

# results

**2021-2-AT01-KA210-SCH-000048626**



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# Greece

## lesson plans



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9<sup>th</sup> Primary School of Piraeus



Erasmus+

Ανοίγει δρόμους, αλλάζει ζωές.

The cicada and the ant  
Aesop's fables

- *A!* Το καλοκαίρι δεν πρόλαβα να μαζέψω τροφές γιατί είχα πολύ κέφι και τραγούδαγα όλη μέρα.
- *E!* Ας το σκεφτόσωνα αυτό τότε.
- Ah! In the summer I did not have time to gather food because I had a lot of fun and I sang all day.
- E! Let me think about that then.

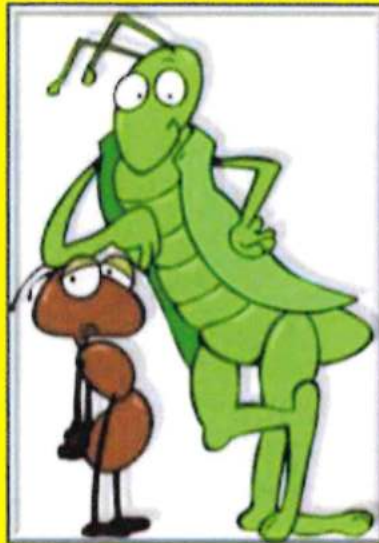
**ΗΘΙΚΟ ΔΙΔΑΓΜΑ**

**ETHICAL LESSON**

- πρέπει να φροντίζουμε για το μέλλον
- πρέπει να κάνουμε οικονομία
- να μαζεύουμε τρόφιμα
- να μην κοροϊδεύουμε όσους είναι εργατικοί
- να εργαζόμαστε αλλά και να διασκεδάζουμε

- we have to take care of the future
- we have to save
- to gather food
- not to make fun of those who are hardworking
- to work but also to have fun

The cicada and the ant  
Aesop's fables



- Καλέ μου γείτονα, σε παρακαλώ, δώσε μου κάτι να φάω γιατί όλα τα φύλλα έχουν ξεραθεί και δεν υπάρχει τροφή πουθενά.

- Καλά, όλο το καλοκαίρι τι έκανες;

- My dear neighbor, please, give me something to eat because all the leaves have dried and there is no food anywhere.

- Well, what did you do all summer?

The cicada and the ant  
Aesop's fables



Από την άλλη μεριά, το τζιτζίκι έψαχνε απεγνωσμένα να βρει κάτι να φάει αλλά δεν υπήρχε τίποτα αφού όλα τα φύλλα, όπως είπαμε, είχαν ξεραθεί. Μην αντέχοντας άλλο την πείνα, πήγε στον γείτονα του, το μυρμήγκι, και του είπε:

On the other hand, the cicada was desperately looking for something to eat but there was nothing since all the leaves, as we said, had dried up. Unable to bear the hunger anymore, he went to his neighbor, the ant, and said to him:



The cicada and the ant  
Aesop's fables



Το μυρμήγκι έχοντας αρκετές προμήθειες για να περάσει μέχρι την άνοιξη, καθόταν και απολάμβανε τον ήχο που έκαναν οι σταγόνες της βροχής καθώς έπεφταν πάνω στα ξερά φύλλα.

The ant, having enough supplies to spend the spring, sat and enjoyed the sound of the raindrops falling on the dry leaves.

The cicada and the ant  
Aesop's fables



Έτσι περνούσαν οι μέρες η μία μετά την άλλη και ήρθε ο καιρός που έφυγε το καλοκαίρι και έδωσε την θέση του στο φθινόπωρο. Ο ουρανός συννέφιασε, ψιλή βροχή άρχισε να πέφτει και τα φύλλα των δέντρων ένα ένα ξεράθηκαν και έπεσαν στην γη.

So the days passed one after the other and the time came that summer left and gave way to autumn. The sky was overcast, light rain began to fall and the leaves of the trees one by one dried up and fell to the ground.

## The cicada and the ant Aesop's fables



Από την άλλη μεριά το τζιτζίκι, ξυπνούσε αφού είχε σχεδόν μεσημεριάσει. Έβγαινε από την φωλιά του και αφού έτρωγε κάτι πρόχειρα, έπιανε το τραγούδι που μερικές φορές το συνέχιζε ακόμα και μετά τα μεσάνυκτα. Εκτός από το να τρώει και να τραγουδάει δεν έκανε τίποτα άλλο όλη μέρα. Τι όλη μέρα δηλαδή, την μισή μέρα αφού όπως είπαμε ξυπνούσε το μεσημεράκι.

The cicada, on the other hand, woke up after it was almost noon. He would come out of his nest and after eating something casually, he would catch the song that he sometimes continued even after midnight. He did nothing but eat all day except eat and sing. That is, the whole day, that is, the half day since, as we said, he woke up at noon.

The cicada and the ant  
Aesop's fables



Μερικές φορές οι σπόροι ήταν τόσο μεγάλοι που έπρεπε να τους κομματιάσει πριν τους μεταφέρει και αυτό σήμαινε διπλάσιο κόπο για το μυρμήγκι. Εργαζόταν από την ανατολή μέχρι την δύση του ηλίου.

Sometimes the seeds were so big that he had to shred them before transporting them and that meant double the effort for the ant. He worked from sunrise to sunset.

The cicada and the ant  
Aesop's fables



Ήταν καλοκαίρι και μόλις ανέτειλε ο ήλιος, το μυρμήγκι ξεκινούσε την εργασία του. Έβγαινε από την φωλιά του και έψαχνε να βρει διάφορους σπόρους. Όταν έβρισκε κάποιον, τον φορτωνόταν στην πλάτη και τον μετέφερε στην φωλιά του όπου τον αποθήκευε.

It was summer and as soon as the sun rose, the ant started its work. He came out of his nest and was looking for various seeds. When he found someone, he would load them on his back and carry them to his nest where he would store them.

«First Step To Literature : Fairytales»



## Ο τζίτζικας κι ο μέρμηγκας

*Μύθος του Αισώπου*

The cicada and the ant  
Aesop's fables

Κάποτε ήταν ένα τζίτζικι και ένα μυρμήγκι. Το τζίτζικι είχε φτιάξει την φωλιά του στα κλαδιά ενός δέντρου ενώ το μυρμήγκι στις ρίζες του.

Once upon a time there was a cicada and an ant. The cicada had built its nest on the branches of a tree while the ant had built its roots.



### Στόχος 9:

Παρουσιάστηκε στους μαθητές βιβλίο αγορασμένο από τη Σμύρνη με τον μύθο του Αισώπου «Η αλεπού και ο κόρακας» γραμμένο στην τουρκική γλώσσα. Το βιβλίο δόθηκε στα παιδιά και το ξεφύλλισαν, ενώ ακολούθησε συζήτηση για τη μετάφραση πολλών λογοτεχνικών έργων σε πολλές γλώσσες και για το ταξίδι της λογοτεχνίας και της παράδοσης σε όλο τον κόσμο. Επισημάνθηκε ότι τα παραμύθια και η Λογοτεχνία ενώνουν τους λαούς.

### Objective 9:

A book bought from Smyrna with Aesop's fable "The Fox and the Crow" written in the Turkish language was presented to the students. The book was given to the children and they leafed through it, followed by a discussion about the translation of many works of literature into many languages and the journey of literature and tradition around the world. It was pointed out that fairy tales and Literature unite peoples.





climbed on the chairs and played the crows, while the girls knelt on the floor and played the foxes that flattered them. Then the roles were reversed.



### Στόχοι: 3,8,10

Προκειμένου οι μαθητές να γνωρίσουν και να αγαπήσουν τη Λογοτεχνία, τον κόσμο των παραμυθιών και τους μύθους του Αισώπου, γινόταν πολύ συχνά στην τάξη ανάγνωση επιλεγμένων παραμυθιών και μύθων. Στη συνέχεια ακολουθούσε συζήτηση από τους μαθητές και δραματοποίηση του παραμυθιού. Πολλές φορές οι μαθητές δανείζονταν από τη βιβλιοθήκη του σχολείου ένα βιβλίο της αρεσκείας τους και το επέστρεφαν μαζί με μία ζωγραφιά που έκαναν σύμφωνα με το παραμύθι, η οποία έγραφε πάνω και τον τίτλο του παραμυθιού. Οι ζωγραφιές από όλα τα βιβλία που διάβασαν τα παιδιά κρεμάστηκαν στην τάξη ώστε να είναι ορατές από όλους.

