**Introduction**

WELCOME, WELCOME to Fabulous Fable Valley.

Here you'll find animals that actually talk and act like humans and solve everyday problems. They'll also give you wise advice called morals.

During your visit to Fabulous Fable Valley, you will use the power of teamwork and the abundant resources on the Internet to learn all about Fantastic Fables. Each person on your team will learn about fables, write a fable, and then you will come together to share what you've learned and written.

**The Quest**

The purpose of this activity is to create your very own fabulous fable. To do this. you will be reading fables,answering questions that pertain to the parts of a fable, writing your own fable, and then sharing it with the rest of your group.

**The Process and Resources**

In this WebQuest you will be working together with a group of students in class. Each group will answer the Task or Quest(ion). As a member of the group you will explore Webpages about Fantastic Fables. Because these are real Webpages we're tapping into, not things made just for schools, the reading level might challenge you. Feel free to use the online Webster dictionary or one in your classroom.

You'll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on the topic of fables.

**Phase 1 - Background: Something for Everyone**

Use the Internet information linked below to answer the basic questions of who? what? where? when? why? and how?

Read each one of the fables listed below. Click on the fable. When the Internet page comes up, scroll down the list of fables until you come to the name of one of the fables. Click on the name and read the fable. To return to the Webquest, click Back at the top of your screen.

* [The Frogs and The Well](http://allaboutfrogs.org/stories/lookleap.html) - Fable about two frogs looking for water.
* [Frog in a Milk-Pail](http://allaboutfrogs.org/stories/lookleap.html) - Fable about frog falling in a pail of milk.
* [The Fox and the Grapes](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Fable about a fox who tries to get a bunch of grapes to eat.
* [The Crow and the Pitcher](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Fable about a crow who needed a drink of water.
* [The Lion and the Mouse](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Fable concerning a mouse who saved a lion.
* [The Hare and the Tortoise](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - A turtle and a rabbit have a race with surprising results.
* [The Ant and the Dove](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - A bird helps a small ant and is saved in return.
* [The Ant and the Grasshopper](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Fable about a hardworking ant and a lazy grasshopper.
* [The Milkmaid and Her Pail](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Fable about a milkmaid who has great plans for the money she will get from the sale of her milk.
* [The Man, the Boy, and the Donkey](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - Man tries to please everyone and pleases no one.
* [The Shepherd's Boy and the Wolf](http://www.pacificnet.net/~johnr/aesop/aesopsel.html) - A boy pleads for help from the village people when he really doesn't need it. Then a wolf really does appear.
* [The Town Mouse and the Country Mouse](http://www.pagebypagebooks.com/Aesop/Aesops_Fables/) - Fable about mice who visit each other's home to decide which is best.
* [The Wind and the Sun](http://www.pagebypagebooks.com/Aesop/Aesops_Fables/) - The wind and the sun argue about which is more powerful.

**Phase 2 - Looking Deeper from Different Perspectives**

INSTRUCTIONS:

1. Now that you've read all of the fables, each person in your group will choose two fables that are different from the rest of the group. You will use these two fables to share information with your group.

2. Read and enjoy your two fables. Then, using the chart given to you before doing the Webquest, answer the following questions about each of your fables:
• Who are the main characters in the fable?
• Where does the fable take place?
• What is the problem between the characters?
• How was the problem resolved?
• What is the moral of the story?
• How does the moral relate to the problem in the fable?
• Does the moral give good advice about the problem?

**Fabulous Fable Reader #1**

Use the Internet information linked below to answer these questions specifically related to Fabulous Fable Reader #1:

1. Read the fable. Who are the characters? What is the setting? What is the problem and how is it solved? Look at the moral. How does it relate to the problem in the story?
Be prepared to share this information with your group.

**Fabulous Fable Reader #2**

Use the Internet information linked below to answer these questions specifically related to Fabulous Fable Reader #2:

1.Read the fable. Who are the characters? What is the setting? What is the problem and how is it solved? Look at the moral. How does it relate to the problem in the story?
Be prepared to share this information with your group.

**Fabulous Fable Reader #3**

Use the Internet information linked below to answer these questions specifically related to Fabulous Fable Reader #3:

1.Read the fable. Who are the characters? What is the setting? What is the problem and how is it solved? Look at the moral. How does it relate to the problem in the story?
Be prepared to share this information with your group.

**Fabulous Fable Reader #4**

Use the Internet information linked below to answer these questions specifically related to Fabulous Fable Reader #4:

1.Read the fable. Who are the characters? What is the setting? What is the problem and how is it solved? Look at the moral. How does it relate to the problem in the story?
Be prepared to share this information with your group.

**Phase 3 - Debating, Discussing, and Reaching Consensus**

INSTRUCTIONS:

1. After you have finished reading the fables and writing the information in your chart, come together in your group and share with the other readers. Retell your fables to the group and discuss the parts of the fables. How does the moral relate to the problem? Come to a conclusion about the basic elements of a fable.

2. Think about everyday problems and how morals can be found for them. For example:

Problem : Homework

Not enough time - WHY - Daydreaming,talking to friends
Don't understand - WHY - Afraid to ask questions
Wrong lesson - WHY - Not listening to teacher

Moral: He who plays when time to work, works when others play.

3. Now that you know the elements of a good fable**, it is your turn to write one of your own**.

• First pick two animals and a setting for your fable.Usually the animal characters have human qualities and can speak to each other. Use quotations to have your characters talk to each other in your fable.

• The beginning of the fable should tell the setting and the characters.

• The middle of the story should explain what the problem is and how the characters attempt to solve the problem.

• The ending of the story is a solution to the problem and has a moral for the story. Be sure the moral is related to the situation in the fable.If you would like to use any of the morals given with the fables you've read,click on The Lion and The Mouse above and scroll down the list of morals to find one that fits your fable.

4. Now write your fable. Use many details and adjectives to make your story interesting.Be sure to edit your story and correct mistakes. Then rewrite your corrected story.

5. Finally, type your fable. Add illustrations. You now have a Fabulous Fable !!!

Your Fabulous Fable is completed.You have all learned about the different parts of fables. Now your group members will come together as a team and share your fables with each other. Read your fable and moral and share the illustrations.

**Phase 4 - Real World Feedback**

Your Fable Quest will be graded using the following evaluations.

GROUP PARTICIPATION -
Directions were followed correctly.
Student cooperated with partners.
Fable worksheet was filled out for both stories and shared with partners.
Student contributed to the project and to the discussion and sharing.

Score - 5 4 3 2 1

CONTENT OF FABLE -
Student included the correct parts of the fable.
Student had a beginning, middle, and end to the fable.
Student related moral to the fable.
Student included many details.
Student illustrated the fable.

Score - 5 4 3 2 1

GRAMMAR AND MECHANICS -
Fable was written in complete and varied sentences.
Capitalization and punctuation was used correctly.
Student had few spelling errors.
Student used punctuation marks correctly.

Score - 5 4 3 2 1

APPEARANCE - Written fable is neat, creative, and well organized.

Score - 5 4 3 2 1