Lesson Objectives

Core Content Objectives

Students will:

✓ Demonstrate familiarity with “The Goose and the Golden Eggs”
✓ Identify character, plot, and setting as basic story elements
✓ Describe the characters, plot, and setting of “The Goose and the Golden Eggs”
✓ Identify fables as one type of fiction
✓ Identify characteristics of fables: short, moral, personification
✓ Explain in their own words the moral of “The Goose and the Golden Eggs”

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:

✓ Retell the fable “The Goose and the Golden Eggs” including key details (RL.1.2)
✓ Identify the moral of the fable “The Goose and the Golden Eggs” (RL.1.2)
✓ Identify the literary term characters, and explain that term as it applies to the fable “The Goose and the Golden Eggs” (RL.1.3)
✓ Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy (RL.1.4)
✓ Explain that “The Goose and the Golden Eggs” is fiction because it was made up to teach a lesson (RL.1.5)

✓ Orally compare and contrast the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs” (RL.1.9)

✓ Revise the fable “The Goose and the Golden Eggs” orally or in writing by changing the ending (W.1.3)

✓ Write and illustrate a new ending to the fable “The Goose and the Golden Eggs” and discuss with one or more peers (W.1.5)

✓ Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about the fable “The Maid and the Milk Pail”

✓ Identify new meanings for familiar words, such as rock, and apply them accurately

Core Vocabulary

**delight, n.** Great pleasure or happiness
   Example: Going to my grandparents’ house for a visit always brings me delight.
   Variation(s): none

**golden, adj.** Having the color of gold
   Example: The leaves of the apple tree turned a golden color in the fall.
   Variation(s): none

**goose, n.** A duck-like bird that lives on or near the water
   Example: The goose built a nest near the pond.
   Variation(s): geese

**greedy, adj.** Wanting to have more than you need or deserve
   Example: King Midas was a greedy man who wanted lots of gold.
   Variation(s): greedier, greediest
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The Goose and the Golden Eggs

Introducing the Read-Aloud

What Have We Already Learned?
Remind students that they heard the fable, “The Maid and the Milk Pail.” Ask:

- What animal provided something that the milkmaid thought would be useful? (cow)
- What did the cow provide? (milk)
- Did the milk end up being useful to the girl? (No, because she spilled it.)
- What lesson did the milkmaid learn from this? (“Don’t count your chickens before they hatch.”)

What Do We Know?

Show image 3A-1: Goose and goose egg
Tell students that the fable they are going to listen to today is about another animal that provides something useful. Tell them that this fable is about a goose. Ask students if they have ever seen a goose and if they know anything about this animal. Ask if they know what a goose provides that may be useful to people. Talk about the color of the goose egg, the fact that a goose egg is lightweight, and that a goose usually lays one egg each day.

Making Predictions About the Read-Aloud

Show image 3A-2: Farmer and the goose’s nest
Tell students to look closely at the illustration. Have them describe what they see. You may prompt discussion with the following questions:

- What characters do you see?
• What is the setting of the fable? How can you tell?

• Look at the egg. Does it look like the real goose egg that you see in this picture? (Show image 3A-1 again for comparison.)

• Look at the expression on the farmer’s face. Does the farmer think the egg will be useful? Why or why not?

**Purpose for Listening**

Tell students to listen closely to the fable to find out if their predictions are correct.
Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. But on second thought, he took it home, and discovered to his delight that it was an egg of pure gold!

He sold the egg for a handsome sum of money. Every morning the goose laid another golden egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew greedy. “Why should I have to wait to get only one egg a day?” he thought. “I will cut open the goose and take all the eggs out of her at once.”

When the goose heard the farmer’s plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose’s nest? Nothing.

*Moral: He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.*
Discussing the Read-Aloud 15 minutes

Comprehension Questions 10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Evaluative** Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)

2. **Literal** The setting of the fable is where it takes place. What is the setting of this fable? (a farm)

3. **Literal** There are two main characters in this fable. Who are they? (the farmer and his goose)

4. **Evaluative** What is special about the eggs that the goose lays? (They are made of gold.) Could this really happen? (no) So, is this fable fact or fiction? (fiction)

Show image 3A-2: Farmer and the goose’s nest

5. **Evaluative** Does this illustration show the beginning, middle, or end of the fable? How do you know? (It shows the beginning because the farmer is surprised to see the golden egg.)

6. **Literal** Fables are written to teach a lesson. What is the lesson, or moral, of this fable? (“He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.”) [Encourage students to put this in their own words, such as, “Don’t be greedy.”]

7. **Evaluative** What would you do if you discovered a golden egg? (Answers may vary.)

8. **Evaluative** Was it a good idea for the farmer to try and get all of the eggs from the goose at once? (no) What do you think he should have done? (He should have waited for the goose to lay one golden egg every day.)
9. **Evaluative** Do you think the farmer would have become rich if he had not been so greedy? *(Answers may vary.)*

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. **Evaluative** *Think Pair Share*: Compare the milkmaid in yesterday’s fable with the farmer in today’s fable. How are these two characters alike or different? *(Answers may vary.)*

11. 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 questions.)*

**Word Work: Greedy** *

1. In the read-aloud you heard, “As [the farmer] grew rich, he also grew greedy.”

2. Say the word greedy with me.

3. A greedy person wants more of something than they need.

4. The greedy pirate wanted all of the treasure.

5. Do you know of other stories that have characters that are greedy? *(Ask students if they remember the fable “The Dog and His Reflection” from Kindergarten.] Try to use the word greedy when you tell about it. *(Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The dog was greedy when . . .”]*

6. What’s the word we’ve been talking about?
Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things people do. If what I describe is someone being greedy, say, “That’s greedy!” If what I describe is someone not being greedy, say “That’s not greedy!” [You may want to have them explain their answers.]

7. The king refused to give up any of his land even though he had more than he could rule. (That’s greedy!)

8. The boy gave his friend a piece of chalk to use. (That’s not greedy!)

9. The squirrel ate all of the acorns on the ground, and hid the rest, before the other squirrels could eat any. (That’s greedy!)

10. The girl shared her crayons with her friends. (That’s not greedy!)

11. The man would not let anyone read any of his books even though he had hundreds. (That’s greedy!)

⚠️ Complete Remainder of the Lesson Later in the Day
A New Ending

Ask students to repeat the moral of the fable “The Goose and the Golden Eggs.” You may need to remind them that the moral of the story is, “He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.” Ask students what happened to the farmer because he was greedy. (He ended up with nothing.) Ask students what they think he should have done. (He should have been patient, waited, and been happy with one egg every day.)

Tell students that they are going to make up a new ending to the fable. What would they change about the ending of the fable? Have students brainstorm new endings with a partner, and then draw pictures of their own new endings.

Upon completion of their drawings, have students write a sentence describing the ending. Some students may need to dictate their sentence to an adult to be written. Others may write a complete sentence or sentences on their own. Give students the opportunity to share their pictures and sentences with a partner or with the class.

Multiple Meaning Word Activity

Multiple Choice: Rock

1. [Show Poster 2M: Rock] In the read-aloud you heard, “When [the farmer] picked up [the goose’s egg], it was heavy as a rock.”

2. A rock is a stone. Which picture shows this type of rock? (1)

3. Rock has other meanings. Rock also means to move back and forth or from side to side. Which picture shows someone doing this type of rock? (2)
4. *Rock* has another meaning. *Rock* also refers to a type of popular music. Which picture shows this kind of rock? (3)

5. Now that we have gone over the different meanings for *rock*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “We found a rock in the woods.” And your neighbor should respond, “That’s ‘1’.”