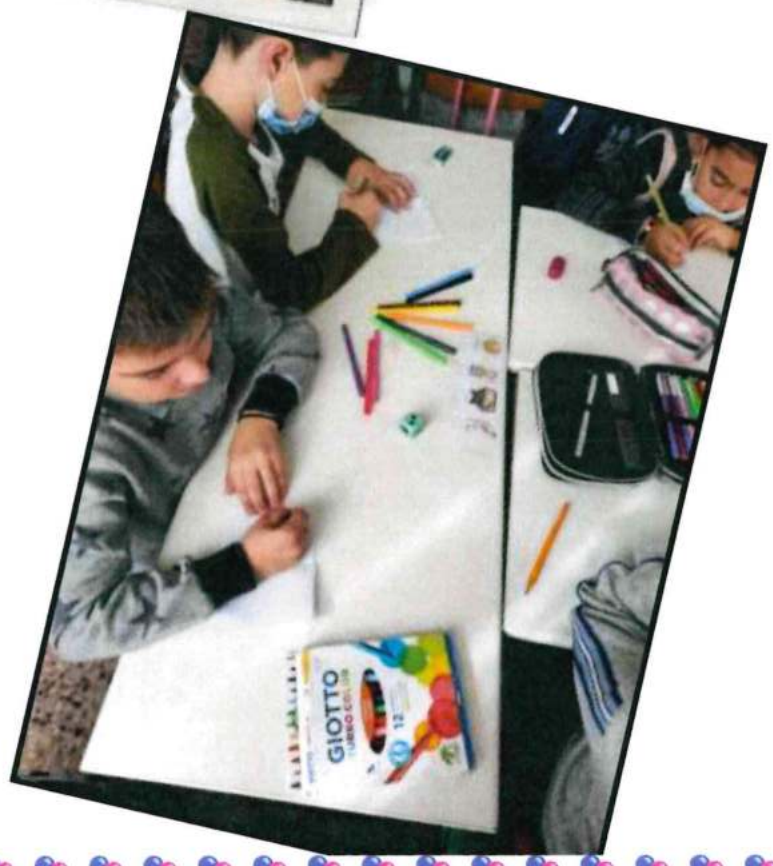
### Objectives: 3,8,10

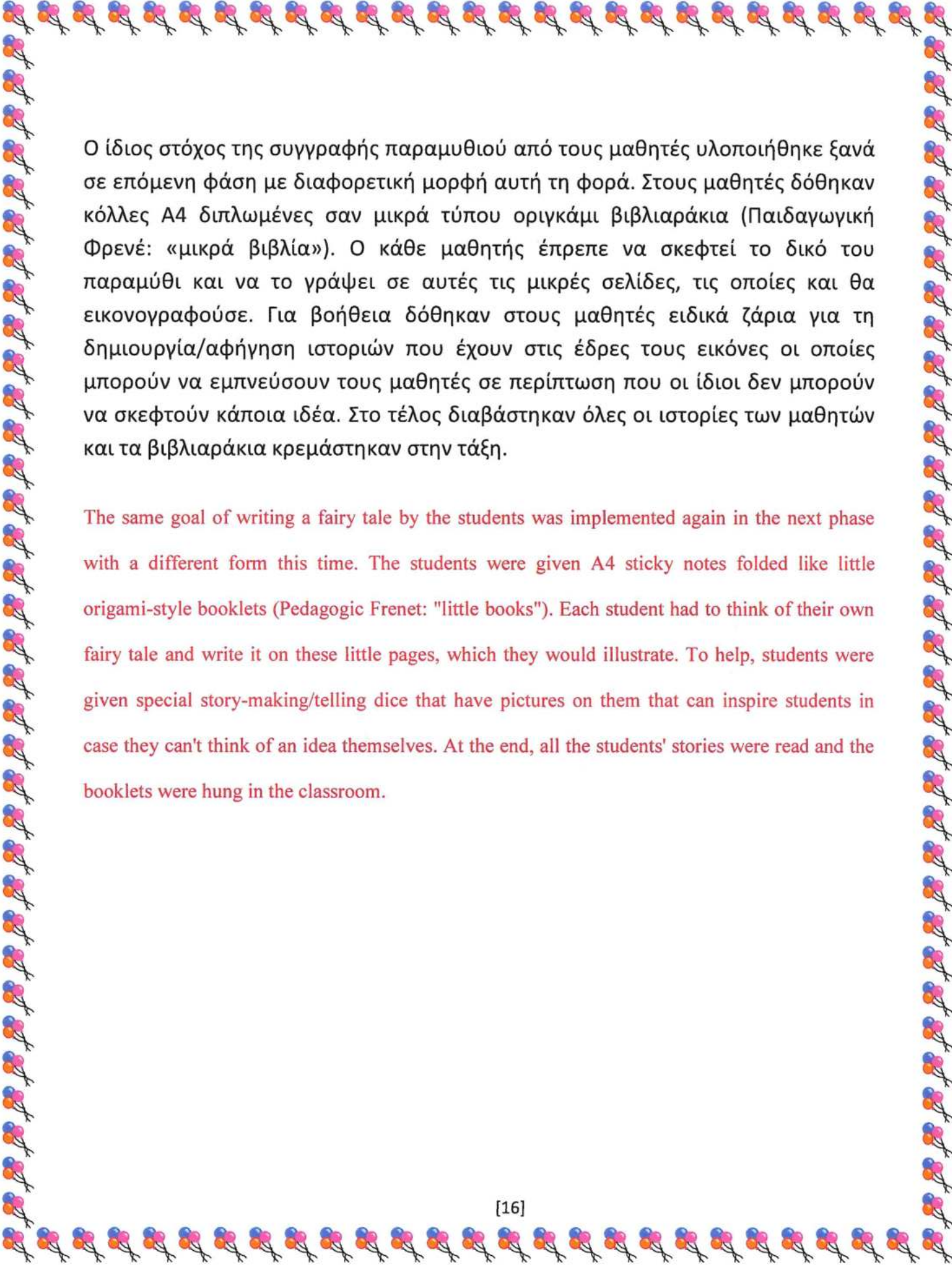
In order for the students to know and love Literature, the world of fairy tales and Aesop's fables, selected fairy tales and fables were very often read in class. This was followed by a discussion by the students and a dramatization of the fairy tale. Many times the students would borrow a book of their choice from the school library and return it together with a drawing they made according to the fairy tale, which also had the title of the fairy tale written on it. The pictures from all the books the children read were hung in the classroom for everyone to see.

Ως παράδειγμα αναφέρεται ο μύθος του Αισώπου: η αλεπού και το κοράκι. Αφού έγινε ανάγνωση του μύθου στην τάξη, οι μαθητές διηγήθηκαν την ιστορία με δικά τους λόγια, βρήκαν το ηθικό δίδαγμα και στη συνέχεια δραματοποίησαν τον μύθο. Τα αγόρια ανέβηκαν στις καρέκλες κι έκαναν τους κόρακες, ενώ τα κορίτσια γονάτισαν στο πάτωμα κι έκαναν τις αλεπούδες που τους κολακεύουν. Έπειτα οι ρόλοι αντιστράφηκαν.

An example is Aesop's fable: the fox and the crow. After the fable was read to the class, students retold the story in their own words, found the moral, and then acted out the fable. The boys



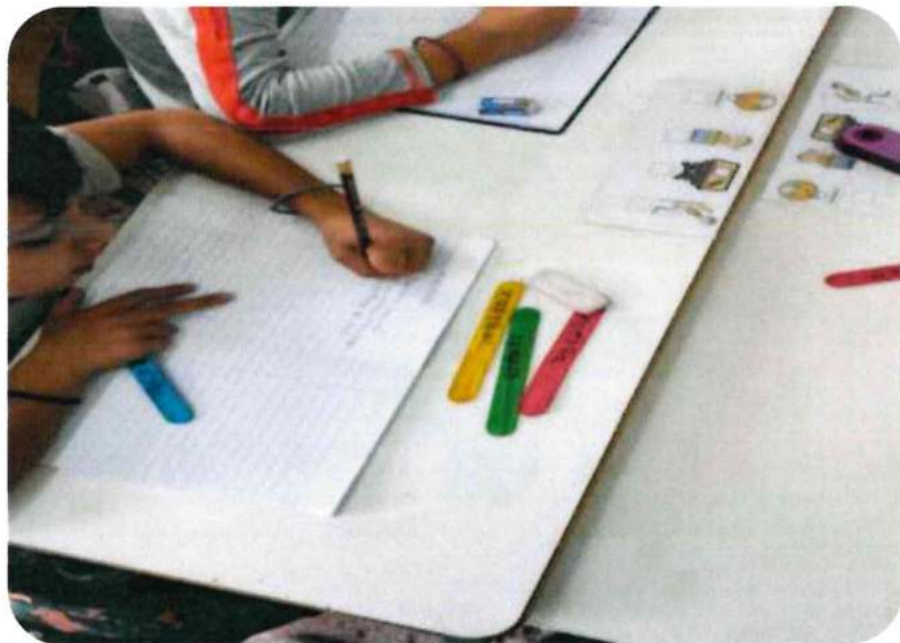




Ο ίδιος στόχος της συγγραφής παραμυθιού από τους μαθητές υλοποιήθηκε ξανά σε επόμενη φάση με διαφορετική μορφή αυτή τη φορά. Στους μαθητές δόθηκαν κόλλες Α4 διπλωμένες σαν μικρά τύπου οριγκάμι βιβλιαράκια (Παιδαγωγική Φρενέ: «μικρά βιβλία»). Ο κάθε μαθητής έπρεπε να σκεφτεί το δικό του παραμύθι και να το γράψει σε αυτές τις μικρές σελίδες, τις οποίες και θα εικονογραφούσε. Για βοήθεια δόθηκαν στους μαθητές ειδικά ζάρια για τη δημιουργία/αφήγηση ιστοριών που έχουν στις έδρες τους εικόνες οι οποίες μπορούν να εμπνεύσουν τους μαθητές σε περίπτωση που οι ίδιοι δεν μπορούν να σκεφτούν κάποια ιδέα. Στο τέλος διαβάστηκαν όλες οι ιστορίες των μαθητών και τα βιβλιαράκια κρεμάστηκαν στην τάξη.

The same goal of writing a fairy tale by the students was implemented again in the next phase with a different form this time. The students were given A4 sticky notes folded like little origami-style booklets (Pedagogic Frenet: "little books"). Each student had to think of their own fairy tale and write it on these little pages, which they would illustrate. To help, students were given special story-making/telling dice that have pictures on them that can inspire students in case they can't think of an idea themselves. At the end, all the students' stories were read and the booklets were hung in the classroom.

give a title to his story and illustrate it.

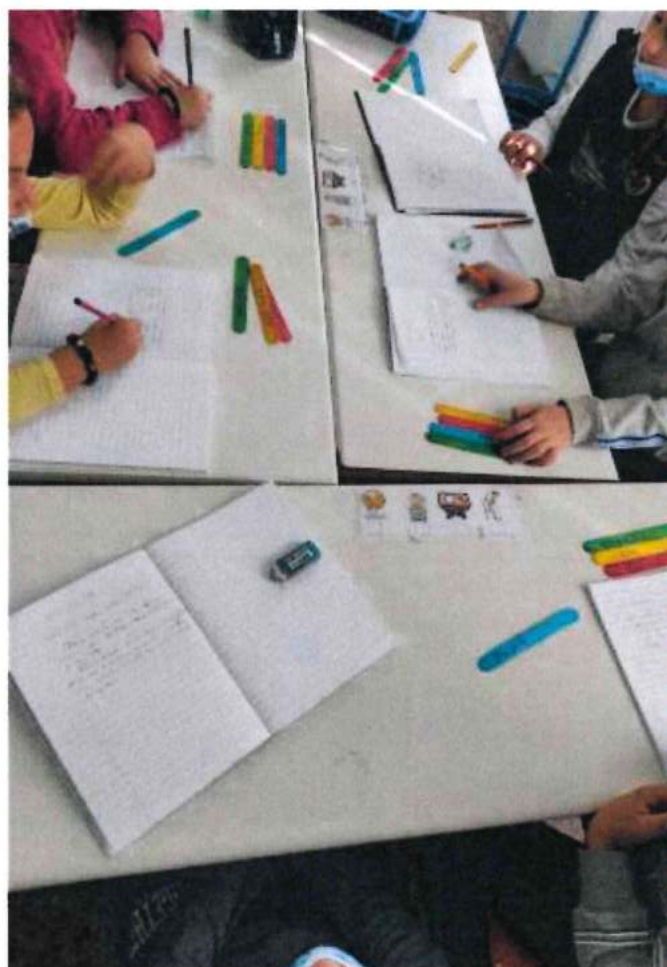


### Στόχος: 5,7

Σε επόμενη φάση οι μαθητές κλήθηκαν να γράψουν ατομικά το δικό τους παραμύθι χρησιμοποιώντας τα 4 αυτά βασικά στοιχεία για τη δομή(ήρωας, τοποθεσία, πρόβλημα, κάτι ξεχωριστό που ολοκληρώνει την πλοκή). Για την υλοποίηση αυτού του στόχου χρησιμοποιήθηκαν χρωματιστά γλωσσοπίεστρα: Στα κόκκινα ήταν πάνω γραμμένοι διάφοροι πιθανοί ήρωες, στα πράσινα πιθανές τοποθεσίες, στα μπλε πιθανά προβλήματα και στα κίτρινα πιθανά ξεχωριστά στοιχεία. Ο κάθε μαθητής διάλεγε 4 γλωσσοπίεστρα στην τύχη, ένα από κάθε χρώμα. Έπρεπε να γράψει τη δική του ιστορία συνταιριάζοντας τα στοιχεία που του έτυχαν και στο τέλος να δώσει έναν τίτλο στην ιστορία του και να την εικονογραφήσει.

