

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Close Reading: Key Details, Vocabulary, Central Message (Moral) (45-60 Minutes)
- Segment 2: Graphic Novel: Close Reading, Key Details, Plot, and Character Traits (45-60 Minutes)
- Segment 3: Close Reading, Inference, Theme/Lesson, Visualization (30-45 Minutes)
- Segment 4: Writing a Summary & Animation (30-45 Minutes)

Subject(s)

- Subject: ELA Literature; Fable: “*The Crow and the Pitcher*,” by Janna Duffy
- Close Reading, Key Details, Vocabulary, Inference, Theme/Lesson, Summary

Objective

- Students will synthesize a fable to discover key details and 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.
- Students will identify and defend the lesson or moral of the fable using text supports.
- Students will identify words or phrases that help with visualizing the fable.
- Students will write a summary identifying the key details from the fable.

Materials

- **Required:** “*The Crow and the Pitcher*” (page 13) (copies needed- 1 per student)
- blank white paper
- pencil and crayons (markers or colored pencils)
- **Optional:** dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable Exit Slips for segments 1 & 4 (page 14)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 16)

Protocols (page 15)

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

Throughout these lessons, 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: Segment 1: 45-60 minutes

Subject

- ELA: Literature; Fable: “The Crow and the Pitcher”
- **Close Reading:** Key Details, Vocabulary, Setting

Objective

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

Materials

- **Required:** copies of student text, “The Crow and the Pitcher” (page 13)
- pencil and crayons (markers or colored pencils)
- **Optional:** dry erase board, chalkboard, document camera or similar device to share with class

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 notating key details from the text.

T First I would like you to read the fable independently.

T As you read...

T Circle one or two unfamiliar words.

T Underline important details in the fable. **Discourage students from underlining every word/line.**

T Write questions in the margin. **Example: Do indigenous animals only live in hot, dry climates?**

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.

T Take notes of wonderings in the margin. **Examples: Are crows a smart bird? Could a crow pick up pebbles?**

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. **(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.

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 frame in your “Notes” **(use a document camera if available):**

ELL:

Write one or more of the above morals on a visual display (dry erase board or poster paper) for English Language Learners or students with special needs.

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

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

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.

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).

 **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.

T Please return to your own seat.

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 where you labeled it, “Notes,” 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...”. **Answer found on next page on the Exit Slip.**

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.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the problems on a half sheet of paper.**

Name: ANSWER KEY Date: _____

Exit Slip: Segment 1

Write a Summary

Use details from the text and your “Notes” to write a 3 to 5 sentence summary regarding the fable’s moral.

“The fable teaches us that...”

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.

 **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 16)

Instructional Plan: Segment 2: 45-60 minutes

Subject

- ELA: Literature; Fable: “The Crow and the Pitcher”
- Graphic Novel: Close Reading, Key Details, Plot, and Character Traits

Objective

- 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:** copies of student text, “The Crow and the Pitcher” (page 13)- from segment 1
- blank pieces of white and lined paper
- pencil and crayons (markers or colored pencils)
- **Optional:** dry erase board, chalkboard, document camera or similar device to share with class

Pass out a blank piece of paper to each student.

Setting up 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 drive 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.

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

Example of foldable divided into fourths:

#1	#2	Name
#3	#4	

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.

 **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 16)

Instructional Plan: Segment 3: 30-45 minutes

Subject

- ELA: Literature; Fable: “The Crow and the Pitcher”
- Close Reading, Inference, Theme/Lesson, Visualization

Objective

- Students will identify and defend the lesson or moral of the fable using text supports.
- Students will identify words or phrases that help with visualizing the fable.

Materials

- **Required:** copies of student text, “The Crow and the Pitcher” (page 13)- from segment 1
- backside of blank piece of paper
- pencil and crayons (markers or colored pencils)
- **Optional:** dry erase board, chalkboard, document camera or similar device to share with class

Make sure that students have their copy of the student text, “The Crow and The Pitcher” from segment 1.

Setting up Paper

- T* Take the piece of paper that you divided into fourths for the last lesson and flip it over. see example
- T* Since you have already folded it, you can see the fourths on the backside as well.
- T* Label the four sections 5-8. **Model this on the document camera so that students have a visual model.**
- T* What moral is the author trying to teach us? How do you know?
- T* In the section #5 you are going to restate the moral of the fable and use exact language from the text to support your statement. You may use your “Notes”.
- T* You will write your opinion sentence in section #5 using sentence frame:

In my opinion the moral of the fable is _____ because in paragraph # _____ the author states “_____.”

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

 **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

Ask, Answer, and Justify

- T* Read paragraph #1 with a shoulder buddy.
- T* Be sure to alternate sentences.
- T* In section #7 write your answer to the following question: What words from the text help define the word “cistern”? **Possible answer: The author uses the phrases, “deep” and “access it via a system of ropes” to define cistern.**
- T* Discuss your answer with your shoulder buddy.
- T* After discussing with your shoulder buddy, you may make modifications/changes.

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 A good author uses words or phrases to “paint pictures” in your mind.

