

ELA: Grade 1, Lesson 9, The Wind and the Sun

Lesson Focus: Determine the lesson of the fable (gentleness can win over force)

Practice Focus: Students will compare and contrast the wind and the sun, and write an opinion about their favorite part of the story, providing at least one reason.

Objective: Students will use The Wind and the Sun to compare and contrast how the wind and sun show strength with a focus on determining the lesson of a fable.

Academic Vocabulary: sun, wind, strong, stronger, strength, path, blew, hug, tighter, gentle, force, forceful, coat

TN Standards: 1.RL.KID.2; 1.RL.KID.3; 1.W.TTP.1

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 9
- Chart paper with T-Chart (sun/wind)
- Blank piece of paper

Student Materials:

- Two pieces of paper and a pencil, and a surface to write on

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our first graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about a fable and the lesson it will teach us! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper and a pencil, and a surface to write on <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (4 min)</p> <p>Before we begin with our new lesson today, let's look back at the independent work from our last lesson. We read Demeter and Persephone. This was a myth with a character that had a super power or ability that ordinary people do not</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate</p>

have. Demeter loved and cared for the earth. She actually had the power to make things grow. Sometimes myths explain how things in nature came to be. If you remember in this myth, it says we have changes in seasons because of what happened to Demeter and Persephone. I asked you to draw two pictures and write at least two sentences for each picture explaining what was happening in your pictures. Let's look at your pictures. [Pause.]

Do you have a picture showing what happens when Persephone is able to live with her mother, Demeter? [Pause.] Does your picture show how happy Demeter is? Great! [Pause.] When she is happy, what does it look like outside? [Pause.] Does your picture have leaves on the trees or flowers blooming? [Pause.]

Let's look at the illustration in the book to compare your picture. [Show Slide 1.] This is what I wrote. Demeter is happy, because Persephone is with her. The earth is warm and colorful. [Pause.]

Now, let's think about when Persephone has to go away. [Show Slide 2.] Demeter is sad and stops making things grow. Let's look at my example. I wrote Demeter is sad, because her daughter is gone. Leaves are falling off the trees. [Pause.] Did you write something about how Demeter is sad or missing Persephone? [Pause.] Did you include something about what it looks like because she has stopped caring for the earth? [Pause.] Fantastic work guys! The leaves are falling off the trees, there are no flowers and no grass. Maybe you decided to draw a winter scene with no leaves on the trees or snow on the ground. That works too! You could have drawn your picture in many different ways as long as it looks more like fall or winter because this is the time Demeter is sad.

Today our goal is to compare and contrast the characters in our story to help us determine a lesson in the story. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.

The story we are going to read today is called The Wind and the Sun. We've read two books in previous lessons that were special fiction stories called myths. The Wind and the Sun is also a special kind of fiction story, but it is a little different

the independent work they completed after that lesson.

Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.

<p>than Demeter and Persephone and Hercules and the Stables. Our story today is a fable.</p> <p>A fable is a story people began telling long ago just like many myths. One thing that is different about a fable is that it teaches a lesson.</p> <p>If you remember in a myth, the characters often have a super power or abilities that ordinary people do not have. In this fable, the characters are not people with super powers or abilities. These characters are a part of nature that think and talk like people. As we read, let's pay close attention to who the main characters are and what they do.</p>	
<p>Teacher Model/Read-Aloud (15 min)</p> <p>Here we go! [Show Slide 3.] Our story, or fable, today is called The Wind and the Sun, retold by Brenda Parkes and illustrated by Joanna Czernichowska.</p> <p>Take a look at the cover. [Pause.] Who do you think our characters might be? [Pause.] The title says wind and sun in it. I think one of the characters is going to be the sun. I see an illustration of the sun on the cover peeking over a cloud. I see eyes in the illustration. Do you see that? [Pause.] We've learned a lot about the sun over the past couple of lessons. Does the sun really have eyes? [Pause.] No! That would be silly wouldn't it? [Pause.] Remember in this special kind of story, a fable, the characters can be things in nature that think and talk like people. So, that makes sense.</p> <p>Who else do you think is going to be a character? [Pause.] The title says the wind, and I see another character blowing. The wind is air that is blowing around. I bet that character is the wind. Did you already figure that out? [Pause.] You are so smart!</p> <p>[Show Slide 4.] This fable is about strength. Strength means how strong you are. Hercules had strength. He was able to do things ordinary people couldn't do with strength because he was strong. Which character do you think is strong? [Pause.] Say what you think out loud. [Pause.] We are going to try to answer that question as we read.</p> <p>Also, remember a fable teaches a lesson. We are going to read to find out what that lesson is.</p> <p>Let's stop and get a note catcher ready. We want to capture some ideas about Sun and Wind as we go so we don't forget.</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will notice the wind and the sun on the cover and name them as characters in this fable.</p> <p>Students will understand wind is air that is blowing around.</p> <p>Students will think about what it means to be strong. They will think about a previous character that was strong and then consider the new characters in this story. They will make a prediction about which character they think is strong.</p>