#### Target: 5.7

In a next phase the students were asked to individually write their own fairy tale using these 4 basic elements for structure (hero, location, problem, something special that completes the plot). Colored tongue depressors were used to accomplish this goal: In red were written various possible heroes, in green were possible locations, in blue were possible problems, and in yellow were possible separate elements. Each student picked 4 tongue depressors at random, one of each color. He had to write his own story by matching the elements that happened to him and at the end





## Ήρωες



αραχινή  
γάτα  
μαγισσα  
θασκός  
μαγος  
κόβισα  
εξομολογ

## Τοποθεσία



δάσος  
σπηλιά  
κάστρο  
μακρινή χώρα  
βουνό  
βασιλείο  
βασιλιάς



## Πρόβλημα Πλοκή

Πείνα  
απαγωγή από  
εξωγήινους  
επίθεση  
μάγια  
πυρκαχιά  
φτώχεια

το  
σκο  
σπο  
ραβ  
φίλτ  
μοσικό

## Λήμμα οκλή

από  
νους  
η  
αχιά  
α



## Κάτι ξεχωριστό

τοξο, χαλί  
σκοινι  
σπαθί  
ραβδί, σκάλα  
φίλτρο  
μοσικό κολλέ



beginning, 2) what happens in the middle and 3) what happens at the end. The students distinguished these parts in Aesop's fable: "The False Shepherd" and then tried to identify the semantic characteristics of the fable and a fairy tale in general: 1) hero of the story, 2) place, where the events unfold, 3) problem comes from

4) κάτι ξεχωριστό ή επίλυση προβλήματος, 5) ηθικό δίδαγμα (στον μύθο). Έπειτα οι μαθητές κλήθηκαν να φτιάξουν 4 αντίστοιχους καταλόγους με καταιγισμό ιδεών προτείνοντας ποιος θα μπορούσε να είναι ήρωας, τόπος ενός παραμυθιού, ποιο θα μπορούσε να είναι το πρόβλημα και ποια η πιθανή λύση. Οι ιδέες των παιδιών καταγράφηκαν σε χρωματιστά χαρτόνια και τοιχοκολλήθηκαν ώστε να αποτελούν οπτικά βοηθήματα για αυτά.

4) Something special or solving a problem, 5) moral lesson (in the myth). The students were then asked to make 4 corresponding lists by brainstorming suggesting who could be a hero, a setting in a fairy tale, what the problem could be and what the possible solution could be. The children's ideas were recorded on colored cardboard and taped to the wall as visual aids for them.



8 Ο ψεύτης βοσκός

Τίτλος

Ζούσε κάποτε ένας βοσκός. Κάθε πρωί πήγαινε τα πρόβατά του να βοσκήσουν.

Αρχή

Μία μέρα αποφάσισε να κάνει ένα αστείο, για να διασκεδάσει. Ανέβηκε σ' ένα ύψωμα και άρχισε να φωνάζει: «Λύκος! Λύκος! Τρέξτε!». Οι χωριανοί τον άκουσαν κι έτρεξαν να βοηθήσουν. Δεν είδαν όμως το λύκο. Είδαν μόνο το βοσκό να γελά κι έφυγαν θυμωμένοι.

Μέση

Δεν πέρασε πολύς καιρός και πλησίασε στ' αλήθεια λύκος το κοπάδι. «Λύκος! Λύκος! Τρέξτε!» φώναζε τρομαγμένος ο βοσκός. Αλλά αυτή τη φορά οι χωριανοί δεν έδωσαν σημασία. Κανείς δεν τον πίστεψε και κανείς δεν έτρεξε να τον βοηθήσει. Έτσι, ο λύκος έφαγε τα πρόβατα του ψεύτη βοσκού.

Τέλος

«Μύθοι του Αισώπου», εκδ. Ελληνικά Γράμματα.  
εικονογράφηση Άννα Μενδρινού



#### Στόχος 4:

Στη Β' Δημοτικού οι μαθητές εξοικειώθηκαν με τον χωρισμό ενός κειμένου σε παραγράφους και με τη διάκριση των βασικών μερών μιας ιστορίας. Σαν πρώτη ύλη αξιοποιήθηκαν μύθοι του Αισώπου. Οι μαθητές διδάχθηκαν ότι για να φτιάξει κανείς ένα παραμύθι πρέπει να πει τον τίτλο του και να πει χωριστά 1) τι γίνεται στην αρχή, 2) τι γίνεται στη μέση και 3) τι συμβαίνει στο τέλος. Οι μαθητές διέκριναν τα μέρη αυτά στον μύθο του Αισώπου: «Ο ψεύτης βοσκός» και στη συνέχεια προσπάθησαν να εντοπίσουν τα νοηματικά χαρακτηριστικά του μύθου και ενός παραμυθιού γενικότερα: 1) ήρωας της ιστορίας, 2) τόπος, όπου εκτυλίσσονται τα γεγονότα, 3) πρόβλημα που προκύπτει

#### Objective 4:

In 2nd grade, students became familiar with dividing a text into paragraphs and distinguishing the main parts of a story. Aesop's fables were used as raw material. The students were taught that in order to make a fairy tale one must say its title and tell separately 1) what happens at the

illustrated it below. At the end, the students' protasulas were joined together and a collage was created with the story they had made, which was titled "The hippopotamus and his friends".



### Στόχος 2 και 3:

Οι μαθητές ήρθαν σε επαφή ήδη από την Α' Δημοτικού και στη συνέχεια στη Β', με τους βασικούς μύθους του Αισώπου π.χ. Ο λαγός και η χελώνα, το λιοντάρι και το ποντίκι, ο τζίτζικας κι ο μέρμηγκας, η αλεπού και το κοράκι, η αλεπού και το λελέκι, ο ψεύτης βοσκός... καθώς επίσης και με έργα του Ευγένιου Τριβιζά π.χ. αλφαβητάρι με γλωσσοδέτες, η Πουπού και η Καρλότα, το ποντικάκι που ήθελε ν' αγγίξει ένα αστεράκι, η μάγισσα Φρικαντέλα που μισούσε τα κάλαντα, Ποτέ μη γαργαλάς ένα γορίλα κ.α.

### Objective 2 and 3:

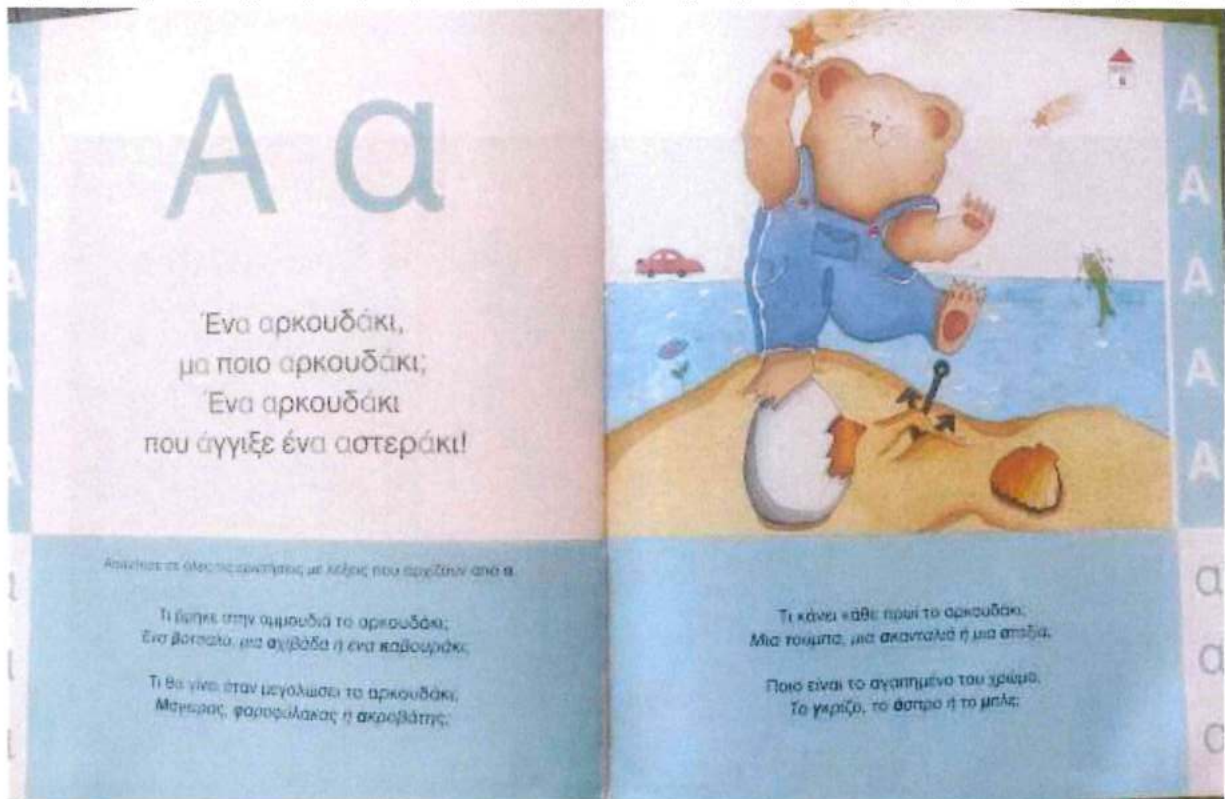
The students already came into contact with the basic fables of Aesop from the 1st grade and then in the 2nd grade, e.g. The hare and the tortoise, the lion and the mouse, the cicada and the ant, the fox and the crow, the fox and the crow, the false shepherd... as well as works by Evgenios Trivizas e.g. alphabet with tongue ties, Poopoo and Carlota, the little mouse who wanted to touch a little star, the witch Fricandela who hated carols, Never tickle a gorilla, etc.

