

# Cornerstones Lesson Guide

## *The Fox and the Crow*

This lesson guide is part of a two-week teaching unit, which is based on a program from the children's literacy series on PBS, *Between the Lions*. Electronic copies of this guide can be found at [www.pbskids.org/lions/cornerstones](http://www.pbskids.org/lions/cornerstones). The materials you will need in order to use the unit in the classroom can be found on our Web site.

The teaching unit was developed by the CPB/WGBH National Center for Accessible Media, as an outcome of the Cornerstones Project, which explored innovative use of technology to support literacy development for children who are deaf and hard of hearing.

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## **Lesson Follow-up**

You can find online games, writing activities, a video, and downloads at the Cornerstones Web site: [www.pbskids.org/lions/cornerstones](http://www.pbskids.org/lions/cornerstones)

# Overview of Lessons

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Please read through this entire guide before starting the unit.

Key words and essential concepts for understanding “The Fox and the Crow” are spread over six lessons. Each word has many dimensions; children should learn at least one beyond the word’s basic meaning in the story.

## Lesson 1

Words: crow, bird, beak, mouth, swallow, tree, woods

Concepts

- The story has two characters, a fox and a crow.
- The story is a fable (animals talk and behave like people; the story couldn’t really happen; one character learns something important).
- The story takes place in the woods.

## Lesson 2

Words: piece of cheese, tasty, delicious, smell

Concepts

- The story has a problem: The fox wants the cheese that the crow has securely in her beak, up in a tree.

## Lesson 3

Words: fox, flatter (flatterer and flattery) beware of, learn, lesson

Concepts

- The fox has a solution to her problem: She will use a trick, flattery.
- The fox flatters the crow by telling her she is beautiful, and by telling her she could be queen of all birds if she could sing.
- The crow learns a lesson: Beware of flatterers.

## Lesson 4

Words: proud, pride, queen

Concepts

- The fox’s solution (flattery) is beginning to work.
- The crow feels overly proud (causing her to lose her judgment).
- The crow falls for the fox’s trick. She wants to be queen of all birds.

## Lesson 5

Words: open, drop, sing

Concepts

- There is now an outcome (or resolution) to this story:

The crow drops the cheese (because she tried to sing). She feels sad and foolish.

The fox eats the cheese. She feels happy and successful.

## Lesson 6

Words: beautiful, gorgeous, tiny, easy, very

Concepts

Reinforce some of the key concepts in this story:

- The story has a lesson (can also be referred to the theme or the moral).
- The concept of flattery.
- The crow learned a lesson: Beware of flatterers.

### **Don't forget...**

to expose your students to the following high-frequency words and do a brief activity with some of the words every day. Try putting them into a spelling activity, incorporating them into print or cursive exercises, and writing short cloze sentences where students fill in each blank with an appropriate high-frequency word.

a	could	is	saw
all	did	it	she
and	had	not	so
as	her	of	that
at	if	one	the
be	I'm	or	up
big	in	out	with
but	into	said	

# **Using the *Between the Lions* Show**

The week before the unit starts, set aside a half hour to show the whole *Between the Lions* episode of “The Fox and the Crow” to your students.

Explain to the children that they will soon read “The Fox and the Crow,” which is the main story in the TV show. Also explain that the show takes place in a library which is run by a family of lions.

During the unit, you may want to show just the story from this program, or other, individual segments. Having seen the whole program, the children may be better able to put these segments into context.

Some segments from the *BTL* episode focus on prediction and on changing elements of the story: Near the beginning, pigeons model their prediction skills. They correctly predict, from the title, that the story will be about a bird, but they incorrectly predict that they will like it. They are surprised when the crow is tricked and they express their honest feelings about the book by carrying on a protest in the library.

Toward the end of the unit, you may want to show the whole episode again since by then the students will be better prepared to understand more of the show’s nuances and humor, and enjoy the program more.

## **Acquiring the Videotape**

“The Fox and the Crow” (this program only) has a stream of edited captions in addition to the regular, verbatim captions.

If you are a K–12 teacher or school librarian, you may record the program off air and use it for up to one year for educational, non-commercial use.

Educators can order *BTL* videotapes from:

WGBH Boston Video  
P.O. Box 2284  
South Burlington, VT 04507-2284  
800-949-8670

Cost is \$12.95, volume discounts available. The “Fox and Crow” videotape is item #WG35103.

