

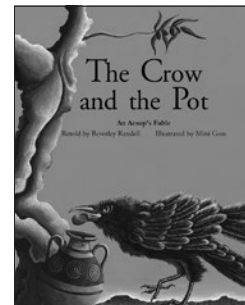
The Crow and the Pot

PM Level 13

Green

Text Type Narrative

Running Words 225



Preparing for Guided Reading

Orientation to the Text

- Partly fill a selection of plastic containers with water. Discover that water levels will rise when displaced by solid materials, e.g. metal, concrete, stone, clay, etc.

Prior Knowledge

- In this Aesop's fable, a thirsty crow finds some water in a discarded pot but is unable to get his head inside. The scientific accuracy and logic of this narrative encourages students to read for pleasure as well as information.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *away, from the tree, in the water, to the pot, a little way*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

beak, crow, head, stone, stones

Content Words

beak, drink, flew, stones, water, without

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title. Observe the Greek pot. Notice the narrow neck.
- Discuss how the illustration depicts a very hot and dry environment. Ensure that students understand that the crow is a 'big bird'.
- Observe how the crow inspects the inside of the pot by putting his head on one side. Predict what will happen next.
- Have students check their predictions before anticipating what the crow will do with the stones.
- Talk about the water rising only a 'little way' with each stone. Admire the crow's determination.
- Discuss two adjectives before a noun: *big black bird*.
- Identify words with blends: *crow, plop, black, stones, flew, tree, drink*.
- Revise irregular verbs: *fly, flew; make, made*.

Comprehension

- What did the crow want at the beginning? (*Literal*)
- Why was the crow a very clever bird? (*Inferential*)
- How did the crow get the water out in the end? (*Inferential*)

Follow-up Activities

- Let students experiment further with the containers and solid materials used during the orientation to the text. Have them write down their discoveries.
- Invite students to make a model of the Greek pot with clay.
- The crow and his actions are the focus of this story. Ask questions that will encourage students to explore the story in greater depth, e.g. ask about the crow's general appearance, actions, way of thinking, role in this particular story, etc. Write down students' ideas on a chart. Add illustrations.
- Make pictures of crows using a variety of collage materials. Remind students to look closely at the illustrations in their books.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up