks. Have students begin by taking the small cup and placing the bottom down side on the flat area of the paper plate. Hold it in place to the upper left and then the upper right to trace the eyes. Make sure that there is a space between the eyes. Do this for both plates.

8. Students then should take the smile template and place that on the center of the lower flat part of the plate and trace it. On the other plate, take the frown template and trace it on the lower part of the plate.

9. As soon as each student has traced all of the shapes, take a sharp scissors and pierce through each eye and mouth. This will give the students a good head start and guide to cut out the eyes and mouths.
10. When the cutting is complete, take masking tape strips and attach a tongue depressor to the back of each mask.

11. Distribute the remaining materials (glue, colored markers, crayons, construction paper, yarn) at this point. Students can use construction paper to add hair, beards, ears, manes, etc. Use the crayons or markers to fill in the white spaces.

12. Once the masks are completed, have the class assume the role of a Greek chorus, with half the class portraying the hare, and half portraying the tortoise. Ask students to suggest three lines for each character to recite. These lines should convey the important parts of the fables.

   a. For example, the rabbit might say: “I’m faster than you are! Ha! Ha!” “I think I’ll take a nap.” and “You won?”
   The tortoise might say: “Gee, you’re fast.” “I may be slow, but I’ll get there.” and “Wow! I won!”

13. Allow time for groups to practice reciting their lines. Discuss the mask choice for each line. Does one keep the same mask throughout the story? If it changes, when does it change? Allow time for each group to practice reciting their lines with the appropriate mask(s).

14. Act out the story of *The Tortoise and the Hare*, with students inserting the characters’ lines, like rehearsed.

15. Aesop wrote more than one fable that could be performed. Explore other Aesop fables. Like the actors and chorus in ancient Greece, students can alter their masks to create a new character.

16. Some suggested dramatic fable titles include:

- *The Ant and the Grasshopper*
- *The Dog and the Wolf*
- *The Fox and the Cat*
- *The Fox and the Lion*
- *The Lion and the Mouse*
- *The Town Mouse and the Country Mouse*
- *The Wolf in Sheep’s Clothing*
- *The Frogs and the Ox*
- *The Kid and the Wolf*
- *The Shepherd Boy and the Wolf*
- *The Sheep and the Pig*
- *The Owl and the Grasshopper*
- *The Fox and the Goat*
Activity

1. Read a number of Aesop's fables to the class and then have students identify the main characters from these stories. Write the characters on the board in the form of a list.

2. Ask students what similarity they notice about a majority of the characters listed on the board. Students should recognize that most of the characters are animals. Once they notice this, continue by asking them if these animals act like real animals they see in the wild—and why or why not.

3. As students begin to provide details about how certain animals portray human qualities, write these attributes on the board next to the character's name.

4. Gather a number of old magazines. Have each student choose one animal from the list on the board to create a collage of. They should cut out pictures from magazines that depict their character's animal and human traits.
   a. For example, Hare's collage from The Tortoise and the Hare might include pictures of rabbits, fancy running shoes, and a gold medal.

5. Post the finished character collages around the room for students to explore.
Animals on Parade

Reading Classroom Activity
Adapted from: http://www.mypreschoolplan.com/preschool-activities/index.html

Materials
• Stuffed animals or puppets of animals characterized in Aesop’s fables
  (Students may also bring in their own animals to share and show.)

Activity
1. Read a number of Aesop’s fables aloud to the class. Afterwards, have students list the main characters from these stories, and write these names on the board.

2. Pass out a stuffed animal or puppet character to each student. The students must first identify which story their character is from (for example, a mouse animal might be from The Lion and the Mouse). Then, encourage students to develop their character further by thinking of their animal’s name, family, their likes and dislikes, or any other traits they wish to add.

3. Next, allow each student a few minutes to introduce their animal to the class and share some interesting pieces of information about their character.

4. Once everyone has had a chance to introduce their animal, have the students line up as if they are going to be in a parade. They can sit on the floor in their line so they can walk their animals in front of everyone. Put on your best announcer voice and introduce each student, inviting them to walk their animal down the parade line. While the students show their animals, they can introduce their character and share what story s/he is from.
After reading through The Tortoise and the Hare with students, participate in some relay races of your own. And because the moral of the fable is “slow and steady with the race,” make sure the races focus more on dexterity and less on speed.

**Some examples of fun relay races to play include:**

- Rolling a hard-boiled egg across the floor with your nose.
- Carry a cotton ball in a spoon while holding the spoon handle between your teeth from one point to another.
- Put an orange or softball under your chin and then pass it to a neighbor who has to put it under their chin without using hands or feet.
CREATE A SHAPELY TURTLE

MATH CLASSROOM ACTIVITY
Adapted from: http://www.first-school.ws/activities/shapes/animals/turtle-craft.htm

Slow and steady wins the race
– The Tortoise and the Hare

MATERIALS

- Paper plates
- Construction paper
- Safety scissors
- Glue
- Paint and brushes or crayons and markers

ACTIVITY

1. Begin by showing students a number of different turtle and tortoise pictures, paying close attention to their shells.

2. Ask students to identify the shapes they see in the shells of the turtles and tortoises.
   a. Triangles, hexagons, pentagons, circles, etc.

