

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the story teaches.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

A Warning at the End

from “The Ants and the Grasshopper” (Aesop, 1867)

Some fables end with a warning instead of a gentle lesson. The characters’ own words deliver the message. This week we read a published fable, notice the warning the Ants give, and try writing a story that ends with a warning of our own.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the sentence at the end that delivers the author’s message.

The Ants and the Grasshopper

THE ANTS were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.”

“If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

SOURCE · PUBLIC DOMAIN

From Aesop’s Fables, translated by George Fyler Townsend, published 1867 (public domain)

I CAN | I can read a published fable and find the sentence that delivers the author’s message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the message the author delivers through a character's words."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Notice the message.

Read the ending of the fable. Find the sentence where the Ants deliver the author's message.

"He replied, 'I had not leisure enough. I passed the days in singing.'"

"If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

I CAN

I can notice the message the author delivers through a character's words at the end of the fable.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the sentence that best states the author’s message.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Choose the message.

Which sentence best states the author’s message? Use the story to decide.

- A** “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”
- B** “A Grasshopper, perishing with famine, passed by and earnestly begged for a little food.”
- C** “The Ants were spending a fine winter’s day drying grain collected in the summertime.”

I CAN | I can choose the sentence that best states the author’s message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the story proves the message.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Show how the story proves the message.

How does the Grasshopper’s choice to sing all summer connect to the warning at the end?

“I had not leisure enough. I passed the days in singing.”
“If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

I CAN | I can explain how the story’s details lead to the author’s message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write a warning message of my own.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Own it. Try the craft move.

Write the warning that ends this story. Make it one clear sentence, the way the Ants did.

A squirrel played all fall while the other squirrels gathered acorns. When the snow came, the squirrel had nothing to eat.

I CAN | I can write a warning sentence that states my own message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend why the author puts the message in a character's mouth."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Defend the author's choice.

The author could have stated the message as a narrator. Why is the warning stronger when the Ants say it?

"If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

The Ants say the warning, not the narrator. Why does that make the message hit harder?

I CAN

I can defend why the author puts the message in a character's mouth instead of stating it alone.



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Write your own fable with a warning.

Choose an animal that wastes something important. Show what happens, then end with a warning.

**Choose an animal that wastes something important.
Show what happens because of that choice.
End with one sentence that warns the reader.**

I CAN | I can write my own story and end it with a warning.



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Answers, across the five thinking levels.

NOTICE “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

The Ants say the warning at the end. That sentence is the author’s message.

CHOOSE A. The other choices tell what happens in the story. The message is the sentence that warns and teaches the lesson.

SHOW The Grasshopper sang instead of saving food. The Ants worked all summer. Those details make the warning true.

OWN Answers vary. One example: “If you play when there is work to do, you will have nothing when you need it most.”

DEFEND When a character says the warning, it feels like a real voice talking to the Grasshopper and to the reader. The message is not just told. It is delivered face to face.

YOUR TURN Answers vary. One example: A bird sang on a branch while all the other birds built nests. When the storm came, the bird had nowhere to hide. “Those who waste fair weather will shiver in the storm.”

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READ THIS PASSAGE EXCERPT • FROM “THE CROW AND THE PITCHER” (AESOP, TRANS. TOWNSEND, 1867)

“A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.”

What message does the author want the reader to learn?

- A** When you cannot solve a problem, try a new idea.
- B** Crows are smarter than other birds.
- C** It is wrong to take water that belongs to someone else.
- D** You should always carry stones with you.

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The answer is A.

When you cannot solve a problem, try a new idea.

Correct.

A

The Crow tried many ways to reach the water and failed. Then he thought of the stones. The author teaches that thinking of a new plan can save you.

Crows are smarter than other birds.

B

The story is about one Crow solving a problem, not about comparing birds. The message is about creative thinking.

It is wrong to take water that belongs to someone else.

C

No one owns the water in the story. The Crow is simply thirsty and finds a pitcher.

You should always carry stones with you.

D

The stones are the detail, not the message. The message is about thinking of a new idea when the first plan fails.