<p>Take one of your pieces of paper and fold it in half like a “hot dog”. [Model folding paper hot dog style.] [Pause.] If you were with us during our earlier lesson on the sun, we did this same thing. Fold it just like that. [Pause.]</p> <p>I am going to draw my note taker on my chart paper so you can see what you should write on your paper. Unfold your paper so you can see two column. At the top of the first column, or side, write the word sun. [On chart paper, make a t-chart. Label the first column Sun. Label the second column Wind.] On the other column, or side, write the word wind. [Pause.]</p> <p>[Show Slide 5.] One day, the wind and the sun were talking. [Show Slide 6.] “I am very strong,” said the wind. “I can blow things far, far away.” [Pause.] I see the wind. What is the wind doing? [Pause.] The wind is blowing the air.</p> <p>Let’s add to our T-chart under “wind”. [Write and talk.] Write blows things far away. [Pause.] I’m also going to make a quick sketch of the wind by making some swirly lines to represent the air blowing around like in this illustration. [Sketch.] [Pause.]</p> <p>[Show Slide 7.] The sun said, “I am strong, too. I help plants to grow.” [Pause.] The sun says he is strong. What can the sun do? [Pause.] That’s right. He can help plants grow. We learned that when we read the book Our Sun!</p> <p>Let’s add that to our T-Chart under “sun”. [Write and talk.] Write helps plants grow. [Pause.] You can also quick sketch a picture of a plant. I am going to draw a flower. [Sketch.] [Pause.]</p> <p>[Show Slide 8.] The wind said, “But I am stronger! I can make trees fall!” [Pause.] The wind says he is what? [Pause.] Yes. He says he is stronger.</p> <p>Let’s look at these words. [Get a blank piece of chart paper. Write strong and stronger.] The sun said he was strong. The wind said he was stronger. [Pause.] Strong, stronger. Notice these two words. The sun says he is strong, but wind says he is stronger. This means they both think they are strong. When wind says he is stronger and adds the “er” at the end of this word he is saying he has more strength. When we add “er” to words, it means more. [Pause.]</p>	<p>Students will create a T-Chart they will use throughout the lesson. They will label it with sun and wind modeled by teacher. Student will understand the wind can blow things far away.</p> <p>Students will add to their T-chart. Students will understand the sun helps plants grow and will add to their chart.</p> <p>Students will consider the words strong and stronger. How are these two words related and how they are used in this story.</p>
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<p>Let's add to our chart. Sun said he could help plants grow. What does Wind say he can do that makes him stronger? [Pause.] He said he could make trees fall. I am going to add "make things fall" to my chart on the wind side. You add to your chart too. [Write and talk.] Make things fall. [Pause.] You can also make a quick sketch. I am going to draw my flower sideways like Wind blew it down. [Sketch.]</p> <p>[Show Slide 9.] "I think you are wrong," said the sun. "I am stronger. I give light to everything." [Pause.] How does Sun respond? [Pause.] That's right. He says he thinks Wind is wrong. He thinks he is stronger than wind. [Pause.] What is his proof? [Pause.] What is his reason for thinking this? [Pause.] He thinks because he gives light to everything that makes him stronger. We also learned how the sun gives off light in our previous lesson didn't we? [Pause.]</p> <p>What do you think? [Pause.] Do you think Wind or Sun is stronger? [Pause.] Which of the two characters do you think has the most strength? [Pause.] I sure would love to hear your thoughts on this! I bet you all have great ideas. I don't know what I would say. Based on what I know about both the real sun and wind, I think they can both be pretty strong in different ways.</p>	<p>Students will understand the wind can make things fall and will add to their charts.</p>
<p>Before we read on, let's add to our chart. I am going to write "gives light to everything" in the sun column. I am also going to draw a quick sketch of a light bulb to represent light. [Write and talk.] Gives light to everything. [Sketch.] [Pause.]</p> <p>Let's keep reading. Let us see who is stronger," the wind said to the sun. They saw a man walking down a path. The man had on a coat.</p> <p>Oh, I see a word we saw in a book in an earlier lesson. Path. For those that read Hercules with us, do you remember what this word means? [Pause.] Way to go! A path is a walkway or a trail. Hercules dug a path to the river. That is a little different than what this word is describing in this story. Let's reread and see if we can check our understanding of this word.</p> <p>They saw a man walking down a path. [Pause.] So, he is not digging a path like Hercules. He is walking on a path. That would still fit the definition we had describing path as a trail or walkway.</p>	<p>Students will add to T chart as directed by teacher.</p> <p>Students will understand the sun gives light to everything.</p> <p>Students will engage with the word path and think about how it is the same or different than it was used in our previous text.</p>

The sun and the wind are making a plan. Why do you think the man is in these illustrations? [Pause.] Interesting. [Pause.] Maybe so.

