

## PUBLISHED TEXTS

## EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives and poetry using genre characteristics and craft”*

## WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books 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 text teaches or shows.

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

## THIS WEEK’S FOCUS

## An Imaginary Scene That Tests an Ideal

from “The Kingdom of the Lion” by Aesop (trans. George Fyler Townsend) (1867)

Aesop imagines a world where all animals live in peace.

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

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

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Grade 4 · Cluster 6 · Published Texts &amp; Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts &amp; Mentor Texts · Grade 4 · Week 28 of 36 · Cluster 6 · Module 4 · slide 1 of 11

## SLIDE 1 OF 11 ·

## Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

**"This week we study an imaginary scene that tests an ideal."**

▶ Show the cover. Read the TEKS wording aloud.

**"Our mentor text is The Kingdom of the Lion."**

▶ Preview the five thinking levels.

**PREP & MATERIALS:** slide deck for Cluster 6 Module 4 · “The Kingdom of the Lion” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

## THE MENTOR TEXT

The Kingdom of the Lion · The Hen and the Swallow (test)

## CHECK FOR UNDERSTANDING

Ask what an imaginary scene that tests an ideal means.

## RAISE THE THINKING

Ask how this differs from last week.

**Read the published text.**

Read it, then read it again. Notice the craft move the author uses.

**The Kingdom of the Lion**

The Beasts of the field and forest had a Lion as their king. He was neither wrathful, cruel, nor tyrannical, but just and gentle as a king could be. During his reign he made a royal proclamation for a general assembly of all the birds and beasts, and drew up conditions for a universal league, in which the Wolf and the Lamb, the Panther and the Kid, the Tiger and the Stag, the Dog and the Hare, should live together in perfect peace and amity. The Hare said, “Oh, how I have longed to see this day, in which the weak shall take their place with impunity by the side of the strong.”

SOURCE · PUBLIC DOMAIN

From Three Hundred Aesop's Fables (public domain, Project Gutenberg #21)

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

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**SLIDE 2 OF 11 ·****Read the Published Text** ~6 min

“ ” = say word-for-word · ▶ = teacher direction

**"This is our published mentor text."**

▶ Read the text aloud twice.

**"Notice the craft move."**

▶ Point to the key moment.

**“Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word.”**

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. (ELPS 3(H), 3(A), 2(A))

**ANSWER KEY:** See slide.**CHECK FOR UNDERSTANDING**

Point to the craft move.

**RAISE THE THINKING**

What did you notice?

TODAY'S THINKING JOB

## NOTICE

"I can notice the imaginary scene."

EXACT TEKS WORDING

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

*"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

### Notice the imaginary scene.

What is the proclamation? Why unusual?

**The Lion declares peace between all animals. Natural enemies asked to live together.**

**I CAN** | I can notice the imaginary scene..

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SLIDE 3 OF 11 ·

Monday · NOTICE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

**"Today's job is NOTICE."**

▶ Read the task.

**"Find the craft move."**

▶ Students write on NOTICE row.

**ANSWER KEY:** See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

## CHOOSE

"I can choose the most powerful pairing."

EXACT TEKS WORDING

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

*"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

### Choose the most powerful pairing.

Which pair makes peace seem most unlikely?

- A** Dog and Hare (hunter and hunted)
- B** Wolf and Lamb (predator and prey)
- C** Tiger and Stag (strength and speed)

**I CAN** | I can choose the most powerful pairing..

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SLIDE 4 OF 11 ·

Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

**ANSWER KEY:** B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

## SHOW

"I can show how the imaginary scene works."

EXACT TEKS WORDING

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

*"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

### Show how the imaginary scene works.

What does the Hare's reaction tell?

**The Hare's joy shows how deeply the weak wish for safety.**

**I CAN** | I can show how the imaginary scene works..

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SLIDE 5 OF 11 ·

Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

**"Today's job is SHOW."**

▶ Read the task.

**"Explain how it works."**

▶ Take 2-3 answers.

**ANSWER KEY:** See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

# OWN

"I can own it. create an imaginary scene."

EXACT TEKS WORDING

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

*"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

## Own it. Create an imaginary scene.

Something impossible happens. Four lines.

**What if the rain fell upward and the rivers flowed into the sky?**

**I CAN** | I can own it. create an imaginary scene..

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SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

### "Today's job is OWN."

▶ Read the task.

### "Try the craft move."

▶ Two minutes writing.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for the move.

### RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

## DEFEND

"I can defend the imaginary scene."

EXACT TEKS WORDING

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

*"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

### Defend the imaginary scene.

Why imagine a peace that may not last?

**The imagined peace lets the reader feel the hope. The idea is powerful.**

**I CAN** | I can defend the imaginary scene..

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SLIDE 7 OF 11 ·

Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

**"Today's job is DEFEND."**

▶ Read the task.

**"Why does this move make it stronger?"**

▶ Write a because statement.

**ANSWER KEY:** See slide.

CHECK FOR UNDERSTANDING

Explain why.

RAISE THE THINKING

Name another text with this move.

**Write a fable with an imaginary scene.**

A world where something impossible happens.

**Use what you learned this week about an imaginary scene that tests an ideal.**

**Write your own text that uses this craft move.**

**I CAN** | I can use an imaginary scene that tests an ideal in my own writing.

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**SLIDE 8 OF 11 ·**

**YOUR TURN**

 ~6 min

" " = say word-for-word · ▶ = teacher direction

**"Your turn."**

▶ Read the task.

**"Use the craft move."**

▶ Circulate.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for the move.

**RAISE THE THINKING**

Check your move.

Answers, across the five thinking levels.

**NOTICE** The Lion declares peace between all animals. Natural enemies asked to live together.

**CHOOSE** B. Wolf and Lamb (predator and prey)

**SHOW** The Hare's joy shows how deeply the weak wish for safety.

**OWN** Answers vary. One example: **What if the rain fell upward and the rivers flowed into the sky?**

**DEFEND** The imagined peace lets the reader feel the hope. The idea is powerful.

**YOUR TURN** Answers vary.

## SLIDE 9 OF 11 ·

### Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction

#### "Check our work."

▶ Reveal answers.

#### "If you missed one, that is your learning."

▶ Celebrate explanations.

**ANSWER KEY:** See slide.

### CHECK FOR UNDERSTANDING

Explain how it works.

### RAISE THE THINKING

What would change?

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

**A Hen finding the eggs of a viper and carefully keeping them warm, nourished them into life. A Swallow, observing what she had done, said, “You silly creature! why have you hatched these vipers which, when they shall have grown, will inflict injury on all, beginning with yourself?”**

**What is the Swallow’s warning?**

- A** Hens should never sit on other eggs
- B** Swallows are wiser than hens
- C** Be careful what you nurture, because it may turn against you
- D** Viper eggs look like hen eggs

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**SLIDE 10 OF 11 ·**

**Show What You Know**

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

**"Test on 'The Hen and the Swallow.'"**

▶ Read text and question.

**"Read all four choices."**

▶ Choose privately.

**ANSWER KEY:** C.

**CHECK FOR UNDERSTANDING**

Choose by purpose.

**RAISE THE THINKING**

Why is each wrong?

The answer is C.

**A Hens should never sit on other eggs**  
Not literal advice.

**B Swallows are wiser than hens**  
About wisdom, not bird ranking.

**C Be careful what you nurture, because it may turn against you**  
**Correct.**  
The Hen nurtures something that will cause harm. Be careful what you help grow.

**D Viper eggs look like hen eggs**  
Not about appearance.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is C."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

**ANSWER KEY:** See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RAISE THE THINKING

Write a new question.