### Στόχος 5, 6:

Στην Α' δημοτικού έγινε και η πρώτη προσπάθεια συγγραφής μιας ομαδικής ιστορίας. Ο κάθε μαθητής έλεγε μία πρόταση προσπαθώντας να συνεχίσει την ιστορία από εκεί που την άφησε ο προηγούμενος. Κατέγραφε την πρότασή του και την εικονογραφούσε από κάτω. Στο τέλος ενώθηκαν οι προτασούλες των μαθητών και δημιουργήθηκε ένα κολάζ με την ιστορία που είχαν φτιάξει, η οποία είχε τίτλο «Ο υποπόταμος και οι φίλοι του».

### Objective 5, 6:

In the 1st grade, the first attempt to write a group story was made. Each student said a sentence trying to continue the story from where the previous one left off. He recorded his sentence and



Ένα αρκουδάκι,  
μα ποιο αρκουδάκι;  
Ένα αρκουδάκι  
που άγγιξε ένα αστεράκι!

Αναζητάει όλες τις λέξεις με λέξεις που αρχίζουν από α.

Τι βρήκε στην ομίχλη το αρκουδάκι;  
Ένα βότανο, μια αγίδα ή ένα καβουράκι;

Τι θα γίνει όταν μεγάλωσει το αρκουδάκι;  
Μαγειρας, φαροφυλάκας ή ακροβάτης;

Τι κάνει κάθε πρωί το αρκουδάκι;  
Μια τοίμπια, μια σκανταλιά ή μια σπαζία;

Ποιο είναι το αγαπημένο του χρώμα;  
Το γκριζό, το άσπρο ή το μαύλο;

### Ο τζίτζικας και ο μέρμηγκας

Τζ τζ



2. Συμπλήρωσε τα τζ και διάβασε την ιστορία.



Θα σου πω μια ιστορία, σαλιγκάρι.  
Πέρσι το καλοκαίρι γνώρισα έναν \_\_\_ί\_\_\_ικα.  
Όλη τη μέρα καθόταν στη νεραν\_\_\_ιά και  
τραγουδούσε \_\_\_, \_\_\_, \_\_\_. Εγώ και  
τα παιδιά μου από το πρωί ως το βράδυ  
κουβαλούσαμε τρόφιμα στη φωλιά μας.



3. Γράψε τις λέξεις που λείπουν και διάβασε τη συνέχεια της ιστορίας.

τζίτζικας, φλιτζάνι, Τζίτζικα, τζάκι, τζάμι



Χθες το βράδυ άκουσα χτυπήματα

στο \_\_\_\_\_.

Ήταν ο \_\_\_\_\_.

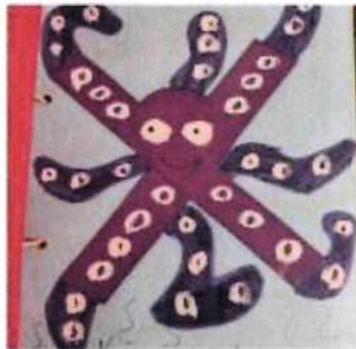
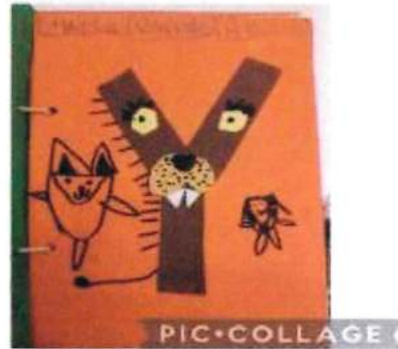
Έτρεμε από το κρύο. Τον έβαλα κοντά

στο \_\_\_\_\_.

Του έφερα ένα \_\_\_\_\_ τσάι.

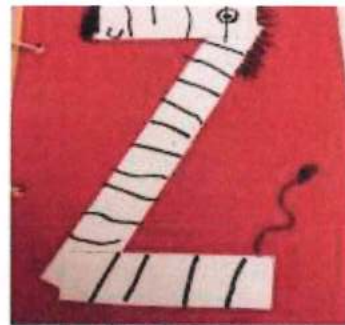
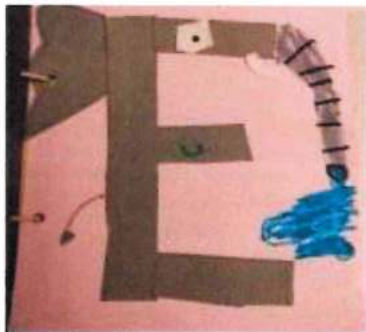
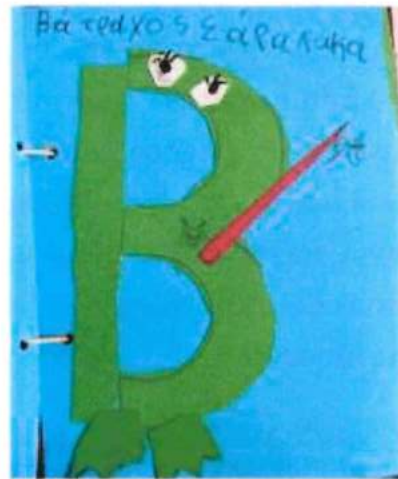
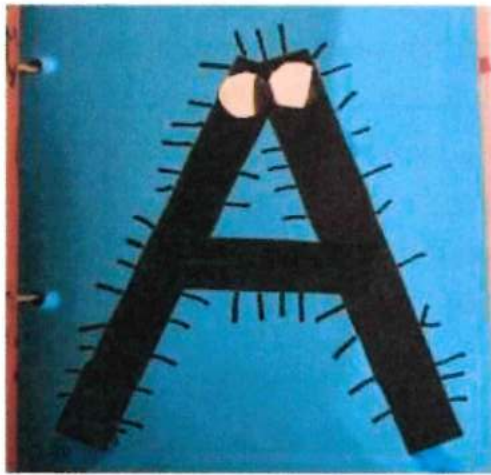
Του είπα:





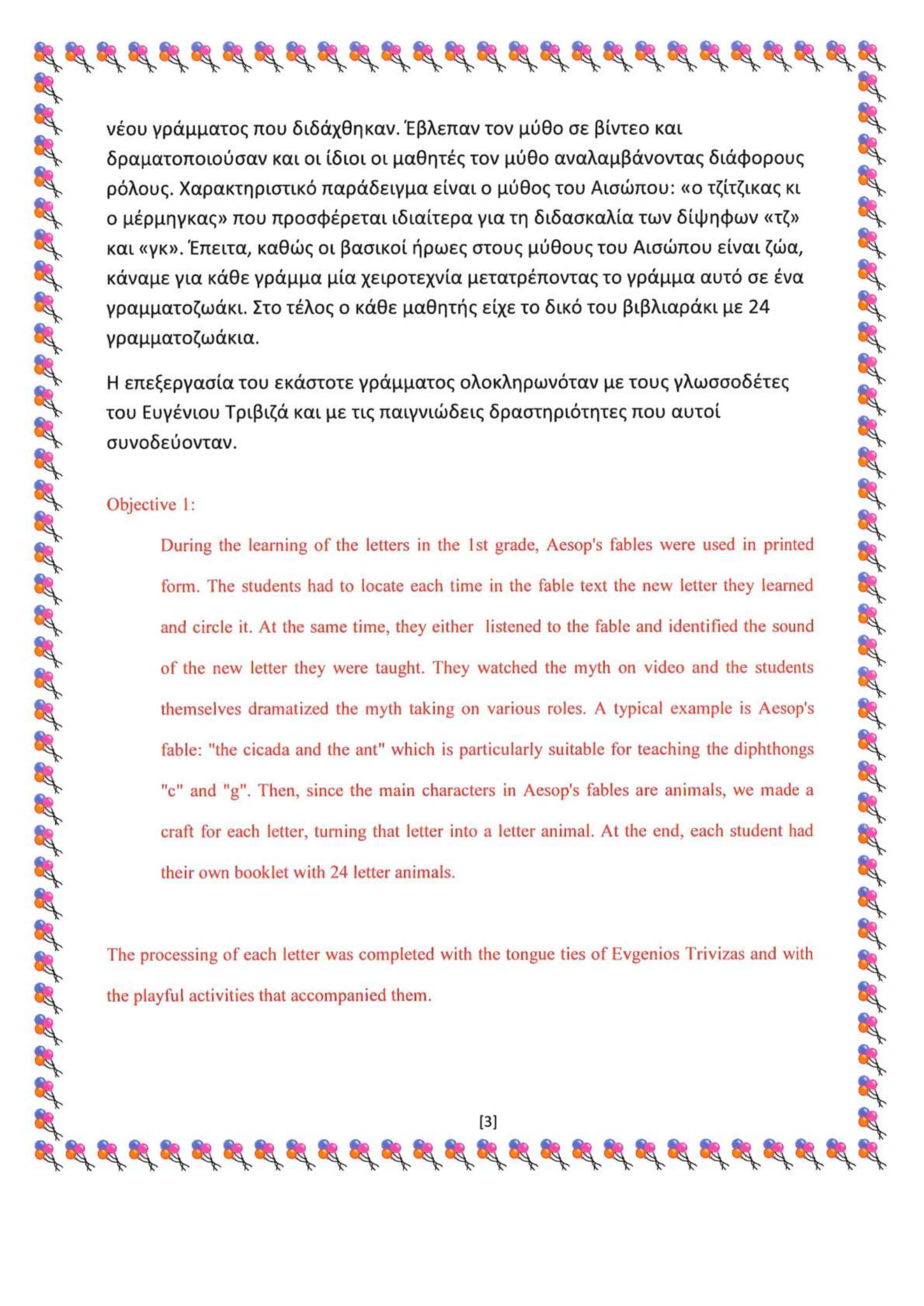






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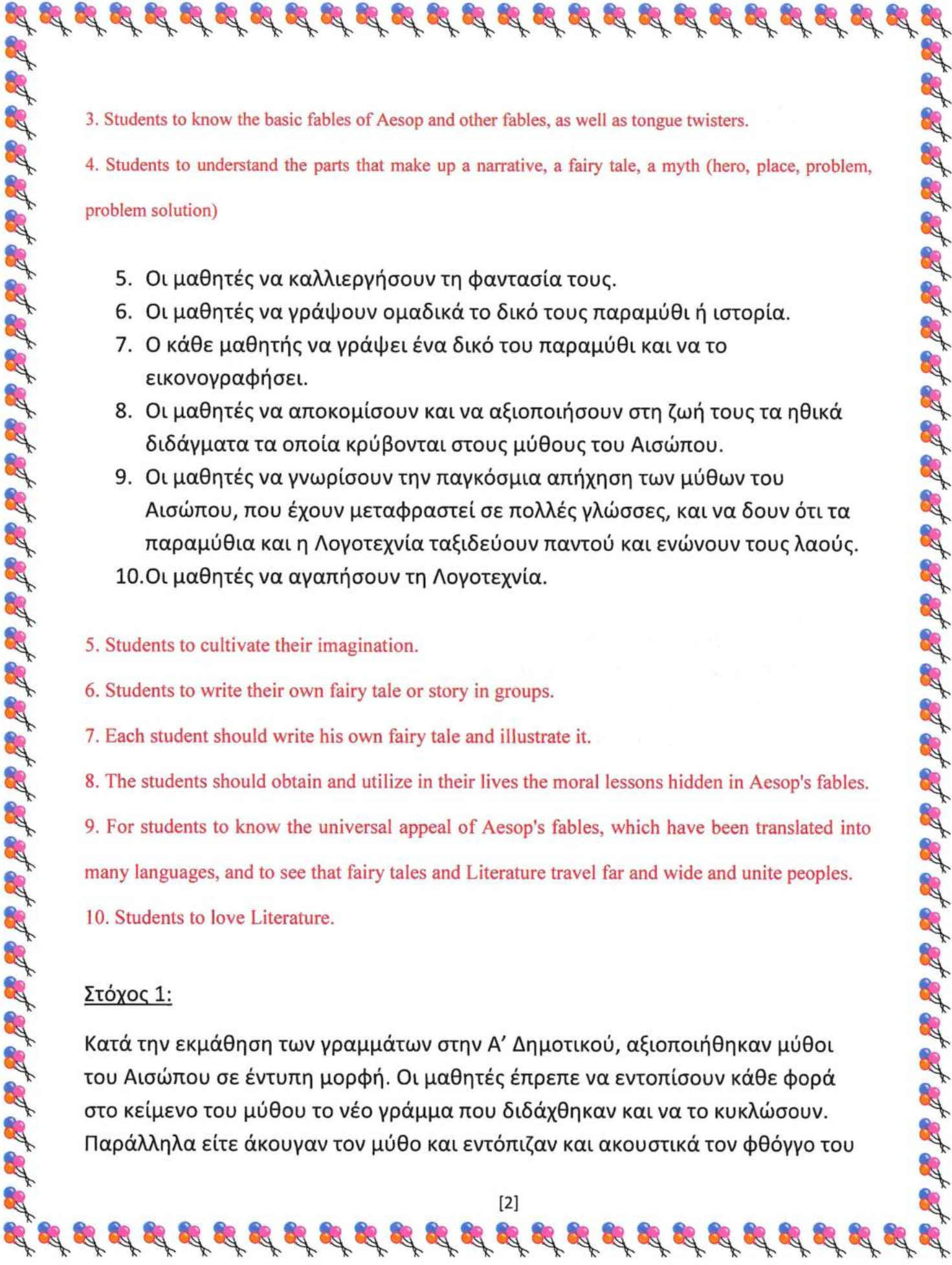
νέου γράμματος που διδάχθηκαν. Έβλεπαν τον μύθο σε βίντεο και δραματοποιούσαν και οι ίδιοι οι μαθητές τον μύθο αναλαμβάνοντας διάφορους ρόλους. Χαρακτηριστικό παράδειγμα είναι ο μύθος του Αισώπου: «ο τζίτζικας κι ο μέρμηγκας» που προσφέρεται ιδιαίτερα για τη διδασκαλία των δίψηφων «τζ» και «γκ». Έπειτα, καθώς οι βασικοί ήρωες στους μύθους του Αισώπου είναι ζώα, κάναμε για κάθε γράμμα μία χειροτεχνία μετατρέποντας το γράμμα αυτό σε ένα γραμματοζωάκι. Στο τέλος ο κάθε μαθητής είχε το δικό του βιβλιαράκι με 24 γραμματοζωάκια.

Η επεξεργασία του εκάστοτε γράμματος ολοκληρωνόταν με τους γλωσσοδέτες του Ευγένιου Τριβιζά και με τις παιγνιώδεις δραστηριότητες που αυτοί συνοδεύονταν.

#### Objective 1:

During the learning of the letters in the 1st grade, Aesop's fables were used in printed form. The students had to locate each time in the fable text the new letter they learned and circle it. At the same time, they either listened to the fable and identified the sound of the new letter they were taught. They watched the myth on video and the students themselves dramatized the myth taking on various roles. A typical example is Aesop's fable: "the cicada and the ant" which is particularly suitable for teaching the diphthongs "c" and "g". Then, since the main characters in Aesop's fables are animals, we made a craft for each letter, turning that letter into a letter animal. At the end, each student had their own booklet with 24 letter animals.

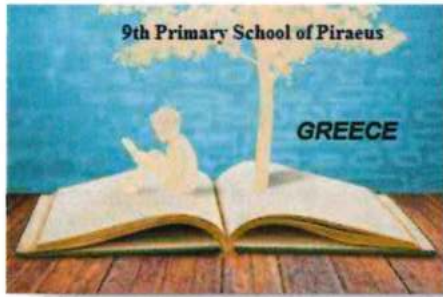
The processing of each letter was completed with the tongue ties of Evgenios Trivizas and with the playful activities that accompanied them.

- 
3. Students to know the basic fables of Aesop and other fables, as well as tongue twisters.
  4. Students to understand the parts that make up a narrative, a fairy tale, a myth (hero, place, problem, problem solution)
  5. Οι μαθητές να καλλιεργήσουν τη φαντασία τους.
  6. Οι μαθητές να γράψουν ομαδικά το δικό τους παραμύθι ή ιστορία.
  7. Ο κάθε μαθητής να γράψει ένα δικό του παραμύθι και να το εικονογραφήσει.
  8. Οι μαθητές να αποκομίσουν και να αξιοποιήσουν στη ζωή τους τα ηθικά διδάγματα τα οποία κρύβονται στους μύθους του Αισώπου.
  9. Οι μαθητές να γνωρίσουν την παγκόσμια απήχηση των μύθων του Αισώπου, που έχουν μεταφραστεί σε πολλές γλώσσες, και να δουν ότι τα παραμύθια και η Λογοτεχνία ταξιδεύουν παντού και ενώνουν τους λαούς.
  10. Οι μαθητές να αγαπήσουν τη Λογοτεχνία.

5. Students to cultivate their imagination.
6. Students to write their own fairy tale or story in groups.
7. Each student should write his own fairy tale and illustrate it.
8. The students should obtain and utilize in their lives the moral lessons hidden in Aesop's fables.
9. For students to know the universal appeal of Aesop's fables, which have been translated into many languages, and to see that fairy tales and Literature travel far and wide and unite peoples.
10. Students to love Literature.

### Στόχος 1:

Κατά την εκμάθηση των γραμμάτων στην Α' Δημοτικού, αξιοποιήθηκαν μύθοι του Αισώπου σε έντυπη μορφή. Οι μαθητές έπρεπε να εντοπίσουν κάθε φορά στο κείμενο του μύθου το νέο γράμμα που διδάχθηκαν και να το κυκλώσουν. Παράλληλα είτε άκουγαν τον μύθο και εντόπιζαν και ακουστικά τον φθόγγο του



## Τα πρώτα βήματα στη Λογοτεχνία: Μύθοι του Αισώπου

### First Steps in Literature: Aesop's Fables

#### Στόχοι:

1. Οι μαθητές να κατακτήσουν τους μηχανισμούς γραφής και ανάγνωσης, να μάθουν, δηλαδή, τα γράμματα του ελληνικού αλφαβήτου, την πρώτη ύλη της λογοτεχνικής γραφής.
2. Οι μαθητές να γνωρίσουν τον αρχαίο μυθοποιό Αίσωπο καθώς και άλλους λογοτέχνες όπως ο Ευγένιος Τριβιζάς.
3. Οι μαθητές να γνωρίσουν τους βασικούς μύθους του Αισώπου και άλλα παραμύθια, καθώς επίσης και γλωσσοδέτες.
4. Οι μαθητές να κατανοήσουν τα μέρη από τα οποία αποτελείται μία αφήγηση, ένα παραμύθι, ένας μύθος (ήρωας, τόπος, πρόβλημα, λύση προβλήματος)

#### Objectives:

1. Students to master the mechanisms of writing and reading, that is, to learn the letters of the Greek alphabet, the raw material of literary writing.
2. The students should get to know the ancient myth writer Aesop as well as other writers such as Evgenios Trivizas.

## THE FOX AND THE CROW-by Aesop



Early one morning, a fox is walking through the woods. He is hungry, and he is looking for something to eat. He sees a crow sitting on the highest branch of a tree. The crow has a piece of cheese in her beak.



"Mmm... I love cheese!" thinks the fox. "I think I've found my breakfast! But how can I get the cheese?"

He thinks and he thinks. Then he has a clever idea. "I will make her talk!"

He sits at the bottom of the tree and looks up at the crow.

"Good morning, Miss Crow!" he says. "It's a lovely day, isn't it?"

The crow looks down at the fox. She says nothing.



"I said, good morning! Did you hear me?" says the fox. "Maybe you can't hear me up there."

The crow is suspicious. She holds the cheese tightly in her beak and says nothing.

"Hmm. This is not so easy," thinks the fox. But he doesn't give up. He smiles at the crow.