To see the edited captions, select C2 or CC2 in the caption menu, generally available via the VCR’s remote control.

An ASL version of the story only is available on the Cornerstones Web site.

# The Daily Sequence

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Each lesson in this guide follows roughly the same format, below. To increase the benefits of the unit, this guide suggests that you follow specific instructional practices. Please familiarize yourself with *Teaching Strategies*, on the Cornerstones Web site.

## **Today's words**

a list of vocabulary words to teach

## **Today's concepts**

a list of concepts to introduce

### **1 Review**

Review material from the previous day.

### **2 Build word knowledge**

Use semantic maps, graphic organizers and other visual techniques that integrate text and pictures. Teach vocabulary conceptually and in depth, through experiences, illustrations and graphic organizers, and discussions and elaboration.

Add words, phrases and graphics to your classroom graphic organizers and semantic maps as the children deepen their understanding.

Overexpose the children to these words conceptually and in print throughout each day of the unit.

### **3 Present the story**

Use the original text or videotape. Pause at key points to focus on the concepts of the day. Model for the children, making your thinking visible.

Start out in the language or code the children are most comfortable with conversationally. Since you will tell and present the story several times during the unit, you may vary the format of the story, choosing from:

- telling the story yourself
- showing a video of the story taken from the *BTL* episode
- showing the ASL storyteller
- reading individual storybooks

### **4 Read the text**

Students must be able to read the text independently.

- a. Focus on a particular section each day.
- b. Teach the written language in that section and the conceptual meaning of the printed text.
- c. Students retell the portion of the story.
- d. Ask comprehension questions relevant to the focus of the day.
- e. Make sure each child has an opportunity to read the text that you focused on together.

## Follow-up

Enrich the students' experiences with the key words and concepts. Provide supplementary classroom activities, writing tasks, games, and worksheets from the Cornerstones and BTL Web sites.

## Writing

Children should write every day during this unit, at the very least, copying the key words, and for those who have the skills, writing original sentences and stories. Use interactive writing, in which children dictate to a teacher or aide, and the adult verifies the information with the children. Our online writing activities are suggestions, but if they do not match the skill levels of your students, substitute with writing activities of your own.

# Preview the Story

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- Identify the title, "The Fox and the Crow."
- Explain that the author, Aesop, wrote the story long ago.
- Explain that "The Fox and the Crow" is a fable.

Discuss any fables the class may have read in the past.

Discuss the role of animals in a fable: they take on the characteristics of people and they speak.

Something happens to one of the characters that teaches him or her something important about life. This is referred to as the lesson, or the moral of the story.

- Find out what the children already know about foxes and crows, and birds in general. Also find out what the children might know about flattery.
- Engage the children in an art project, encouraging them to use images and words to express what they know.
- Ask the children to predict what might happen if a fox and a crow met. Note that in the *BTL* episode, the pigeons make predictions about the story.

## Present the Story

Present the story in the language or code the children are most comfortable with conversationally.

Ask each student to retell the story in his or her own words. Accept whatever level of detail the students provide.

## Homework Assignment

- Find out the name of one kind of bird to share with the class.
- Bring in pictures/photos of various birds from a book or magazine.

# Lesson 1

## Today's words

crow, bird, beak, mouth, swallow, tree, woods

## Today's concepts

- The story has two characters, a fox and a crow.
- The story takes place in the woods.

## 1 Review

- the title of the story
- the words fox, crow, and flatter/flattery
- the story is a fable

## 2 Build word knowledge

## 3 Present the story

- Read the story or show a videotape.
- Make your thinking visible.

## 4 Read the text

Students must be able to read the text independently.

- Teach the written language and conceptual meaning of the printed text.
- Students retell the story.
- Ask comprehension questions.
- Each child reads the text.

Focus on the following sentences from the story:



One day a fox took a walk in the woods.



The fox saw a crow in a tree.

# Lesson 1 Word Knowledge

## bird

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- Ask the children what they know about birds. Elicit attributes that are unique to birds.
- Look through story books in the classroom and find birds in the illustrations.
- Ask the children if they know the names of any kinds of birds. Talk about the pictures they brought in.