The author tells us the man has a coat. We can see in the illustration the man has on a coat. Many people like to wear a coat when it is cold.

[Show Slide 10.] Wind said, “We will see who can get that man’s coat off. Then we will know who is stronger.”

**“Very well,” said the sun. “You show me first.”
Then the sun hid behind a cloud.**

Remember, sometimes we can learn more from illustrations to add to what we learn from the words. When I first read the words, I thought the wind and sun might have been upset with each other. What did you think? [Pause.] When I looked at the illustrations, I changed my mind though. What do you think made me change my mind about them arguing? [Pause.] Exactly! I saw the wind and sun were shaking hands and it looks like they are smiling. Now I want to go back and reread to see if I noticed anything different now that I know they were not arguing. Let’s read these pages again. [Pause.]

Wind said, “We will see who can get that man’s coat off. Then we will know who is stronger.”

**“Very well,” said the sun. “You show me first.”
Then the sun hid behind a cloud.**

I noticed it sounds and looks like they disagree, but they are still friends. That is okay you know. I disagree with my friends sometimes. We are still nice to each other. Sun and Wind are still friends. They are both proud of how strong they are and what they can do. What did they disagree about? [Pause.] Yes. They each thought they were stronger than the other. How did they decide to settle the disagreement? [Pause.] You got it! A contest! Why have a contest? [Pause.] That’s right. They are going to have a contest to see who is stronger. What is the goal? [Pause.] They are both going to try to get the man to take off his coat. How do they know who the winner is? [Pause.] Whoever gets the man to take his coat off will be stronger.

When I reread this I did notice something else that tells me something about the sun.

Students will understand people wear coats when they are cold.

Students will understand the contest and why the sun and the wind were disagreeing about who was stronger.

“Very well,” said the sun. “You show me first.”

Then the sun hid behind a cloud.

Did you notice something about the sun too? [Pause.] I wonder if we noticed the same thing. I noticed Sun lets Wind go first. What do you think that tells us about Sun? [Pause.] I thought that too. I thought it was very nice of Sun to let Wind go first. What does Sun do? [Pause.] He hides behind a cloud.

[Show Slide 11.] The wind blew and blew. The man closed his coat.

What is the wind doing? [Pause.] He blew and blew. This word sounds like another word I know, the color blue. This blew is different. If the wind blew and blew and then even blew harder, what is wind doing? [Pause.] Yes. That is what the wind does with it is moving the air around. We say the wind blows or the wind is blowing when we are describing the air moving around. Blew is the same thing. It just means he already did it in the past. He blew and blew the air. [Pause.] What was wind trying to do when he blew and blew? [Pause.] He was trying to blow hard enough to make the man’s coat come off. What did the man do when the wind blew and blew? [Pause.] The man closed his coat. Think about what happens when you are outside and the wind blows. [Pause.] This can actually make it feel colder.

The wind blew harder. The man hugged his coat tighter. What is the man doing? [Pause.] He hugged his coat tighter. [Pause for think aloud.] He hugged his coat? What does that mean? [Pause.] The illustrations don’t really help us out on this one. So, I’m thinking about when you give a hug to someone. You put your arms around them and squeeze. But this says he hugged his coat. Let me see if I can figure this out. [Stand up.] He is wearing his coat. So, if I was wearing a coat and I wanted to hug it, I might put my arms around like this. [Put your arms around yourself like you are giving yourself a hug.] Oh, now I’m thinking that if the wind was blowing harder, I might do something like this to help keep my coat from blowing off. I also put my arms around myself like this when I get really cold. I bet this is what the man was doing.

The wind blew harder. The man hugged his coat tighter. Can you pretend you are the man? [Pause.] Stand up with me. Pretend you are out walking on the path wearing your

Students will engage with the word blew and recognize it sounds like another word they probably know.

Students will understand how the wind was trying to blow the man’s coat off.

Students will understand what it means when it says the man hugged his coat tighter. Understanding this is both about understanding the language as well as the role it plays in how the story ends.

coat when all of the sudden a big wind blew and blew. It's getting really windy! Hug your pretend coat so it doesn't blow off. [Model.] Then the wind blew harder. Hug your coat tighter like the man did. The wind is really blowing and you don't want your coat to come off! Make sure you are hugging it tight. That was fun!