"You know... you really are the most beautiful



bird," he says. "Your feathers are so shiny! Your eyes are so intelligent! Your beak is so...umm... pointy! Everything about you is perfect!"

Still, the crow says nothing.

So the fox says: "Tell me, Miss Crow... is your voice **also** magnificent? I hear that you have the most wonderful voice. Please sing for me! Just one song! Then I can tell everyone you really are the most incredible bird — the queen of all birds, in fact!"



This makes the crow feel good. She wants everyone to know she has a wonderful voice. She wants

everyone to know that she is the queen of all birds.

She smiles a little smile. Then she smiles a big smile. Then she opens her mouth to sing her best song for the fox. And... *plop!* The cheese drops out of her beak and falls straight into the mouth of the fox. He swallows it in one gulp.



"Mmmmm. Thank you for the delicious breakfast, Miss Crow!" laughs the fox as he walks away. "Have a lovely day!"

**Moral:** Beware of flatterers. They often want something from you.





## THE FOX AND THE CROW

### Section F: Reading (Wordbank)

Use these words to give your student extra reading practice.

fox	hungry	crow
cheese	want	grinned
pretty	beautiful	feathers
sing	asked	nodded
opened	beak	down
fell	snapped	mine
laughed	believe	nice
things	sometimes	something



# Red fox facts



Learn about me

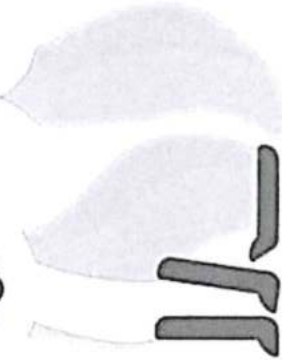
I am an omnivore. Some of the things I eat are - mice, birds, voles, berries, acorns and plants.

I can live in dens underground or in a cosy hollow above ground.

I am usually out at night but I can sometimes be seen during the day.



I can run up to 30 miles per hour.



I am a mammal.

I can live in the countryside and in urban areas near houses.

I am a member of the dog family.

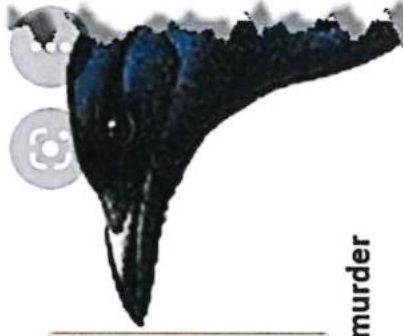
A baby fox is called a 'kit' or a 'cub' and we usually have 4-6 cubs at a time but sometimes more. Our cubs are born between March and May each year.

During the autumn and winter I grow more fur to keep me warm.

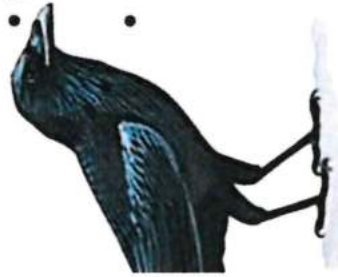
A female fox is called a 'vixen' and a male is called a 'dog'.



# CROW FACTS



- Crows live in a group called a murder
- Of all bird species that fly, crows have the largest brain-to-body ratio
- The anatomy of a crow's brain is very similar to that of a human brain
- Crows first appeared some 17 million years ago
- Crows maintain only one mate for their entire life
  - Some crow offspring will look after the next batch of chicks
  - Crows have regional dialects- which they can deliberately change





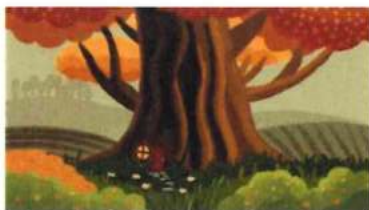
## THE CITY MOUSE AND THE COUNTRY MOUSE



This is a city mouse. He lives in a big city with tall buildings and lots of shops and restaurants. But today he is visiting his friend, a country mouse.



The country mouse lives in a cozy nest at the bottom of a tree. Her home is small, but it is warm and comfortable.



The country mouse cooks a dinner of food from her garden: corn, carrots, acorns, and a cold glass of water from

the stream. Meanwhile, the city mouse talks and talks:



*"The city is amazing! I go to the theatre and the museum... My house has TWENTY rooms. You absolutely MUST visit! Have you ever tried Chinese food?"*

That night, the country mouse dreams that she lives in the city. She dreams that she eats at fancy restaurants, says fancy things, and buys fancy hats from fancy stores. She dreams about eating Chinese food.

*"How wonderful!" she thinks. "I want to live in the city too!"*



The next morning the country mouse agrees to visit the city mouse. She packs her bag and follows the city mouse back to his big house in the city. The house is *enormous*! There are TWENTY rooms full of beautiful furniture.





The country mouse is amazed.  
"Which room is mine?" she asks.  
"Um... we actually live down here..." says  
the city mouse. He leads her down some  
stairs to the basement. In the darkness,  
the country mouse sees many families of  
mice.  
"These are my housemates..." explains  
the city mouse.



The city mouse leads the country mouse  
back upstairs for dinner. In the dining  
room there is a feast of delicious foods  
on the table: cheese, bread, cookies,  
cakes, and lemonade. There is also...  
Chinese food!  
But just as they start to eat... CRASH!  
A cat with sharp teeth and sharp claws  
jumps up on the table. It's the city cat!  
REEEEEEOWWWW!



The city cat chases the two mice off  
the table and across the floor. The mice  
hide in a hole in the wall. They are  
trapped!

They wait silently until the cat leaves.  
Then, they quietly creep back to the  
dining room ... but all the food is gone!  
The city humans ate everything!  
The country mouse hurries back to the  
basement and packs her bag.



"Where are you going?" asks the city  
mouse.

"Home." she says. "I want to go back to  
the country. Your city life isn't so  
wonderful after all. Now, please, help me  
call a taxi."



**Moral:** Sometimes other people's lives  
are not as great as they make you  
believe.





## Town Mouse and Country Mouse Puppets

Color and cut out the puppets. Glue them to a craft stick. Then retell the story about the town mouse and country mouse.





# The City Mouse and the Country Mouse

Let's warm up!

- ▶ List the things you find in the city and in the countryside.

Things that the city has	Things that the countryside has

- ▶ Draw a picture of the city in the first box and of the countryside in the second box.

City	Countryside

- ▶ Where would you like to live when you grow up? In the city or the countryside? Why? Tell your friends.



# THE HARE AND THE TORTOISE



Once there was a hare, he felt very proud because he could run very fast.

One day, he saw a slow-moving tortoise. The hare laughed at the tortoise and said, "You're moving very fast, shall we have a running race?"



The tortoise knew that he could not run fast like the hare. He thought, "Why not have some fun? I am not worried about failure." So he said, "I am ready for the race" and accepted the challenge. The forest friends fixed a day for the race.



On the day of the race, both the hare and the tortoise arrived at the starting point. They had to run up to a big apple tree, nearly a mile away. It was really a long distance for the tortoise. The race started. The tortoise began to move forward slowly. The hare ran at great speed.



After running for some time, the hare stopped to take a rest. The tortoise was far behind. "It will take him a long time to catch me", thought the hare. He laid down under a shady tree and soon fell asleep. Meanwhile, the tortoise kept moving slowly and steadily. On the way, he saw the hare in deep sleep.



He continued to move and finally reached the winning point.



The hare woke up after some time and began to run fast. But it was too late now. When he reached the end point, he saw the tortoise waiting, with a smiling face.



The hare hung his face in shame.

Moral of the story:  
Slow and steady wins the race.



Directions: Compare and contrast the two characters. Write at least three facts in each section.

**Tortoise**

**Both**

**Hare**

1. \_\_\_\_\_

2. \_\_\_\_\_

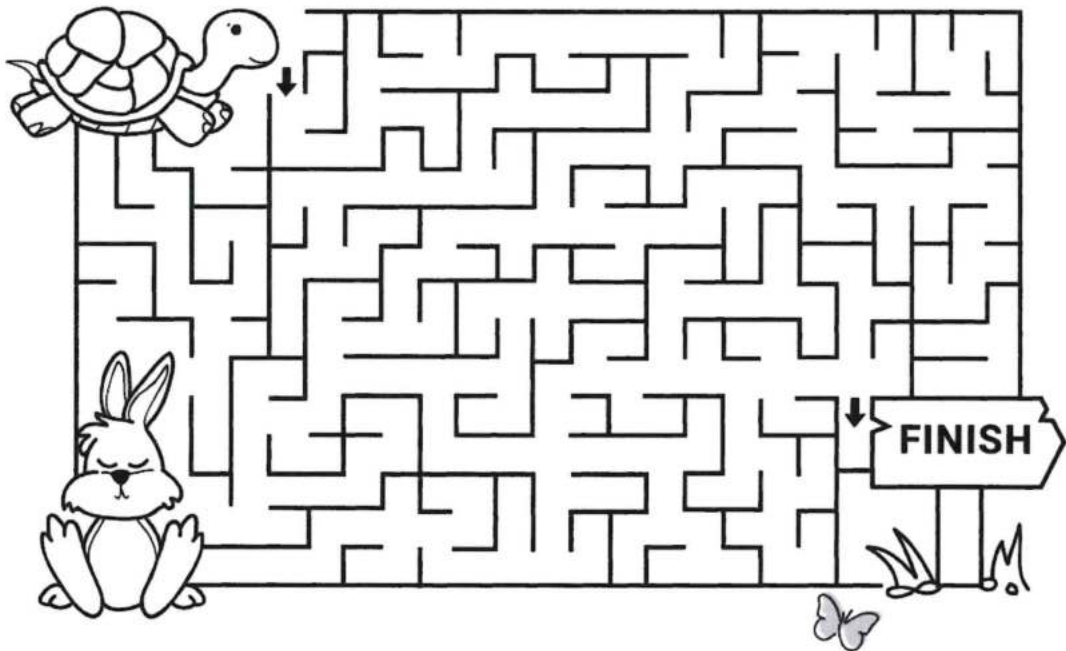
3. \_\_\_\_\_

Write the body parts of a tortoise in the boxes.

eye	mouth	neck
shell	leg	tail

## The Tortoise and The Hare Maze

Help the tortoise reach the finish line to win the race. Be careful to not wake the hare.



Change the ending of story.

