

ELA: Grade 2, Lesson 11, The Elephant and the Crocodile

Lesson Focus: Students will learn the importance of working together through the fable *The Elephant and the Crocodile*.

Practice Focus: Describe how working together helps people succeed.

Objective: Students will use The Elephant and the Crocodile to take notes on a graphic organizer with a focus on describing how working together helps people succeed.

Academic Vocabulary: argue, quarrel, dispute, come to blows, pierce, capacious

TN Standards: 2.FL.VA.7, 2.RL.KID.1, 2.RL.KID.2

Teacher Materials:

- Chart paper – one blank to create a word web, one prepared as a t-chart
- Markers
- Two pieces of paper to model with
- The Teacher Packet for ELA, Grade 2, Lesson 11

Student Materials:

- Two pieces of paper, a pencil, and a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 11 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others.</p> <p>Today we will be learning about fables! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two pieces of paper, a pencil, and a surface to write on• The Student Packet for ELA, Grade 2, Lesson 11 which can be found on www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (3 min)</p> <p>Today our goal is to determine why it is important for people to work together. We will begin with me reading you a fable, and then there will be time for you to practice on your own</p>	

<p>with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>This week we will be talking about fables and other stories. Fables are a special kind of story. Fables are fun to listen to and many have been around for hundreds or thousands of years. There is always a story and a lesson to be learned in a fable. The lesson the characters learn is called the moral.</p> <ul style="list-style-type: none"> • Say moral. [Pause.] • Repeat: The moral is the lesson the characters learn. [Pause.] Yes, the moral is the lesson the characters learn. <p>Characters in fables are often animals that have a problem. They are trying to fix their problem when they learn their lesson.</p> <ul style="list-style-type: none"> • What kind of characters do we see in a fable? [Pause.] Yes, we see animals in fables. • When the characters are trying to fix their problem, they learn a lesson. What is this lesson called? [Pause.] Yes, the lesson they are trying to learn is called the moral. <p>Today's fable is <i>The Elephant and the Crocodile</i>. In this fable, the elephant and crocodile argue about which is the better animal. During our lesson today, I also want to teach you some synonyms for argue.</p> <ul style="list-style-type: none"> • Say argue. [Pause.] This is the word argue. [Write argue in the middle of chart paper and circle it. You will be making a word web with synonyms for this word.] • This word means to disagree with others using words. • Disagree. Let's add that word to our chart. [Draw a line from the middle circle out and add the word disagree to the word web. Circle it.] • I want you to think about a time where you have disagreed with someone. Maybe it was with your brother or sister. Maybe it was with a friend. Think. [Pause.] • Listen to this sentence. The boy argued with his sister about who would go first. • Who is arguing? [Pause.] Good, a boy and his sister. • What are they disagreeing about? [Pause.] Yes, they are disagreeing about who will go first. • Have you ever had this argument with someone? [Pause.] I am sure you have. 	<p>Students learn about the characteristics of a fable.</p> <p>Students answer questions to review characteristics of a fable.</p> <p>Students learn about a vocabulary word and answer questions to help the teacher create a word web.</p>
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<ul style="list-style-type: none"> • Can you think of another word that means argue or disagree? [Pause.] Great! I heard someone say fight! Let's add that to our chart also. [Draw a line from the middle circle out and add the word fight to the word web. Circle it.] • We already have three words that are synonyms or that mean the same thing. As we read, let's see if we can add more words to our chart. 	
<p>Teacher Model/Read-Aloud (19 min)</p> <p>Before we get started reading, let's get our graphic organizer ready. This will help us organize and take notes during story to help with our independent practice at the end. Take one of your pieces of paper and fold in in half hotdog style like this. [Show students how to fold their paper lengthwise like a hotdog bun.]</p> <p>[Draw a line down the middle of a piece of chart paper BEFORE the class to create a t-chart. Point to the chart as you read below.] I am going to use this chart paper to write on. It has already been folded in half and I have drawn a line down the middle so you can see both sides. On one side, we will write elephant. This is one of the characters in our story. Write elephant on your paper as I write it on my chart paper.</p> <p>Ready? [Pause.] [Write each of the following letters on the chart paper as you spell the word aloud.] E. L. E. P. H. A. N. T.</p> <p>On the other side of our paper we are going to write crocodile. This is another character in our story. Write crocodile on your paper as I write it on my chart paper.</p> <p>Ready? [Pause.] [Write each of the following letters on the chart paper as you spell the word aloud.] C. R. O. C. O. D. I. L. E.</p> <p>Now let's start our story: The Elephant and the Crocodile. As we read, we will make notes on each of the character's abilities.</p> <p>An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal.</p> <ul style="list-style-type: none"> • Who are the characters we meet? [Pause.] Yes, the crocodile and elephant. • Listen to this sentence, "They were disputing as to which was the better animal." What do you think disputing means? [Pause.] Oh, I think you are right! Disputing sounds like arguing. 	<p>Students create a t-chart with the teacher.</p> <p>Students write headings at the top of their T-charts with teacher model.</p> <p>Students add a synonym to the word web.</p>

