

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 Wise Friend Who Stops a Mistake

from “The Two Frogs” (Aesop, 1867)

Some fables show a wise friend who asks the right question at the right time. One Frog wants to jump into a well, but the other asks what will happen if the water runs out. The question IS the lesson. This week we notice how a smart question can stop a bad decision.

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. Listen for the question that stops the mistake.

The Two Frogs

TWO FROGS dwelt in the same pool. When the pool dried up under the summer's heat, they left it and set out together for another home. As they went along they chanced to pass a deep well, amply supplied with water, and when they saw it, one of the Frogs said to the other, "Let us descend and make our abode in this well: it will furnish us with shelter and food." The other replied with greater caution, "But suppose the water should fail us. How can we get out again from so great a depth?"

Do nothing without a regard to the consequences.

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 question that stops the mistake.”

EXACT TEKS WORDING

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

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Notice the question.

Find the sentence where the wise Frog asks the question that stops the bad plan.

“But suppose the water should fail us.”

“How can we get out again from so great a depth?”

I CAN | I can notice the question that stops the mistake.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the real message.”

EXACT TEKS WORDING

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Choose the message.

What is the author really teaching through the wise Frog’s question?

A Do nothing without a regard to the consequences.

B “Let us descend and make our abode in this well.”

C “Two Frogs dwelt in the same pool.”

I CAN | I can choose the real message behind the wise question.



TODAY'S THINKING JOB

SHOW

“I can show how the question 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 question works.

Why does asking about consequences stop the mistake?

“Suppose the water should fail us.”

The wise Frog makes the other Frog think ahead. That is the lesson.

I CAN | I can show how one question can change a decision.



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TODAY'S THINKING JOB

OWN

“I can write a wise question that stops a mistake.”

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 question a wise friend asks to stop a bad plan.

Two birds saw a birdhouse hanging from a thin branch. One bird said, “Let us move in right away!” The other bird said:

I CAN | I can write a wise question that makes a character think ahead.



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TODAY'S THINKING JOB

DEFEND

“I can defend why a question is stronger than a command.”

EXACT TEKS WORDING

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Defend the author’s choice.

The wise Frog could have just said no. Why does a question work better?

“How can we get out again from so great a depth?”

A question makes the other Frog think for himself. Why is that stronger?

I CAN

I can defend why asking a question teaches better than giving an order.



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Write your own fable with a wise question.

Choose two characters. Let one suggest a risky plan. Let the other ask a question that reveals the danger.

Choose two characters.
Let one suggest a risky plan.
Let the other ask a question that stops the mistake.

I CAN | I can write my own story where a wise question stops a mistake.



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Answers, across the five thinking levels.

NOTICE “How can we get out again from so great a depth?” The wise Frog’s question stops the mistake by making the other Frog think ahead.

CHOOSE **A.** Do nothing without a regard to the consequences. The other choices are story details.

SHOW The well looks safe, but if the water runs out, the frogs are trapped. The question reveals the hidden danger.

OWN Answers vary. One example: The other bird said, “**But what if the branch breaks? How will we get down?**”

DEFEND A question makes the listener think for themselves. The Frog who hears it must imagine the consequences. That is stronger than being told no.

YOUR TURN Answers vary. One example: Two mice found an open box of crackers. One said, “Let us crawl inside!” The other said, “**But what if the lid closes? How will we get out?**”



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

“The Swallow and the Crow had a contention about their plumage. The Crow put an end to the dispute by saying, ‘Your feathers are all very well in the spring, but mine protect me against the winter.’”

What message does the author want the reader to learn?

A Lasting value matters more than temporary beauty.

B Crows have better feathers than swallows.

C Spring is the best season for birds.

D Birds should never argue about feathers.



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The answer is A.

Lasting value matters more than temporary beauty.

Correct.

A

The Swallow's feathers look good in spring but fail in winter. The Crow's plain feathers work all year. The author teaches that what lasts is worth more than what only shines for a season.

B

Crows have better feathers than swallows.

The story is not about which bird is better. It is about lasting value versus temporary beauty.

C

Spring is the best season for birds.

The story mentions spring, but the message is about what lasts, not about seasons.

D

Birds should never argue about feathers.

The argument is the setting. The message is about the difference between lasting and temporary value.