### Kinds of birds

bluejay	cardinal	crow	owl	parakeet
eagle	flamingo	hummingbird	swallow	woodpecker
penguin	rooster	turkey chicken	duck	

- Compound words: birdbath, birdcage, birdhouse

## beak

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- Ask if students know any parts of a bird.
- Use the illustration in the *Activity Workbook* in *Teacher Resources* to label the beak and some of the other parts, for example, wing, feather, claw, tail, eye.
- Be explicit that only birds have beaks; on other animals, it is called a mouth.
- Using illustrations of different kinds of birds, point out that birds can have different kinds of beaks.

## crow

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- Tell the children a crow is one kind of bird. Explain that it is large and black. It is also noisy.
- Compound word: scarecrow

# Lesson 1 Word Knowledge

## mouth

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- Show an illustration of a human mouth and get students' ideas on what it is and its various purposes. Elicit the concepts of eat and swallow.
- Discuss that a bird's beak is what it uses to take in food the same way people and other animals use their mouths. Beaks are also multi-purpose tools.
- Discuss differences between mouths and beaks. Show pictures of both. Give each child a card with *mouth* on one side and beak on the other, and hold up pictures of animals' mouths and birds' beaks, asking children to show the appropriate word, *mouth* or *beak*.

## swallow

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- Explain that *swallow* has more than one meaning.
- Show different kinds of animals swallowing food.
- Show a picture of a swallow (the bird).

## tree

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- Ask the children what they know about trees.
- Look at trees outside. Point out different types of leaves found on trees, either with pictures or real leaves that you collect outside.
- Discuss that there are different types of trees, with different names (examples: pine, oak, maple, apple, cherry).
- Label a picture of a tree with the words: branch, trunk, leaf, roots, bark found in the Activity Workbook or have the students draw their own picture of a tree and label the parts.
- Compound word: treehouse

# Lesson 1 Word Knowledge

## woods

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- Explain that *woods* means many trees together.
- A woods is relatively small, while a forest is a larger growth of trees.
- The -s on the end of the word does not mean more than one wood.
- Explain that wood is material taken from a tree. Ask children to point out things in the classroom made from wood.
- idiom: knock on wood

### Compound words

- birdbath, birdcage, birdhouse, scarecrow, treehouse, cheeseburger, cheesecake
- Ask the children if they can guess what these words mean.
- Show illustrations of each word.
- Break up these compound words into the two separate parts and discuss the individual meanings. Note that except for scarecrow, the second half of the word carries the primary meaning, while the first half is more of a descriptor.

bird + cage  
bird + bath

tree + house  
cheese + cake  
bird + house

scare + crow  
cheese + burger

# Lesson 2

## Today's words

piece of, cheese, tasty, delicious, smell

## Today's concepts

- The story has a problem: The fox wants the cheese that the crow has securely in her beak, up in a tree.

## 1 Review

- Words: bird, crow, beak, mouth, swallow, tree, woods
- The two characters in the story
- The setting
- What makes the story a fable?
- Ask one student to read the story or the portion of story that the class focused on in the prior lesson.

## 2 Build word knowledge

## 3 Present the story

- Make your thinking visible.
- Read the story or use a videotape.
- Pave the ground for the concept of flattery, which is part of the following lesson. Ask the children what are some ways the fox could get the cheese. (She could politely ask the crow for it, or climb up the tree and grab it.) Ask students what they do when they want something. Do they always get what they want?

## 4 Read the text

- Teach the written language and conceptual meaning of the printed text.
- Students retell the story.
- Ask comprehension questions.
- Each child reads the text.

Focus on the following sentences from the story:



The crow had a tiny, but very tasty smelling, piece of cheese in her beak.



“Mmm,” said the fox, “that is one tiny but tasty smelling piece of cheese.”



The fox wanted that piece of cheese.



She had to think of a way to get the crow to drop it.

## Lesson 2 Word Knowledge

### smell

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- Discuss the five senses and what part of the body is used for each.
- Brainstorm things that smell nice—perfume, spices, foods, fresh air.
- Brainstorm things that smell yucky—rotten egg, other foods, skunk.

## Lesson 2 Word Knowledge

### cheese

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- Bring in some different types of cheeses or ask the children to bring in cheese. Let the children taste and smell samples of the different cheese.
- Point out that cheese comes in different colors and can smell different.
- Brainstorm different types of cheese.

American	cheddar
Swiss	muenster
provolone	jalapeno
mozzarella	bleu
goat	cottage

- Brainstorm foods made with cheese.
- Compound words: cheesecake, cheeseburger
- Expression: Say “cheese!”