<ul style="list-style-type: none"> • Let's add that word to our word web. [Draw a line from the middle circle out and add the word disputing to the word web. Circle it.] Disputing. • So, if disputing means arguing, what were the two characters arguing about? [Pause.] Excellent! They were arguing about which animal was better. <p>"Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk." "Ah! But quantity is not quality, and your skin is not nearly as tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it."</p> <ul style="list-style-type: none"> • During this section of our text, the animals are bragging on their abilities. What does the elephant say about himself? [Pause.] Yes, he says that he is strong. • How does the elephant describe his strength? [Pause.] Yes, he is strong because he can pull up a tree, roots and all, with his trunk. • Let's add this ability to our chart. First, I am going to put a bullet point under the elephant side. [Draw a bullet point under the elephant side.] This will help me stay organized while I am taking notes. Now what should we put? [Pause.] • Hmmm.... The elephant is strong because he can pull trees out of the ground with just his trunk. • I am going to write strong, can pull trees with his trunk. Write this with me. Ready? [Pause.] • [Write the following chunks on the chart paper after saying them aloud.] Strong. [Pause.] • Can pull trees. [Pause.] • With his trunk. [Pause.] • Alright, now let's talk about the crocodile. Listen to what he said: "Your skin is not nearly as tough as mine, for neither spear, arrow, nor sword can pierce it." • What is strong about the crocodile? [Pause.] Yes! His skin. • How did he describe the strength of his skin? [Pause.] Great! He said nothing can pierce it or go through it. Not even a spear, arrow, or sword. • Let's add that to our chart. First, I am going to put a bullet point under the crocodile side. [Draw a bullet point under the crocodile side.] This will help me stay organized while I am taking notes. Now what should we put? [Pause.] 	<p>Students add notes to their t-chart about the character's strengths.</p>
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- **Hmmm.... The crocodile is strong because his skin cannot be pierced by swords, arrows, or spears.**
- **I am going to write strong skin, can't be pierced. Ready?** [Pause.]
- [Write the following chunks on the chart paper after saying them aloud.]
- **Strong skin.** [Pause.]
- **Can't be pierced.** [Pause.]

Let's continue reading.

Just as they were coming to blows, a Lion happened to pass. "Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel."

- First, let's talk about some words and phrases we heard. Listen: "Just as they were coming to blows, a lion happened to pass." Coming to blows is another way of saying about to get into a fight. Let's add this to our chart paper. [Show word web. Draw a line and add "coming to blows" to the word web and circle it]. **Coming to blows.**
- Listen: "Heyday, sirs! Let me know the cause of your quarrel." Heyday is an old term used to express joy to see someone. What do you think quarrel means? [Pause.] Excellent! A quarrel is just another word for argument. Let's add that to our chart.
- [Show word web. Draw a line and add "quarrel" to the word web and circle it.] **Quarrel.**

Let's keep reading.

