

## General Information

### Lesson Parts & Duration

Total Duration: 1 hour

- Close Reading: Key Details, Vocabulary, Setting

### Subject(s)

- ELA: Literature; Fable: “The Crow and the Pitcher,” by Janna Duffy
- Close Reading: Key Details, Vocabulary, Setting (RL.3.1, RL.3.2, & RL.3.4)

### Objective

- Students will synthesize a fable to discover key details and find a central message.

### Materials

- **Required:** “The Crow and the Pitcher” (page 5) (copies needed- 1 per student)
- pencil and crayons (markers or colored pencils)
- dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 7)

### Protocols (page 6)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: 60 minutes

**Distribute fable to students, students write name in top right corner.**

*T* Once you have your fable, *The Crow and the Pitcher*, please write your name in the top right corner.

### Introduction

*T* A fable teaches a lesson about nature or human nature.

*T* Today we are going to discover how human nature is explained in “*The Crow and the Pitcher*” by writing down key details from the text.

*T* This means that we will be looking for important information to help us from the text.

*T* First I would like you to read the fable to yourself.

*T* As you read...

*T* Circle one or two unfamiliar words.

**Give time to complete this task. Monitor students and provide assistance as needed.**

*T* Now I would like you to read the fable again with a shoulder buddy.

*Someone sitting next to or near the student.*

*T* Make sure that you take turns every two sentences.

*T* You will read two sentences and then your buddy gets to read two sentences.

**Give time to complete this task. Monitor students and provide assistance as needed.**

*T* After reading I want you to write questions that you have about the fable in the margin. *Example: Do indigenous animals only live in hot, dry climates?*

**ELL:**  
You may want to pair English Language Learners or students with special needs with a buddy to read the Fable

**Give time to complete this task. Monitor students and provide assistance as needed.**

*T* Now I am going to read “*The Crow and The Pitcher*” to you.

*T* Follow along as I read.

**Read the text aloud to the students.**

*T* After listening to the fable again, underline important details in the fable. *Discourage students from underlining every word/line.*

*T* Take notes of things that left you wondering in the margin. *Examples: Are crows a smart bird? Could a crow pick up pebbles?*

**Give time to complete this task. Monitor students and provide assistance as needed.**

*T* Now, turn your fable over to the backside.

*T* Title the backside of your fable, “Notes,” and write your name in the top right corner.

*T* Stories have a setting. The setting can be described in the story or inferred, meaning we need to take the clues the author gives us, and what we know ourselves to decide what we believe the setting is. *(read between the lines).*

*T* In the fable, what words or phrases describe the setting?

*T* You are going to look through your fable to find words or phrases that describe the setting.

*T* Put smiley faces next to any words that describe the setting. *Possible answers: blistering day, land had shriveled, lonely surface, passing travelers, infrequent humans*

**Give time to complete this task. Monitor students and provide assistance as needed.**

*T* Discuss the words you found in the fable that describe setting with your buddy.

*T* You may make changes to your own selections after discussing with your buddy.

**Give time to complete this task.** Monitor students and provide assistance as needed.

*T* Complete the following sentence in your “Notes”. Use a document camera if available

The setting of the fable is \_\_\_\_\_ because the text says “\_\_\_\_\_”.

**Note:**

Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).

**Give time to complete this task.** Monitor students and provide assistance as needed.



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7)

You will be repeating Back to Back and Face to Face followed by On your feet/ Get ready to meet/ Go and Greet protocol for each series of partner discussion questions. You may want to review these partner protocols before beginning.



**Back to Back and Face to Face**

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response



**On your feet/ Get ready to meet/ Go and Greet** (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Back to Back and Face to Face

Partner discussion:

What word(s) did you not understand in the fable?

I’m confused about the word \_\_\_\_\_ in paragraph # \_\_\_\_\_.

Reread the sentence/paragraph containing the confusing word with your partner and see if together you can figure out the meaning of the word using the surrounding words/sentences (context clues).

**Give time to complete this task.** Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet

then...

Back to Back and Face to Face

**Partner discussion:**

What important details did you underline that support the lesson learned from the fable?

A detail I underlined is “\_\_\_\_\_.” It is important because\_\_\_\_\_.

**Give time to complete this task. Monitor students and provide assistance as needed.**

**On your feet/ Get ready to meet/ Go and Greet**  
then...  
**Back to Back and Face to Face**

**New partner discussion:**

What underlined details support the lesson of the fable?

A detail I underlined is “\_\_\_\_\_.”  
It is important because\_\_\_\_\_.

**Students utilize previous conversation to revise and improve their answer.**

**Give time to complete this task. Monitor students and provide assistance as needed.**

**Students participate in a third round of Partner Discussion...**

**On your feet/ Get ready to meet/ Go and Greet**  
then...  
**Back to Back and Face to Face**

**Third partner discussion**

What details did you underline that support the lesson of the fable?

A detail I underlined is “\_\_\_\_\_.” It is important because\_\_\_\_\_.

**Students utilize previous conversation to revise and improve their answer.**

**Give time to complete this task. Monitor students and provide assistance as needed.**



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7)

## The Crow and the Pitcher

- (1) One blistering day, not too long ago, the land had shriveled and all moisture had evaporated from its lonely surface. The only known source of water for the indigenous animals was a deep cistern used by passing travelers. Because of the depth of this cistern, only humans could access it via a system of ropes and a weathered, white pitcher.
- (2) A crow, spotting the pitcher beside the cistern circled the site see if the infrequent humans had left any water within the vessel. He landed by the chipped pitcher and, tilting his head, he looked inside its narrow mouth. Shining back at him was his reflection. There was water!
- (3) The crow propelled his head deep into the maw of the pitcher. The water was still inches away from the tip of his beak. He tried again. Still inches away.
- (4) Cocking his head to the side, the crow eyed the pitcher, knowing that if he knocked the pitcher over the water be consumed by the parched dirt.
- (5) Hopping to the back side of the pitcher the crow realized that if he could not reach the water, maybe the water could reach him!
- (6) He plucked a pebble from the dirt and plopped it into the pitcher. He found another pebble and tossed it into the pitcher. Another pebble was dropped inside. And another. And another. The crow continued to find pebbles and drop them into the depths of the container until at last the water was within his reach. With a chortle of success he lapped up his success.

## Protocols:

### Ask and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: Inventions!



- Students brainstorm with a shoulder buddy an invention that would make their lives better.
- Logistics and practicalities do not matter - tell them to shoot for the moon. (example: tennis shoes that float, pencils that write what you say, lunch sacks that are edible).
- Students then draw, label and write a short description of the invention on a half piece of paper.
- Students may share their inventions with the class or with a shoulder buddy.



### Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



### Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)