### tasty & delicious

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- Point out that both words mean roughly the same thing. *Delicious* is a bit stronger.
- Brainstorm foods that are tasty/delicious and foods that taste yucky.
- In the story, the cheese is tasty-smelling.
- Include healthy foods as well as sweets.

## Lesson 2 Word Knowledge

### piece of

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- Have a whole item that you break or cut into pieces.
- Have some items that come in pieces, including food and common classroom items. Some examples are:

<b>Food</b>	<b>Classroom Items</b>
gum	paper
candy	chalk
cake	tape
pizza	string
bread	puzzle

- Ask the children for other foods and things that can come in pieces.
- Point out that a piece can be any size. It is either part of a whole, or one of many.
- Look for opportunities to identify things that come in pieces. Encourage the students to verbalize when they see a piece of something.

*“Oh look, I see a piece of paper on the floor.”*

*“Look over there, I see a piece of chalk on the shelf.”*

*“At lunch, Johnny had a piece of cake in his lunchbox.”*

- Expression: piece of cake (relates to *easy*, in Lesson 6)

### Follow-up

- Do the Five Senses Matching and Five Senses Writing pages in the *Activity Workbook*.

# Lesson 3

## Today's words

fox, flatter(er), flattery, beware (of), learn, lesson

## Today's concepts

- The fox has a solution to her problem: She will use a trick, flattery.

Note that flattery has two parts: First you flatter someone. If your flattery appears to have the right effect, then you ask for what you want. This concept continues into the following lesson.

Flattery, part 1: The fox flatters the crow by telling her she is beautiful and by telling her she could be queen of all birds if she could sing. (Note that the words in print queen, sing and beautiful will be covered over the next three lessons.)

- The crow learns a lesson: Beware of flatterers.

## 1 Review

- Words: piece of, cheese, tasty, delicious, smell
- Concept: The story has a problem: The fox wants the cheese that the crow has securely in her beak, up in a tree.
- Ask one student to read the story or the portion of story that the class focused on in the prior lesson.

## 2 Build word knowledge

## 3 Present the story

- Make your thinking visible.
- Read the story or use a videotape.

## 4 Read the text

- Let the children role-play being Fox and exaggerating praise for Crow.
- A full retelling should include the phrase, "The crow learned a lesson." It does not need to include the word flattery, as long as the concept of flattery is incorporated.

Focus on the following sentences from the story:



The fox looked up at the crow and said,



"Look at that beautiful bird!  
Oh! Is she gorgeous, or what?"

## Lesson 3 Word Knowledge

### fox

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- Discuss attributes and characteristics of a fox.
- Point out that in stories, foxes are often sly, which can mean clever, tricky, sneaky.
- When a person is being sly, we need to be careful and cautious around them. This is a good introduction to the word beware, that is part of the moral of the story— Beware of flatterers.
- Ask the children to draw a picture of a fox in its home (a den) in the woods.
- Idiom: sly as a fox

### flatter, flattery

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- Explain what flattery is. In the *BTL* episode, Theo defines it this way: When someone says nice things about you as a trick, just to get something from you.
- Have a class discussion about the meaning of flattery and different reasons that someone might flatter another person.
- Role-play different scenarios of people being flattered and why. For example: If you wanted to get an extra cookie from your mother, you might say, “Oh mom, you are the most beautiful mom in the whole world.” Or, “I really love that sweater you are wearing!”
- Remind children in the story, the fox has a problem and decides to use flattery to solve it. Point out that we often see the words “use flattery” together.
- Discuss different forms of the word and how they are used.  
You can use flattery.  
You can flatter another person.  
Someone can be a flatterer.

### beware of

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- *Beware of* is similar to: *Watch out for* and *Be careful*.
- Ask the children for things in their environment they might need to beware of. (This can be a scary discussion for some children, so you don’t need to dwell on it.) Some suggestions, including signs that children may see around them:

On a gate or fence, you may see a sign: Beware of dog!

Where there are lots of electrical circuits, you may see a sign: Beware of high voltage (electricity)!

On a mountain road, you may see a sign: Beware of falling rocks!

## Lesson 3 Word Knowledge

### learn

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- Discuss ways that you can learn something:

By instruction—Someone can teach you or show you, in a school and at home (for example, how to tie your shoes).