"Will you kindly tell us which is the better animal?" cried both at once. "Certainly," said the Lion. "Do you see that soldier's steel helmet on yonder wall?" pointing at the same time across the river.

“Yes!” replied the beasts. “Well, then,” continued the Lion, “go and fetch it, and bring it to me, and I shall be able then to decide between you.”

- **What did the elephant and crocodile want the lion to do for them?** [Pause.] **Yes, they wanted him to tell them who was the best.**
- **The lion agreed to their request, but he wanted them to do something. What did the lion ask the elephant and crocodile to do?** [Pause.] **Absolutely. They needed to go get a helmet that was across the river and bring it back.**
- **Do you think they will accept the Lion's challenge?** [Pause.] **Let's keep reading to find out.**

Students add another synonym to the word web.

Students add notes to their t-charts about the character's abilities.

Students answer questions and add notes to their t-charts about the characters abilities.

Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall. Here he waited till the Elephant came up. The Elephant, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.

- Who got across the river first? [Pause.] Yes, the crocodile.
- Why do you think this was the case? [Pause.] Great, crocodiles are great in water. They can swim fast. Do you think this is an ability that we need to add to our chart? [Pause.] Me too.
- Let's add a bullet point below the crocodile's side. [Make a bullet point under the crocodile's side.] Ok, let's add fast swimmer. Can you add this to your notes as I add it to our chart? [Pause.] [Write fast swimmer.] Great!
- When the crocodile reached the helmet, why didn't he get it? [Pause.] Oh, you're right. He isn't tall, so he couldn't reach it.
- Do you think this is why he waited on the elephant? [Pause.] I do too.
- Once the elephant got across, what did he do? [Pause.] You got it! He used his trunk to take the helmet off the wall.
- Do you think this is an ability that we need to add to our chart? [Pause.] I do too.
- Let's add a bullet point below the elephant's side. [Make a bullet point under the elephant's side.] Ok, let's add tall enough to reach helmet. Can you add this to your notes as I add it to our chart? [Pause.]
- Ready? [Pause.]
- [Write the following chunks on the chart paper after saying them aloud.] Tall enough. [Pause.]
- To reach the helmet. [Pause.]
- Great!

Let's keep reading.

They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom.

- The text said, the elephant was anxious to keep up with the crocodile in the water. Why do you think he was anxious or nervous about keeping up with the crocodile in the water? [Pause.] Good answer, I

Students continue adding information to their t-charts.

