

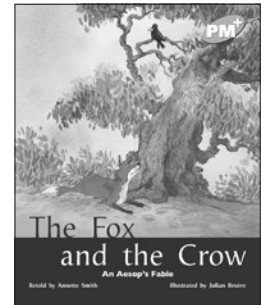
The Fox and the Crow

PM Level 17

Turquoise

Text Type Narrative

Running Words 331



Preparing for Guided Reading

Orientation to the text

- Re-read an Aesop fable, e.g. *The Lion and the Mouse* (PM Library Blue Level). Link the message of this fable to the way in which people sometimes behave.

Prior knowledge

- This is another fable by Aesop. It is about a greedy crow who is easily tricked by a cunning fox. The theme of the story, succumbing to flattery, may also be linked to ways in which people sometimes behave.

Building the Balanced Reader

Vocabulary

Key vocabulary

delicious, far, feathers, glad, lovely, shining, through, voice

Content Words

gobbled, hear, knew, landed, smelled

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations.
- Observe the farmhouse setting. Establish the time as the late 1800s. Recall that animals often talk in Aesop's fables.
- Discuss the meaning of 'safe' in the context of this text.
- Talk about reasons why the fox called the crow 'that silly bird'.

- Notice how the crow's feathers shine and sparkle in the sunlight. Discuss the meaning of 'puffed'. Observe the crafty look on the fox's face. Explain that foxes are very intelligent animals.
- Encourage students to anticipate what might happen next.
- Use the text to help students with their understanding, pointing out the phrases *the crow was very pleased* and *puffing out her feathers*.
- Write the two final sentences of the text on a chart. Relate them to the story and apply the moral of this story to other situations.
- Examine words in which the final consonant is changed: *beak, bean, beat*.
- Revisit compound words, e.g. *farmhouse, sunlight, inside*.
- Identify and discuss irregular past tenses, e.g. *fall, fell; fly, flew*.

Comprehension

- What did the crow see? (*Literal*)
- Was the crow male or female? How do you know? (*Inferential*)
- Why did the crow stop eating the cheese? (*Inferential*)
- How did the fox trick the crow? (*Inferential*)

Follow-up activities

- Assist students to build vocabulary lists describing the behaviour of the two main characters, e.g. the crow was greedy, hungry, surprised, silly, flattered, tricked, dismayed, etc. Ask students to write some of the words in sentences in order to show that they understand their meanings.
- As a shared group activity, help students write the story in play format. Refer to the plays in PM Traditional Tales and Plays (Orange and Turquoise Levels).
- In pairs, ask students to make masks that depict the two main characters. They can wear these as they retell the story to others.
- Re-read other PM Plus and PM Library stories about foxes.
- List food students classify as delicious. Ask them to rewrite the words in alphabetical order.
- On a chart, write interesting phrases from the story, e.g. '*He was very cross*', '*puffed out her feathers*', '*opened her beak to sing*'. Have students role-play the actions.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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