By experience—You can learn by experience and by making your own mistakes (for example, not to touch a hot stove).

By study (optional for this unit)—You can observe or study something on your own (for example, memorizing a poem or how to kick a ball).

- Give the children some examples of things you can learn through instruction. Ask for their own ideas.
- Give the children some examples of things you can learn through experience. Ask for their own ideas.
- Note that learn is something we do, and can have different forms: learned, learns, learning. Also, someone who learns is a learner.
- Some things are easy to learn, and some things are hard. Sometimes people say, “I learned the hard way.” For example, if you run on the ice, fall and break your wrist, you will learn the hard way not to run on the ice. Running on ice may be fun, but now you have to wear a cast on your wrist for six weeks.

### lesson

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- When someone sets aside special time to teach you a new skill, or shows you how to do something, that is a lesson. You can have a dance lesson or a math lesson, for example.
- When you learn something from experience, that is also a lesson.

If you go to bed really late, and you are tired all day the next day, you learned a lesson: Don't go to bed too late, because by staying up a couple extra hours, you're tired the whole next day.

If you skip breakfast, and you're hungry during class, you learned your lesson: Don't skip breakfast. If you don't take 15 minutes to eat breakfast before school, you may spend an hour or two feeling hungry.

- Some lessons in life teach you something very important. You can say that they are big lessons. They are not big in size, but big in importance.

## **Follow-up**

- Label the fox illustration in the *Activity Workbook*.
- Write a short story involving flattery.
- Try the hypermedia version of the story, found in the *Story* section of the Cornerstones Web site.

# Lesson 4

## Today's words

proud and pride, queen

## Today's concepts

(These concepts are a continuation from the previous lesson.)

- The fox's solution (flattery) is beginning to work.
- Flattery, part 2: The crow feels overly proud, causing her to lose her judgment and fall for the fox's trick. She wants to be queen of all birds and does what the fox suggests.

### 1 Review

- Words: fox, flatter, flattery, beware (of), learn, lesson
- Concept of flattery
- Concept of learning a lesson
- Ask one student to read the story or the portion of story that the class focused on in the prior lesson.

### 2 Build word knowledge

### 3 Present the story

- Make your thinking visible.
- Read the story or use a videotape.

### 4 Read the text

Let students take turns playing the role of the crow when she feels excessively proud. Make sure today's retelling includes the word *proud* or *pride* and the concept of excessive pride. Also include *queen of all birds*.

Focus on the following sentences from the story:



The crow puffed herself up with pride as the fox continued.



"I'm telling you if that bird could sing, she would be the queen of all birds."



"That's right! The queen of all birds. If she could sing that is."

## Lesson 4 Word Knowledge

### proud

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- Explain that proud is a feeling you can have when you've done something well.
- Tell the students things you have felt proud of, then brainstorm other things a person can feel proud of. Use the expression: "I am/feel proud of..."
- *Proud* can have a negative meaning. You can feel excessively proud, in an inappropriate way.
- In the story, the crow feels very proud about something she didn't do. The story says that the crow "puffed herself up with pride" to indicate that her feelings were excessive.
- Point out situations in books or from life in which someone was too proud.
- Another form of the word is pride. You can have or feel pride in something. In the story, the crow puffs herself up with pride. She has so much pride that she fills herself up with it, like filling up a balloon with too much air.

### queen

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- Talk about any books with a queen or king that the class may have read in the past and ask the students what they remember from the story.
- Explain that a queen is an important person who leads a country.
- Discuss what it means to be a leader and a person of some authority. Focus on the concept of queen, since our story doesn't have a woman leader, but rather queen is a metaphor for a character of great importance.
- Discuss *queen of all birds*.
- Introduce *king* and explain the difference between a king and a queen.
- Have the students make crowns with oaktag and shiny glitter.
- Role-play students being crowned king or queen for the day, maybe giving them special privileges, such as line leader, etc.
- Expressions: queen bee, queen of hearts

### Follow-up

- Ask students to write about:  
something they have been proud of.  
what they would do if they were queen or  
what the crow would do if she could be  
queen of all birds.

# Lesson 5

## Today's words

open, drop, sing

## Today's concepts

- There is now an outcome (or resolution) to this story:

The crow drops the cheese (because she tried to sing). She feels sad and foolish.

The fox eats the cheese. She feels happy and successful.