<p>think he was nervous because the crocodile was a fast swimmer. He beat the elephant across the river the first time, so I think the elephant wanted to try to beat him on the way back to the lion.</p> <ul style="list-style-type: none"> • What happened to the helmet? [Pause.] Ahhh... yes, he dropped it off his back. • The text said, "A sudden lurch caused the prize to slip off and sink to the bottom." Lurch means as sudden movement. I bet he was trying to swim fast and this movement made the helmet slip. <p>Let's keep reading.</p> <p>The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and the Crocodile laid the helmet at the Lion's feet.</p> <ul style="list-style-type: none"> • How was the crocodile helpful during the accident? [Pause.] Yes, he was able to dive to the bottom and get the helmet. • This sentence said, "He brought it up in his capacious mouth." What do you think the word capacious means? [Pause.] Well, if I think about a crocodile's mouth, I know that it is large. That is exactly what this word means, having lots of space. • Do you think this is an ability that we need to add to our chart? [Pause.] I do too. • Let's add a bullet point below the crocodile's side. [Make a bullet point under the crocodile's side.] Ok, let's add can dive under water, large mouth. Can you add this to your notes as I add it to our chart? [Pause.] • Ready? [Pause.] • [Write the following chunks on the chart paper after saying them aloud.] Dive underwater. [Pause.] • Large mouth. [Pause.] • Great! <p>Let's keep reading.</p> <p>His Majesty took up the helmet, and addressing the Elephant, said: "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet on the wall, you were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other."</p> <ul style="list-style-type: none"> • Let's look at how the lion described the elephant's abilities. Look at your notes as I read this sentence. 	<p>Students continue adding information to their t-charts.</p> <p>Students continue adding information to their t-charts.</p>
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<p>[Pause.] “You, on account of your size and trunk, were able to reach the prize on the wall.”</p> <ul style="list-style-type: none"> • On our notes we have, “Strong, can pull trees with his trunk, and tall enough to reach the helmet.” Do we have the same or similar characteristics as the lion? [Pause.] Yes! The elephant is tall, strong, and uses his trunk. • Let’s look at how the lion describes the crocodile’s abilities. Look at your notes as I read this sentence. “Although you were unable to reach the helmet, you were able to dive for it and save it.” • On our notes we have, “strong skin, can’t be pierced, fast swimmer, dive underwater, large mouth.” Do we have the same or similar characteristics as the lion? [Pause.] Yes, we had a few more, but we also had the ones the lion used. • How were they able to get the helmet across the river? [Pause.] Did one animal do it alone? [Pause.] No, they had to work together. • Let’s remember what happened. First, the elephant had to lift the helmet off the wall. Then, the crocodile had to dive down and get the helmet from the bottom of the river to get it across. • If they had not worked together, would they have been successful? [Pause.] You’re right. They wouldn’t have been successful. • So the moral is, it is important to work together if you want to succeed. 	<p>Students work with teacher to determine the moral.</p>
<p>Guided Practice (4 min)</p> <p>Let’s review our word web. We learned lots of synonyms for the word argue. Let’s read them. [Point to each word or phrase as you read them off the chart paper.]</p> <ul style="list-style-type: none"> • Disputing • Fight • Come to blows • Quarrel <p>All these are great word you can use in your own vocabularies. Try to ask someone in your home today what one of these means. See if you can teach them one of our words!</p> <p>Ok, let’s get ready to review and write. Remember, earlier in our lesson we talked about the characteristics of a fable. Characters in fables are often animals that have a problem. They are trying to fix their problem when they learn their lesson.</p>	<p>Students review word web for the vocabulary word argue.</p> <p>Students review the characteristics of a fable.</p>

<ul style="list-style-type: none"> • Who were the animal characters in our story? [Pause.] Yes, the elephant, crocodile, and lion. • What is the problem the characters are trying to fix? [Pause.] Great! The elephant and crocodile are trying to see who the better animal is. • What is the lesson they learn in a fable called? [Pause.] Excellent! The moral! • Let's listen to the end of the story again to see if we can determine the moral. "You are both wise and clever in your own respective ways. Neither is better than the other." • Was there a better animal in the story? [Pause.] No, there wasn't. They were both wise and clever in their own way. • How were they able to get the helmet across the river? [Pause.] Excellent, you remembered. They had to work together to get it across. • So what was the moral or the lesson they learned? [Pause.] Great, it is important to work together if you want to succeed. 	
<p><u>Independent Work</u> (2 min)</p> <p>Now it is your turn. In the fable, it was important for the two animals to work together to succeed. Each of them had to use different strengths to be able to retrieve the helmet from the other side of the river.</p> <p>[Show Slide 2.] Describe a time when you worked together with someone to complete a task. How did you both use your strengths to complete a task? Did you encounter any arguments? If so, how did you handle it?</p> <p>Take a minute to take a picture of the TV with a phone or pause the TV to write down your assignment. [Pause.]</p> <p>If you encountered an argument, be sure to try to use one of our words from the word web!</p>	<p>Students will write about a time they had to work together with someone to succeed.</p> <p>Students take a picture of the TV or pause the TV to write down their assignment.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed reading the fable <i>The Elephant and the Crocodile</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	