\_\_\_\_\_

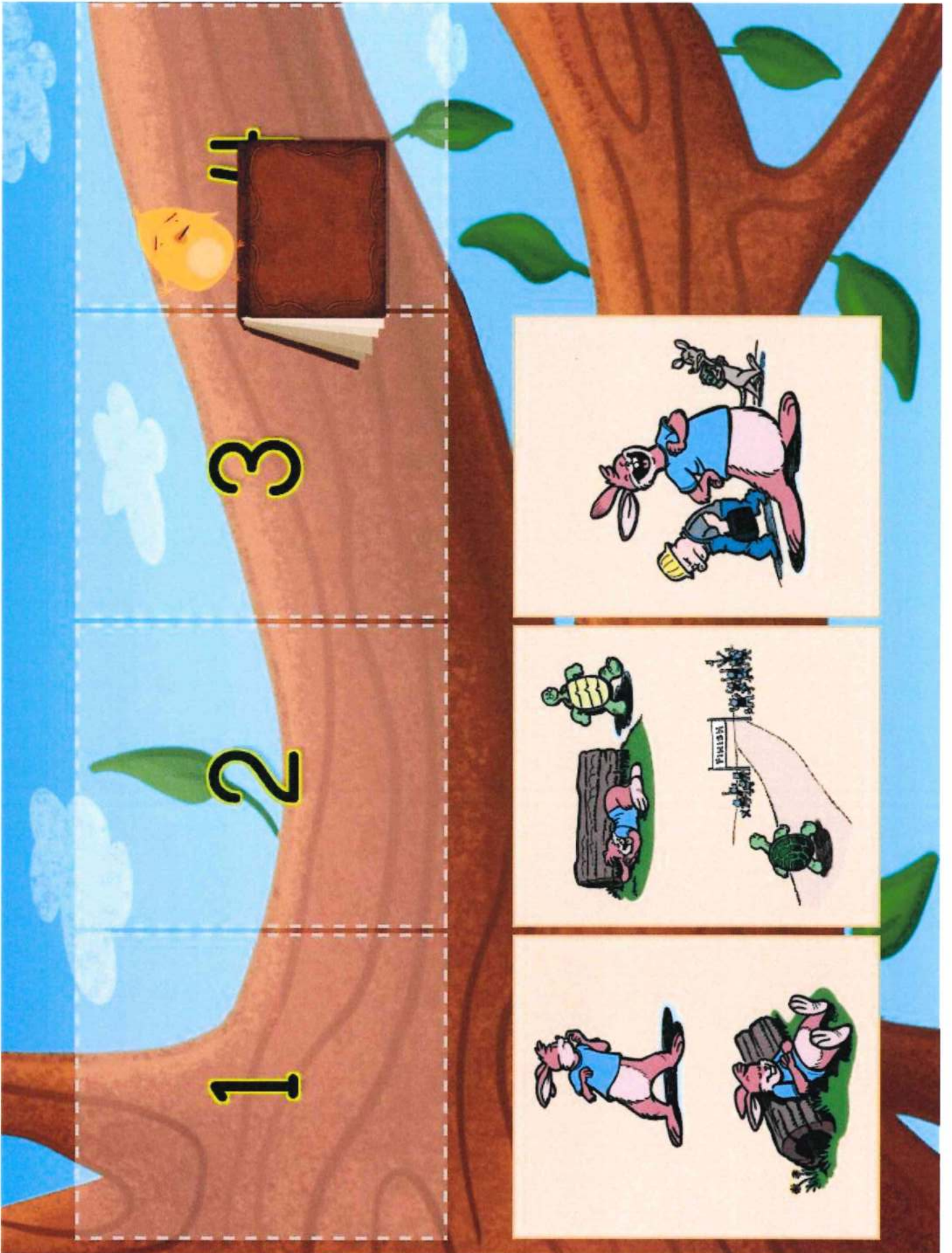
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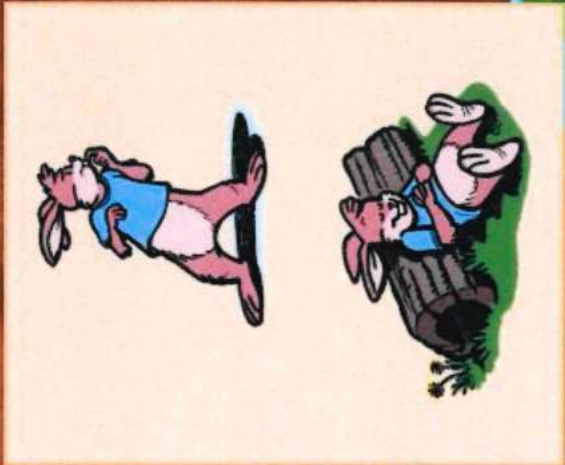
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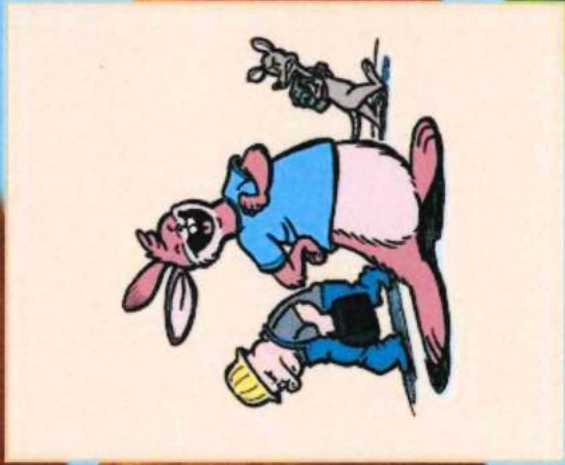
1



2



3





## The Lion & the Mouse



A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse.  
"Please let me go and some day I will surely repay you."





The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

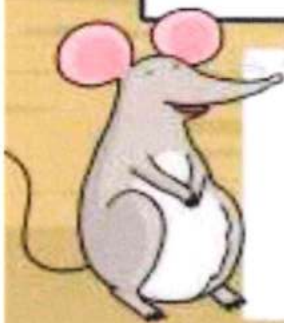
*A kindness is never wasted.*



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Lion and The Mouse Wordsearch

D	T	S	N	O	I	L	Q	R	W
N	K	I	N	D	N	E	S	S	M
S	X	G	D	B	S	J	Y	W	P
N	L	X	Z	U	E	U	C	S	B
K	J	E	I	O	N	S	O	Z	P
P	U	Y	E	F	E	G	U	S	I
R	N	L	W	P	T	Y	J	O	T
R	G	O	A	D	I	Q	R	T	M
X	L	B	Q	R	D	N	R	R	J
M	E	I	H	S	H	D	G	B	L



KINDNESS

NET

MOUSE

JUNGLE

LION

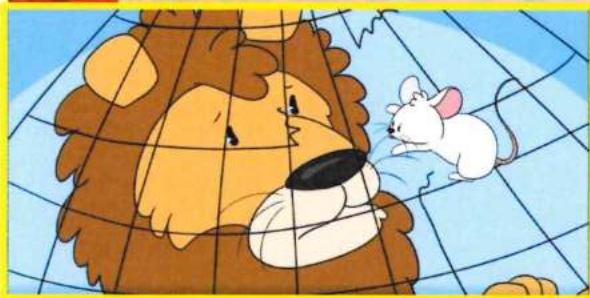
SLEEPING





# THE LION AND THE MOUSE

Order the pictures!



1

2

3

4

5



## The Boy who cried Wolf

Once upon a time, there lived a shepherd boy who took care of sheep in a village. Every day he used to take the heard of the sheep on top of the hill and bring them down by evening.



But one day he felt really bored. He decided to have some fun. So he shouted loudly, "Wolf! Wolf! Help!". The farmers in the neighboring area heard the boy's cries for help. All the villagers came to the top of the hill to save the sheep. When they came to the spot, they did not notice any sign of a wolf.



The farmers asked the boy, "Wasn't it you who cried for help?". The boy laughed and said, " There is no wolf here. It was just a joke, ha! ha! ha!".



Next day the boy played the same trick and annoyed the farmers once again. A few days later, a wolf really came.



The shepherd boy shouted for help. But no help came. Everybody thought that the boy was again playing his childish joke.



The wolf killed many of the boy's sheep.

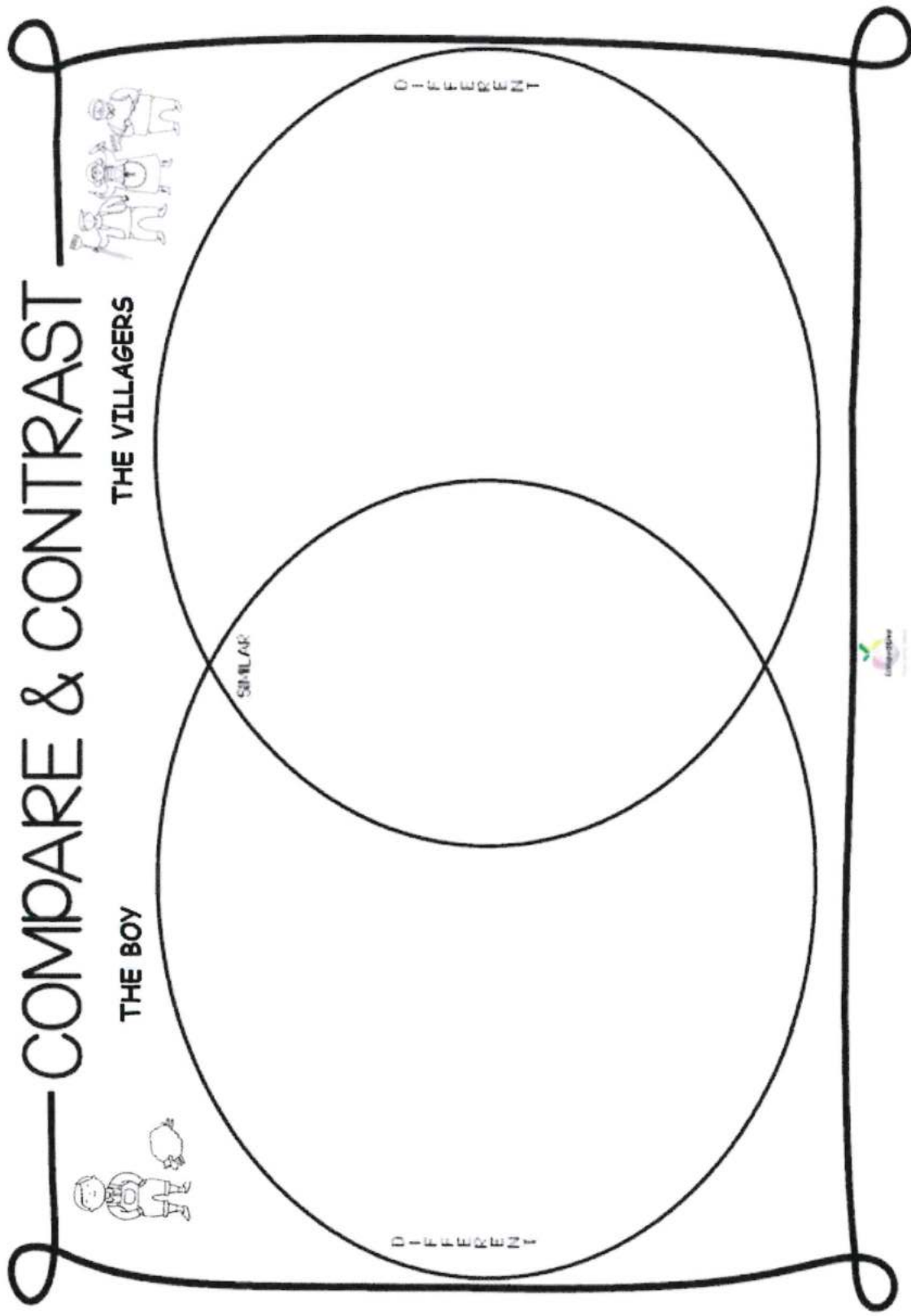


The boy felt sorry for his joke, but it was too late.

