

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, Key Details, Plot, Character Traits, Inference, Theme/Lesson, and Visualization (RL.4.1-4.4)

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.
- 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:** “The Crow and the Pitcher” (page 6) (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 8)

Protocols (page 7)

- 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 notating key details from the text.

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, “*The Crow and the Pitcher*”.

T First, we need to find four main events.

T We are going to read the fable and you are going to place stars by four events that drive the story.

T Please read the fable independently and identify the four main events.

Example of foldable divided into fourths:

#1	#2	Name
#3	#4	

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.

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 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.

 **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 8)


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

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 8)

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.)