3. Have students cut out various shapes from construction paper—either using templates or cutting out the shapes freehand.
   a. They may cut out any shape they wish, or you may choose to have students focus on cutting out specific shapes you may be learning about in class.

4. Once the shapes are cut out, students should arrange and glue them to a paper plate (which may be painted or colored beforehand) to create their very own turtle shell.

5. Complete the turtle by cutting out a head and feet from construction paper and gluing them to the backside of the paper plate shell.

6. Hang these shapely turtles around the classroom for everyone to enjoy!

DISCUSSION STARTER

Ask students if only fast people are the best. Discuss how being fast relates to school. Review the idea that doing work fast is not important, but that doing your best makes everyone a winner. Discuss how tortoise’s friends didn’t give up on him. Talk about how we can encourage others in our classroom.
SECRET LITTLE ACTS OF KINDNESS

SOCIAL AND EMOTIONAL WELLBEING CLASSROOM ACTIVITY

No act of kindness, no matter how small, is ever wasted.
– The Lion and the Mouse

ACTIVITY

1. Begin by telling students about a small act of kindness you experienced today, such as a student greeting you with a hug first thing this morning, or another teacher bringing you a doughnut for breakfast. Ask students to share small acts of kindness they experienced today, or this week.

2. As a class, create a list of small acts of kindness they could perform for each other. Write this list on the board.

3. Instruct all students to write their name on a piece of paper, fold it up, and put it into a hat. Shake up the hat. Ask each person to draw a name. If a student gets their own name, put the paper back and draw again. Students mustn’t show anyone the name they have.

4. Students’ assignment for the next week is to secretly perform acts of kindness for the person on their paper. For example, they can help clean up their person’s art center, or hide a treat in their person’s book bag. Again, remind students not to get caught!

5. At the end of the week, ask everyone to come back together and write down who they thought was their secret agent. Discuss with students what was it like to try to do acts of kindness secretly. How did you feel receiving secret acts of kindness? How can our class do more small acts of kindness for one another on a regular basis?
Activity

1. Begin with a class discussing, asking students if they have ever done something nice for another person? Write these kind acts on the board. Continue by asking students if they you think they can help someone who is bigger, stronger, or older than they are? Again, gather their responses and examples.

2. Introduce the fable, *The Lion and the Mouse*. Show pictures of a mouse and a lion and help students compare and contrast them. Describe the savanna habitat and show a picture if possible.

3. Tell the story to the class and help them discuss it when you are finished. Ask:
   a. What happened to the mouse? What happened to the lion? What is a trap? How did the mouse free the lion? Why couldn’t the lion free himself?

4. Next, ask students to describe the lesson the story conveys. Relate the moral of the story to good citizenship. Guide discussion to other kind deeds the children may have done or seen. Ask, as good citizens, what kind deeds they could do?

5. As a class, create a list of good deeds they can do for other students in their school, family, and community—even though they are young and small.
   Make it a class project to complete one kind deed from the list every week. Students will soon realize how they have the ability to positively change their community!
There is no believing a liar, even when he speaks the truth.
– The Boy Who Cried Wolf

Good people are people you can trust. They are honest; they tell the truth. They keep promises; if they say they'll do something, they do it. They say and do good things for their families and friends; they are loyal.

Activity

Use a real piggy bank and pennies or a drawing of a piggy bank and drawings of coins to describe how we earn, collect, save, build up or accumulate trust from our parents, teachers and other people. Add a penny for each example of trustworthiness you or your students suggest. Give a simple, common, dishonest “what if...” example, and remove a handful of pennies from the bank and put them in your pocket. Give another dishonest example or two, and leave few or no pennies left in the bank. Follow with a discussion on earning trust. Parents can reinforce the piggy bank concept by adding pennies to a jar when a child does or says something that helps the parent trust her or him, and taking pennies away when actions or words destroy trust.
Wolves live in family groups called packs. A pack is usually made up of a male parent, a female parent and their pups from the last few years. All the wolves in a pack help take care of the pups. When the pups are very small, other pack members bring food to the mother so she does not have to leave the den. When the pups are a little larger, pack members take turns bringing them food, playing with them and even baby-sitting. Wolf pups love to play. The pups will play with each other and their older brothers and sisters, stalking and pouncing on each other. This type of play will help them all their lives, as it is practice for stalking and killing prey and learning the social interactions of the pack. Pups will also play with “toys” like bones, feathers or the skins of dead animals.

**Activity**


2. Place your paper flat with a point at the top, like a diamond. Then fold the paper in half from the bottom corner to the top corner.