[Show Slide 12.] "I'm tired," said the wind.

Why would the wind be so tired? [Pause.] I bet. That was hard work blowing all of that wind. Do you think Wind had to be pretty strong to blow that hard? [Pause.] I think so, too. The man had to hug his coat tight because the wind was blowing so hard. He didn't want it to blow away.

Look at the other things in the illustrations. What do you notice that might help support our thinking that the wind was strong? [Pause.] I see the trees bending and leaves flying off the trees. I also see the man holding his hat, so it does not blow away either.

Let's keep reading. "I am tired," said the wind. "Your turn. Show me how strong you are."

The sun came out and made the day warm. The man opened his coat and took it off.

Oh, now wait! What just happened? [Pause.] Let's read that again. The sun came out and made the day warm. The man opened his coat and took it off.

Well, that is what I thought I read! What happened? [Pause.] That's right. The sun came out and the man took off his coat. What did he do to get the man's coat off? [Pause.] Yes. He just came out and made the day warm. How did that get the man's coat off? [Pause.] Oh, that makes sense! When the day got warm, the man probably got warm too. The man took off his coat because he didn't need it anymore. So, the sun took a different approach to getting the man's coat off didn't he? [Pause.] Did he force coat off the man? [Pause.] No. The man actually took the coat off himself. What do you think about that? [Pause.] Does that mean the sun wins the contest? [Pause.] Hmm. Let's see what wind thinks about this.

[Show Slide 13.] "You win," said the wind. "You are gentle, but you are stronger than I am."

Students will understand how the sun got the man's coat off by using gentle persuasion vs force like the wind tried to do.

Students discover who wins the contest.

<p>How did the wind respond? [Pause.] He said the sun wins and that the sun was stronger. Is that what you thought wind would say? [Pause.] Interesting.</p>	
<p>Guided Practice (5 min) We were reading to understand the lesson of this fable.</p> <p>The last page is really important to us learning the lesson. We know that the sun wins the contest, but what was the lesson? Let's think a little more deeply about some things to try to figure this out.</p> <p>Wind tells Sun, "You are gentle..." what does that mean? [Pause.] Gentle means nice and kind, or tender, soft or light. It is the opposite of being forceful or rough. Does that make sense? [Pause.] The sun did not force the coat off the man. He took a more gentle approach by gently warming the day like he normally does until the man decided to take the coat off himself. This is a different approach than the wind. The wind was trying to force the coat off the man to prove he was stronger.</p> <p>"You win," said the wind. "You are gentle, but you are stronger than I am." The wind tells the sun he is gentle, but stronger.</p> <p>When we think of the word strong we think of someone like Hercules with his big muscles and super strength. He punched through walls and dug big paths in short amounts of time.</p> <p>Look back at your T chart. [Pause.] What did the wind say made him stronger than the sun?</p> <p>[Show Slide 14.] He said he could blow things far, far away. He could make trees fall. How did he try to get the man's coat off? [Pause.] He tried to force it off by blowing the air really hard.</p> <p>Let's add that to your chart. I am going to write "He tried to blow the coat off the man." You can add this to your chart as well. You can also add a picture later if you want. [Write and talk.] He tried to blow the coat off the man. [Sketch.] [Pause.]</p> <p>The wind was showing his strength by blowing really hard and being forceful. Let's add that to our chart as well. I'm going to write the word forceful. [Write and talk.] Forceful.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Identify here what, specifically, students will be able to do by the end of the segment.</p>

<p>Now, let's look at what the sun said that made him stronger. [Show Slide 15.] He said he was strong because he helped plants grow and he gives light to everything. How did he get the man's coat off? [Pause.] He made the day warm and the man eventually took the coat off himself. The sun was showing his strength by being gentle.</p> <p>Who won the contest? [Pause.] Who ended up being stronger? [Pause.] That's right. The sun ended up being stronger even though he was gentle.</p> <p>Think about that. [Pause.] What do you think the lesson of this fable is then? [Pause.] The lesson in this fable is that being gentle can win over force. You might also say... you can be gentle and strong at the same time.</p>	
<p><u>Independent Work</u> (2 min)</p> <p>I want to know what your favorite part of this fable was. [Pause.] For your independent work, write what you liked best about this story and why. Write your opinion and provide at least one reason for it. I would love for you to illustrate your favorite part as well.</p> <p>[Show Slide 16.] These are words I would like for you to consider including in your writing depending on which part you pick. I hope you can at least use 1-2 of these words.</p>	<p>Students select their favorite part of the story. They will state their opinion and provide at least one reason for it. Students may also illustrate.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on this fable with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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