

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

Clever Words That Change the Story

from “The Bat and the Weasels” (Aesop, 1867)

Some fables show a character who escapes trouble by changing what they say. The Bat tells one Weasel he is a mouse and another Weasel he is a bat. The clever words are the craft move. This week we notice how what a character says can change the whole story.

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 clever words that save the Bat.

The Bat and the Weasels

A BAT who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

It is wise to turn circumstances to good account.

SOURCE · PUBLIC DOMAIN

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

I CAN | I can read a published text and notice the author's craft move.

PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the clever words that change the story."

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 clever words.

Find the two sentences where the Bat says something different to save himself.

"The Bat assured him that he was not a bird, but a mouse."

"The Bat assured him that he was not a mouse, but a bat."

I CAN | I can notice the clever words a character uses to change the outcome.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

"I can choose the real 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.

What is the author really teaching through the Bat's clever words?

A "A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared."

B It is wise to turn circumstances to good account.

C "The Weasel refused, saying that he was by nature the enemy of all birds."

I CAN | I can choose the real message behind the clever words.



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TODAY'S THINKING JOB

SHOW

“I can show how the clever words 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 words save the Bat.

Why does saying different things to different Weasels work?

To the bird-hater: “I am **a mouse.”**

To the mouse-hater: “I am **a bat.”**

I CAN | I can show how the Bat’s clever words change the outcome each time.



TODAY'S THINKING JOB

OWN

“I can write clever words that change a story.”

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 what this character says to get out of trouble. Use clever words that fit the situation.

A chameleon was caught by a cat who hated green lizards. The chameleon turned brown and said:

I CAN | I can write clever words that change the outcome of a story.



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TODAY'S THINKING JOB

DEFEND

"I can defend why clever words make a stronger story."

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 Bat could have simply run away. Why do the clever words make a better fable?

"It is wise to turn circumstances to good account."

The Bat wins by thinking, not by running. Why does that make the message stronger?

I CAN

I can defend why clever words teach a better lesson than a simple escape.



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Write your own fable with clever words.

Choose a character who must say the right thing to get out of trouble. Show how the clever words change the story.

Choose a character in trouble.
Show the character using clever words to escape.
End with the moral the words prove.

I CAN | I can write my own story where clever words change the outcome.



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Answers, across the five thinking levels.

NOTICE The Bat says “**I am a mouse**” to one Weasel and “**I am a bat**” to the other. Each time, the words save him.

CHOOSE B. It is wise to turn circumstances to good account. The other choices are story details.

SHOW Each Weasel has a different enemy. The Bat matches his answer to each danger. The words prove that thinking fast and adapting to the situation is what saves you.

OWN Answers vary. One example: The chameleon said, “**I am not a lizard. I am a stick that fell from the tree.**”

DEFEND Running away is forgettable. The clever words show the reader how to think, not just how to flee. The Bat wins by brains, and that makes the lesson stick.

YOUR TURN Answers vary. One example: A rabbit was caught by a fox who only chased fast animals. The rabbit sat very still and said, “**I am not running. I must be a rock.**” The fox walked away.



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READ THIS PASSAGE EXCERPT • FROM “THE MISCHIEVOUS DOG” (AESOP, TRANS. TOWNSEND, 1867)

“A Dog used to run up quietly to the heels of everyone he met, and to bite them without notice. His master suspended a bell about his neck. Thinking it a mark of distinction, the Dog grew proud of his bell. One day an old hound said to him, ‘That bell that you carry is not any order of merit, but on the contrary a mark of disgrace, a public notice to all men to avoid you.’”

What message does the author want the reader to learn?

- A** Dogs should never wear bells.
- B** Old hounds are wiser than young dogs.
- C** Biting is a good way to meet people.
- D** A sign of shame is not the same as a sign of honor.



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The answer is D.

A Dogs should never wear bells.

The bell is a story detail. The message is about mistaking shame for honor, not about bells.

B Old hounds are wiser than young dogs.

The old hound delivers the message, but the story is about the Dog's mistake, not about age and wisdom.

C Biting is a good way to meet people.

The story shows the opposite. Biting earned the Dog a bell of shame.

A sign of shame is not the same as a sign of honor.

D Correct.

The Dog thought the bell was a prize. The old hound explains it is a warning to others. The author teaches that what you think is glory may really be shame.