3. Fold your triangle from the right corner toward the left corner.

4. Turn the triangle so the top point is the bottom-right corner. Fold the first flap toward the top corner.

5. Turn the triangle over so the top point is the bottom-left corner. Fold the second flap toward the top corner.

6. Turn the triangle so that the top point is the bottom-right corner.

7. Fold both sides of the triangle to the center. The small point will form the wolf’s tail.

8. Separate the flaps and press them flat to form the ears.

9. Fold the center point of the flaps down to form the face.

10. Use the pen or the marker to give your wolf eyes, and color the point of his nose.
Air is sometimes hot. Sometimes it is cold. We measure the temperature of the air with a thermometer. The air that surrounds the earth is warmed by the sun. That’s why the air is usually warmer during the day - when the sun is shining - than at night. In the summertime, the sun’s rays shine more directly on the earth than during the winter. Also, on summer days the sun shines for more hours than it does on winter days. This makes summer temperatures higher than winter temperatures.

**Materials**

- thermometers mounted on plastic for student use
- large thermometer for demonstration use
- hand-held blow dryer
- small electric fan
- ice cubes in plastic bowl
- flashlight
- soccer ball
- stop watches
- drawing paper
- markers

**Activity**

1. Turn on a blow dryer and let students feel the air. (Caution: blow dryer may be hot!). Then turn on a fan and let it blow across a bowl of ice. Again, allow the students to feel this flow of air. Ask them to talk about the difference in how the air felt in each situation. Ask why they felt warm and cool air. Explain that today they are going to figure out how nature makes the air around the earth warm and cold, and how people measure the amount of heat or coldness in the air.

2. Using a ball to represent the earth and a flashlight to be the sun, discuss with the students how the sun warms up the earth and how it then cools at night. Show how the earth tilts toward the sun in summer and receives more sun and how it tilts away from the sun in the winter and receives less sun. Students may take turns holding the ball and experimenting.
3. Using the larger teaching thermometer, show it to the class and explain its name and its function.
a. Some dialog a teacher might use is: “Look at the thermometer. Do you see the red liquid in the round part at the bottom of the glass tube? As the air becomes warmer, the liquid grows bigger, or expands. It needs more room. Where can it go? (Only up the tube) Then the air becomes cooler, the liquid cools off and contracts. It takes up less room. What happens? (It slides back down the tube) Lines on the thermometer show the temperature in degrees. Marked on one side of the thermometer is the Fahrenheit scale. This is the side we will be working with.”

4. Have students all stand up and pretend to be liquid in the thermometer. Turn on the flashlight and shine it back and forth across the group as you tell them it is the sun. Ask them what will happen to them as the sun shines on them. They should say they will warm up and take up more space. Have them move slowly apart and take up more space in the room. They are “expanding”. Turn off the flashlight because it is now nighttime. Ask them what will now happen to them. They should say “cool off” and “come back together”. Have them move slowly back together as they take up less space and “contract”.

5. Pass out student thermometers and have students measure the temperature of:
   a. Inside air - place thermometer on chalkboard tray for five minutes
   b. Outside air - place thermometer on shady side of building for five minutes
   c. Hot air - hold thermometer in front of your mouth and breath on the bulb of the thermometer slowly for two minutes
   d. Icy air - stand thermometer in bowl of ice cubes for five minutes. (The could be done as a class project with students recording on a poster sized data chart.)
WHO SAID IT?

1. It’s not that kind of house. There’s just room for me.
2. Oh. You’ve got a nice face. Do you fancy a race?
3. But I don’t think you’re very brave.
4. Your teeth are chattering. Your legs are shaking. You’re right! You are braver than me, Mouse. I shan’t eat you now.
5. I was bored. It was a joke.
6. I fell over. Flat on my face.
7. You want me to put my head down your throat, past your big gleaming teeth, to get that bone out?
8. And I should be covered in Gold and Jewels. Gold and Jewels.
9. You saved me. Thank you little mouse though you’re tiny. You are the indeed the bravest beast.

POST-SHOW QUESTIONS

1. What was your favorite fable in the play? Why did you like it?
2. Why does Mouse question Lion about being brave?
3. The Boy who cried Wolf caused some trouble because he was lying. Can you think of a time when you did not make a good choice? What happened and what would you change if you had to make the choice again?
4. If you were to create a fable, what animal characters would you use and what lesson would you teach?
1. It’s not that kind of house. There’s just room for me.

2. Oh. You’ve got a nice face. Do you fancy a race? **HARRIET AS HARE**

3. But I don’t think you’re very brave. **BARRY AS MOUSE**

4. Your teeth are chattering. Your legs are shaking. You’re right! You are braver than me, Mouse. I shan’t eat you now. **SYD AS LION**

5. I was bored. It was a joke. **HARRIET AS THE BOY WHO CRIED WOLF**

6. I fell over. Flat on my face. **WOLFIE**

7. You want me to put my head down your throat, past your big gleaming teeth, to get that bone out? **SYD AS JACKDAW**

8. And I should be covered in Gold and Jewels. Gold and Jewels. **SYD AS JACKDAW**

9. You saved me. Thank you little mouse though you’re tiny. You are the indeed the bravest beast. **SYD AS JACKDAW**