

## General Information

### Lesson Parts & Duration

Total Duration: 1 hour

- Graphic Novel: Close Reading Comprehension Activities

### Subject(s)

- ELA: Literature; Fable: “The Crow and the Pitcher,” by Janna Duffy
- Graphic Novel: Close Reading, Central Message (Moral), Key Details, Plot, and Character Traits (RL.3.1-3.3)

### Objective

- Students will synthesize a fable to find a central message.
- Students will determine the main events of a fable and analyze a character.
- Students will create a graphic novel to show their understanding of main events and sequential order.

### 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.
- 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 your take turns every two sentences.
- T* You will read two sentences and then your buddy gets to read two sentences.

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

## Introduction

- T* The fable, “*The Crow and the Pitcher*”, explains human nature.
- T* The crow demonstrates human nature when he tries and eventually succeeds in getting a drink from the pitcher.
- T* What moral does the crow show through his actions?
- T* Discuss with your shoulder buddy possible morals of this fable. Examples: slow and steady wins the race, it is better to bend than to break, necessity is the mother of invention
- T* On the back of your fable label it, “Notes,” and write possible morals that you discuss with your shoulder buddy. Call on 3 to 5 students to share their moral with the class. Use equity cards or name cards if available.
- T* After hearing your classmates’ ideas, you may edit/revise your moral from the fable.
- T* We will now use details from the text and your “Notes” to write a 3 to 5 sentence summary regarding the fable’s moral in your “Notes”.
- T* You may start with, “The fable teaches us that...”. Example: The fable teaches us that necessity is the mother of invention. The crow had a problem, he couldn’t reach the water at the bottom of the pitcher. So, he used pebbles to raise the level of the water and finally reached the water.

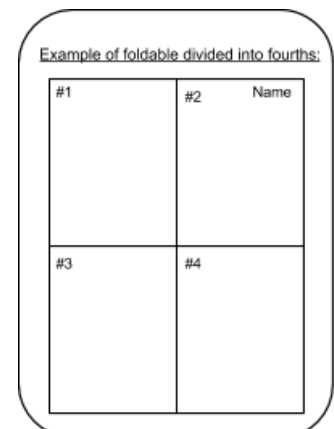
**ELL:**  
Write one or more of the above morals on a visual display (dry erase board or poster paper). Encourage the remainder of the class to keep their original moral ideas.

## Graphic Novel!

Pass out a blank piece of paper to each student.

### Setting Up Your Paper

- T* Take the piece of paper I have just given you and fold it in half twice, dividing it into fourths. see example
- T* Label the four sections 1-4 and put your name on it. Model this on the document camera so that students have a visual model.
- T* Good stories have main events that drive the plot and make you want to read more of the story.
- T* We are going to create a Graphic Novel based on four main events that drive the fable.



- T** First, we need to find four main events.
- T** We are going to read the fable again and you are going to place stars by four events that are important to the story.
- T** Reread the fable and place stars by four main events.

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

- T** Discuss with a shoulder buddy your four main events. Possible answers: ★ paragraph 2: Crow sees a pitcher. ★ paragraph 3: Crow can't reach the water. ★ paragraph 6: He thinks of a plan. ★ paragraph 6: He drinks the water.
- T** After discussing with your shoulder buddy, you may make modifications/changes to your own four main events.


### Differentiation:


Pair struggling students with a shoulder buddy to reread the fable. Advanced and at grade level readers should be paired, at grade level and below grade level readers should be paired.

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

On your feet/ Get ready to meet/ Go and Greet with new partner  
(with fable and a pencil, then...)

### Back to Back and Face to Face

-  **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**
- 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

- T** Discuss with your new partner the four main events you chose.

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

- T** Once you are finished discussing with your new buddy, please return to your original seat.
- T** After talking to 2 buddies, you should have a good idea of what you would like your four main events to be.
- T** Write each of the four main events as complete sentences at the bottom of sections #1-4 in the Graphic Novel. Examples: #1- A thirsty crow sees a pitcher by a cistern. #2 - The crow can't reach the water because there is only a little bit of water left at the bottom of the pitcher. #3 - He thinks of a plan that uses pebbles to raise the water. #4 - He drops many pebbles into the water, raising the water's level, finally drinking the water.

On your feet/ Get ready to meet/ Go and Greet with new partner  
(with fable, a pencil, and Graphic Novel then...)

### Back to Back and Face to Face

- T** With a new partner, read and revise your four main events. Students make sure sentences are complete and explain a major event.

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

- T** Once you are finished reading and revising, please return to your original seat.

- T* Next we will be illustrating the four main sections of your graphic novel!
- T* Your illustrations should include specific details from the fable.

**Note:**  
Allow 10 to 15  
minutes for  
illustrations.

**Call students back to attention by counting backwards from 5**

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Reread paragraphs #4, #5, and #6 of fable.
- T* What qualities does the crow portray? **Possible answers: perseverance, creativity, courage**
- T* Discuss with your shoulder buddy what quality you see in the crow.

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

- T* After discussing write the crow's quality at top of the fable and draw a circle around the quality.
- T* What words or phrases in the fable demonstrate the quality of the crow?
- T* Draw boxes around words or phrases in the fable that demonstrate the crow's qualities. **Example: perseverance is shown through: "He tried again." "He found another pebble and tossed it into the pitcher." "Another pebble was dropped inside. And another. And another. The crow continued..."**

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

**On your feet/ Get ready to meet/ Go and Greet with new partner  
(with fable, a pencil, and Graphic Novel then...)**

**Back to Back and Face to Face**

- T* Discuss with your new partner what phrases you boxed and how these phrases demonstrate the quality they chose.

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

- T* Once you are finished discussing, please return to your original seat.

**Their Graphic Novel will be their final product. Please collect their Graphic Novels at the end of the lesson.**

 **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, Answer, 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: Thumbs Up!



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!



### 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.)