T As you read the fable was there a word or phrase that made you “see” the story? Example: “The land had shriveled and all moisture had evaporated from its lonely surface” could make you picture a very dry land, possible a sandy desert.

T Turn to your partner and discuss what words or phrases “painted a picture” in your mind.

T You may refer to your Graphic Novel and the fable.

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

T Write an opinion sentence in section #8 using sentence frame:

The word/phrase “ _____ ” in paragraph # _____ painted a picture in my mind. It made me think of _____.”

Call on 3 to 5 students to share their sentence frames.

If there is time... Students may finish illustrations in graphic novel or illustrate section #8.

 **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 16)

Instructional Plan: Segment 4: 30-45 minutes

Subject

- ELA: Literature; Fable: “The Crow and the Pitcher”
- Writing a Summary & Animation

Objective

- Students will write a summary identifying the key details from the fable.

Materials

- **Required:** copies of student text, “The Crow and the Pitcher” (page 13)- from segment 1
- graphic novel they created- from segment 2
- blank piece of lined paper
- pencil and crayons (markers or colored pencils)
- **Optional:** dry erase board, chalkboard, document camera or similar device to share with class

Pass out 1 piece of lined paper per student, or pass out the printed Exit Slip to be completed.

Setting up Paper

- T* On your piece of paper write the following statement, “I will organize my key details and create a summary.”
- T* You will be writing a 5 to 7 sentence paragraph describing the crow’s character using key details.
- T* These sentences should make a summary.
- T* You may use your “graphic novel”, notes, sentence frames or explanations from previous papers.

Once students are finished writing their summaries, they may read their paragraphs with a shoulder buddy or share with the class.

Before they begin sharing...Review editing and revising

- T* I would like to encourage you to make revisions that are visible.
- T* That means you should cross out phrases to revise, not erase.
- T* A revision could make a sentence stronger or more specific.
- T* You may revise your work after sharing it with the class or upon hearing another student’s version.
- T* You should also be editing your work for: Spelling mistakes, punctuation marks, etc.
- T* Once you feel that your paper is your best work, and final product, turn it into me.

Give papers to teacher. These pages are their final product.

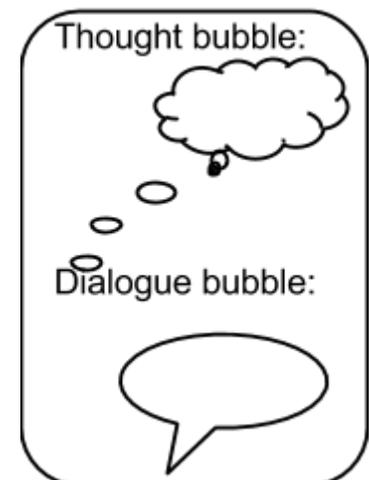
If time... Back side of paper: “Animation”

- T* We are going to create a cartoon strip describing The Crow and the Pitcher.



Checklist for Students

- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence



T The cartoon strip should have 3 to 5 boxes and have a beginning (introduction of characters), a middle (action showing a problem or conflict), and a conclusion (solution of the problem).

Call on 3 to 5 students to share their ideas. Annotate ideas on dry erase board or under a document camera.

Name: ANSWER KEY Date: _____

Exit Slip: Segment 4

“I will organize my key details and create a summary.”

Write a 5 to 7 sentence paragraph describing the crow’s character using key details. These sentences should make a summary. You may use your “graphic novel”, notes, sentence frames or explanations from previous papers.

 **Checklist for TEACHERS**

- I indented the first line only
- I started with a topic sentence (example: The author of the fable used key phrases to describe a crow who persevered to get a drink of water.)
- I used complete sentences
- I used transition words (initially, for this purpose, in fact, in conclusion)
- I used details from the text and placed the exact words from the text within quotes (example: The author also showed that the crow persevered by stating, “He found another pebble and tossed it into the pitcher... And another. And another. The crow continued...”)
- I finished with a concluding sentence (example: The author demonstrates that the crow never gave up, showing creativity and perseverance until he got a drink of water.)

 **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 16)

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.

Name: _____ Date: _____

Exit Slip: Segment 1

Write a Summary

Use details from the text and your “Notes” to write a 3 to 5 sentence summary regarding the fable’s moral.

“The fable teaches us that...”

Name: _____ Date: _____

Exit Slip: Segment 4

“I will organize my key details and create a summary.”

Write a 5 to 7 sentence paragraph describing the crow’s character using key details. These sentences should make a summary. You may use your “graphic novel”, notes, sentence frames or explanations from previous papers.



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: 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.)

Break Up Your Day: Buddy, Buddy!

FORMATION: Partners

EQUIPMENT: Paper

RULES/DIRECTIONS:

- Have partners ball up a piece of paper and place it on the floor.
- Ask the partners to pick up the paper using the body parts called out by the teacher: Elbow and elbow, Foot and foot, Knee and knee, Forearm and elbow, Foot and elbow, Knee and elbow, Forehead and back of hand, Toe and finger
- Students can place the paper ball back on their desks, or move it to other parts of the room.