

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 Daydream That Teaches the Lesson

from “The Milk-Woman and Her Pail” (Aesop, 1867)

Some fables show the message through a character’s thoughts. The Milk-Woman daydreams about what she will buy, and then the pail falls. This week we notice how inner thoughts reveal the author’s message.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the author’s craft move.

The Milk–Woman and Her Pail

A FARMER’S daughter was carrying her Pail of milk from the field to the farmhouse, when she fell a-musing. “The money for which this milk will be sold, will buy at least three hundred eggs. The eggs, allowing for all mishaps, will produce two hundred and fifty chickens. The chickens will become ready for the market when poultry will fetch the highest price, so that by the end of the year I shall have money enough from my share to buy a new gown. In this dress I will go to the Christmas parties, where all the young fellows will propose to me, but I will toss my head and refuse them every one.”

At this moment she tossed her head in unison with her thoughts, when down fell the milk pail to the ground, and all her imaginary schemes perished in a moment.

Do not count your chickens before they are hatched.

SOURCE · PUBLIC DOMAIN

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

ICAN | I can read a published text and notice the author’s craft move.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice how a character's daydream builds toward 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"

Notice the daydream.

Find the sentence where the character's thoughts take over the story.

"Down fell the milk pail to the ground, and all her imaginary schemes perished in a moment."

"Do not count your chickens before they are hatched."

I CAN | I can notice the craft move the author uses.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the real message behind the daydream.”

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.

The daydream crashes. What is the real message?

A “The eggs, allowing for all mishaps, will produce two hundred and fifty chickens.”

B “A Farmer’s daughter was carrying her Pail of milk from the field to the farmhouse.”

C “Do not count your chickens before they are hatched.”

I CAN | I can choose the best example of the craft move.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the daydream and the crash work together to prove 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 daydream proves the message.

How does the growing daydream make the crash at the end prove the lesson?

“I will toss my head and **refuse them every one.”**

“Down fell the milk pail to the ground.”

I CAN | I can explain how the craft move works in the story.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write a daydream that reveals a 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”

Own it. Try the craft move.

Write a short daydream for this character, then show what goes wrong.

A boy carried a jar of honey to sell at the market. He started thinking about what the money could buy ...

I CAN | I can try the craft move in my own writing.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why the author uses a daydream to teach the lesson.”

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 just said the moral. Why does the daydream make the message stronger?

“All her imaginary schemes perished in a moment.”

The reader watches the daydream grow and grow. Why does the crash hit harder because of that buildup?

I CAN | I can defend why the author chose this craft move.



PUBLISHED TEXTS

Write your own story with a daydream.

Choose a character who plans too far ahead. Show the daydream growing, then show what goes wrong.

**Choose a character carrying something valuable.
Show the character daydreaming about what it will become.
End with the daydream crashing back to reality.**

I CAN | I can write my own story where a daydream reveals the message.



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE “Do not count your chickens before they are hatched.” The moral follows the crash. The daydream grew from milk to eggs to chickens to a gown, then one toss of the head ended it all.

CHOOSE C. “Do not count your chickens before they are hatched.” The other choices are details from the daydream. The moral is the sentence that teaches the lesson.

SHOW Each step of the daydream builds on the last. The higher the plans climb, the harder the crash. The crash is the message.

OWN Answers vary. One example: The boy imagined buying a kite, then a bigger kite, then a cart to carry all his kites. He tripped and the jar shattered. “His plans spilled out with the honey.”

DEFEND The daydream lets the reader feel the excitement growing. When it crashes, the reader feels the loss. Telling the moral would not give that feeling.

YOUR TURN Answers vary. One example: A girl imagined her garden growing into a farm, then a town. She forgot to water the seeds, and nothing grew at all.

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE MOUNTAIN IN LABOR” (AESOP, TRANS. TOWNSEND, 1867)

“A Mountain was once greatly agitated. Loud groans and noises were heard, and crowds of people came from all parts to see what was the matter. While they were assembled in anxious expectation of some terrible calamity, out came a Mouse.”

What message does the author want the reader to learn?

- A** Mountains are louder than mice.
- B** People should not gather in crowds.
- C** Do not make a big fuss about something small.
- D** Mice always live inside mountains.



PUBLISHED TEXTS

The answer is C.

A Mountains are louder than mice.

That is a comparison, not the message. The story is about expectations, not about volume.

B People should not gather in crowds.

The crowd is the setting. The message is about the gap between the noise and the result.

Do not make a big fuss about something small.

C Correct.

Everyone expected something enormous, but the result was tiny. The author teaches that big noise does not always mean a big event.

D Mice always live inside mountains.

The Mouse is a detail that makes the ending surprising, not a fact the story teaches.