**Moral of the Story:**  
Liars are not believed even when they speak the truth.



# The boy who cried wolf





# THE FOX AND THE SOUR GRAPES

One hot day at the end of summer a Fox trotted along the dusty path to a farm, listening out for other creatures and sniffing the air, as foxes do. It was getting late and after a long day, the sun looked a little red in the face and had dropped out of sight behind a bush. It was the time of day that the Fox liked best. The farmer's work was finished. He had taken off his muddy boots and gone inside for tea. The Fox only showed himself when the farmer had left his boots outside. Then, if he came running after the Fox - as farmers do - he would first have to sit on the step, put his boots back on again, and the Fox would have plenty of time to run away. The Fox is certainly very clever, and handsome too, but no one knows this better than the Fox himself. He would look at his reflection for hours admiring his beautiful red coat with its snow white bib. He would look at his smart black legs, which matched his sleek black ears. And his sleek black ears matched his shiny black nose, which looked exactly like a small polished pebble. But best of all, he thought, was his glorious bushy tail, like a big, soft paintbrush dipped in whitewash. The farmer locked in the hens at night, and the rabbits and geese, and he shooed the ducks onto their little island in the middle of the duck pond so that the clever Fox could not get them. He knew the Fox hated swimming. But the Fox did not only eat chickens and rabbits and ducks and geese - though he would put them all on the menu given half a chance. If he couldn't get into the hen house, and he couldn't swim to

the duck island, and if the geese made a fuss and rattled their beaks at him - as geese do - then there was always something else to eat. There were slugs and grasshoppers and mice and worms and frogs and eggs and big meaty bones the farmer put out with the rubbish. And tonight there was fruit! The Fox looked up at a huge bunch of juicy grapes hanging above his head. He was very thirsty. He could imagine the sweet, delicious juice running down his chin. But he couldn't reach them. He was clever, though, wasn't he? Everyone said so, and the Fox was used to getting what he wanted - so he would take a run at it, and ... jumped! Missed! He jumped again...and again. He leaped and hopped and bounced.. But the juicy grapes were always just out of reach. The Fox stopped at last, hot and panting. 'Ha, well!' he said to himself. 'The grapes don't look that juicy and I just know they will be as bitter as lemons. Phooey! Who wants to eat sour grapes!' And the Fox walked slowly along the dusty path back to his den with his nose in the air and his tail between his legs - as hungry, disappointed foxes do. Sometimes, when we can't get what we want, we pretend we never wanted it anyway.

*Moral of the story:*

*It's easy to despise what you cannot have. Nothing comes easy without a hard work. So, work hard and reach your goals.*







## The fox and the Stork -An Aesop's fable



A very long time ago, Fox and Stork were good friends.



One day the Fox invited the Stork to his house to have lunch together.



When the Stork arrived at the Fox's house, the table was set for lunch. There were two bowls of soup. The Fox started eating, but the Stork couldn't even taste his soup, because his beak was too long and the plate was too shallow.



"Why aren't you eating? Don't you like my soup?" the Fox asked his

guest. "It's good, I guess I'm not very hungry", the Stork said. He left very hungry and angry.



Soon the Stork invited the Fox to his home to have dinner. When the Fox arrived, he saw that the table was set and that two tall jugs of soup were waiting for them.



"What's the problem, Fox? Why aren't you eating? Don't you like my soup?" the Stork asked. But the Fox didn't reply. He was angry that the Stork served him soup in such a narrow jug that he couldn't get his mouth in.



From that day on the Fox and the Stork have never been friends again.

**Moral:** "Do not play tricks on your friends unless you can stand the same treatment yourself."



## THE WIND AND THE SUN -

by Aesop

The wind and the sun are having a disagreement.

"I am the most powerful!" says the wind.

"No, I am the most powerful!" says the sun.



"I can blow trees to the ground!" brags the wind. "I can push ships across the ocean. I can make hurricanes and tornadoes!"



"Is that right?" replies the sun. "Well, I can melt all the snow on the mountains. I can dry up an entire lake. I can make a sidewalk so hot that it cooks an egg!"

Just then, they see a man walking along the road in his winter jacket.

"Let's have a contest to see who is more powerful," says the wind. "Whoever can remove the man's jacket first wins."

The sun agrees.

The wind goes first. He blows a gust of cold wind at the man.

The man shivers and zips up his jacket. "Brrrr! What a cold and windy day!"



It starts to rain. The wind blows even harder and turns the rain into snow.

"Well look at that! It's snowing!" says the man. "Snow wasn't in the weather forecast today..."

He pulls his hood over his head.



The wind blows his strongest gust towards the man, but the man's jacket stays on.

"Hmm. It's a bit fresh today..." he



says. "A winter storm must be coming..." He zips the jacket higher to cover his nose.

"Gah! This is impossible," says the wind. He stops blowing.

"My turn!" says the sun.

First the sun shines enough to stop the snow. The man unzips his hood.



Then the sun pulls the clouds apart and gently shines down on the man. Suddenly, it is a beautiful spring day.

"Wow. The weather sure is strange around here!" says the man. He unzips his jacket.



The sun gently wiggles her fingers and increases the temperature.

"What strange weather. Now it feels like summer!" the man says as he begins to sweat. "Goodness me, it's so hot!"

He removes his winter jacket. He lies down on the grass for a nap in the warm sun.

"I win!" says the sun, beaming.



**Moral:** Sometimes warmth and gentleness can achieve more than strength and force.





## Belling the cat



All the mice of the house are holding a meeting. Every day they lose a friend. The mice are facing a threat from a cat. A big black cat.

*"She moves so stealthily,"* says one mice.

*"We don't even hear her footsteps,"* says another.

*"She catches us by surprise,"* cries the third.

*"We should tie a bell to her neck,"* says an old mouse, *"When she moves, the bell will make noise. The ding-a-ling will serve as a warning to us that the big cat is around."*

Everybody loves the idea. Then the Chief raises the important question.

*"But who will bell the cat?"*

There is silence. Nobody is speaking.

At last a tiny squeak: *"I'll do it."*

Everybody is turning towards the smallest mouse in the group.

*"You?"*

*"Leave it to me. Just get me a few bells,"* says Stuart Little, the little mouse.

The mice find three little bells.

They tie them to a pink ribbon.

*"It's ready. All you have to do is to tie the ribbon to the cat,"* says the Chief.

That afternoon, everything is quiet.

The cat is bored. She has eaten a couple of mice for lunch, and her stomach is full. Lazily she moves to the bedroom, jumps on the chair, and looks at herself in the dressing mirror.

*"Beautiful! You are the most beautiful cat in the world,"* she hears someone saying.

She turns around to see a little black mouse which bows to her.

The cat does not pounce on the mouse. Its words are music to her ears. Also, her stomach is full.

*"You seem to be a wise mouse,"* she says to Stuart Little.

*"Wise, yes, but not beautiful like you,"* says Stuart Little sweetly.





The cat is looking at the mirror.

"Yes, the mouse is right. I am very beautiful," she thinks.

"How much more beautiful will you look if you wear a necklace!" says Stuart Little.

"That is very true," says the cat, "But from where will I get a necklace? The mistress of the house keeps it under lock and key."

Stuart Little is smiling and is holding the necklace made of bells in his hands. "Something like this you mean?" he asks, "I've brought this for you."

The three little bells tied with a pink ribbon look just like a necklace. The cat is holding it round her neck. Looking at the mirror, she admires herself.

"Let me tie it for you," says the little mouse helpfully and ties a few knots.

All the mice who had gathered there are clapping and whistling as the cat is wearing the necklace. For the moment, the cat's stomach is full. She loves all the mice, her friends who have presented her with the most beautiful necklace in the world.

The mice are going away.

The cat spends the whole afternoon looking at the mirror, admiring her new necklace. Soon she feels a rumble in her tummy. Time for snacks. She turns around to look for food. To her surprise, she can see no mice. She is searching for them in every corner. All the mice have disappeared.

The mice are now no longer afraid of the cat. Whenever she comes anywhere near them, they can hear the ding-a-ling which will soon make them jump for cover.

The cat is no doubt beautiful, but she is also a little short of brains!

MORALS: It is important to face the problem rather than run away with it.

Most things are easier said than done.





Name \_\_\_\_\_ Room \_\_\_\_\_ No. \_\_\_\_\_

# Belling the cat



An old cat wanted to catch all the mice in the barn. One day, the mice met to talk about the great harm that cat was doing to them. Each mouse tried to think of a plan by which to keep out of the cat's way. "Do as I say," said an old gray mouse that was thought to be very wise.

ring, we will know that she is coming and can scamper out of her way.

"Good! good!" said all the other mice as one ran to get the bell. "Now which of you will hang this bell on the cat's neck?" said the old gray mouse.

"Not !! Not !!" said all the mice together. And they scampered away to their holes





Name \_\_\_\_\_ Room \_\_\_\_\_ No. \_\_\_\_\_

# Belling the cat