## 1 Review

- Words: pride/proud, queen
- Concept of pride
- Concept of being the queen of all birds
- Ask one student to read the story or the portion of story that the class focused on in the prior lesson.

## 2 Build word knowledge

## 3 Present the story

- Make your thinking visible.
- Read the story or use a videotape.

## 4 Read the text

Focus on the following sentences from the story:



The crow wanted to be known as the queen of all birds,



and so she opened her beak and let out a caw!



Unfortunately, she also let out the tiny piece of cheese.



The poor crow watched the tiny piece of cheese drop, drop, drop, and drop.



It did not stop, until it popped in the fox's mouth with a tiny kerplow.

## Lesson 5 Word Knowledge

### open

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- Role-play the act of opening and closing something: a book, the classroom door, a jar or bottle, a window, etc.
- Point out that *close* is the opposite of *open*.
- While *open* can be an adjective or a verb, *closed* is the adjective while *close* is the verb. If this may confuse your students, do not include the adjectives open and closed, only the verbs.
- Show that *open* comes in different forms: open, opens, opened, opening.
- Expression: Open sesame!

## Lesson 5 Word Knowledge

### drop

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- Hold up objects in the classroom and demonstrate the act of dropping them to the floor.
- *Drop* and *fall* can mean the same thing, but not always. Demonstrate the difference between drop and fall.

When you say, “I dropped the ball,” you cannot substitute fall. The key aspect of drop here is that someone does the dropping.

When you say, “The ball dropped onto the ground,” you can substitute fall. When drop doesn’t have an agent, it can drop or fall.

- *Drop* can be a noun or a verb  
Noun = the smallest quantity of liquid, or something small  
Verb = the act of falling; to let fall by releasing hold of
- Show items or illustrations of nouns with *drop*: gumdrop, cough drop, raindrop, drop of water, drop of glue.
- Expressions: Drop by for a visit. Drop off the books at the library.

### sing

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- Note the relationship of *sing* to *song*. You can sing a song. Students may be familiar with musical notes or a musical scale: do, re, mi, fa, sol, la, ti, do.
- Show different forms of the word.

*Sing* is something you do. Also: sings, sang, singing, sung.

A song is what you sing. Some well-known songs are the birthday song and the national anthem.

A singer is a person who sings.

## **—op words**

- Demonstrate and illustrate —op words:

—op words in story

drop                      hop                      pop(ped)                      kerplop                      stop

other —op words in *BTL* show

slop                      glop                      mop                      flop                      helicopter  
clop                      top                      cop                      plop                      bop

- Have students do the —op word matching activity found in the *Activity Workbook*.

## **Follow-up**

- Write about a favorite character from the story. This can be individual word lists and/or sentences, based on each child's ability.
- Write a letter from the fox to the crow explaining what she did and why.
- Character Matchup Game, one of the Printable Games in *Teacher Resources*.

# Lesson 6

## Today's words

beautiful, gorgeous, tiny, easy, very

## Today's concepts

Reinforce some of the key concepts in this story.

- The story has a lesson (can also be referred to the theme or the moral).
- The concept of flattery.
- The crow learned a lesson: Beware of flatterers.

## 1 Review

- Words: open, drop, sing
- Concept: The story's resolution is that the fox succeeds in getting the cheese.
- Ask one student to read the story or the portion of story that the class focused on in the prior lesson.

## 2 Build word knowledge

## 3 Present the story

- Make your thinking visible.
- Read the story or use a videotape.

## 4 Read the text

Focus on the following sentences from the story:



The fox swallowed and said,



"Ahhh! That was deliciously cheesy and surprisingly easy!"



And she ran off into the woods with a skip and a hop.



The crow realized that she had learned a very, very, very, very, very big lesson. Beware of flatterers.

## Lesson 6 Word Knowledge

### very

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- Explain that *very* can be added before an adjective to show emphasis; for example, “My dog is very cute.”
- Discuss other common statements with *very*:  
I love you very much.  
I am very tired.  
I am very sorry.  
I am very hungry.  
I am very happy.
- Have the students generate a list of short sentences using the word *very*.
- Elicit additional sentences using the previously taught adjectives: tasty, pretty, tiny, easy. Some examples are:  
“The ice cream is very tasty.”  
“The goldfish is very tiny.”  
“The rose is very pretty.”  
“My homework was very easy.”

## Lesson 6 Word Knowledge

### beautiful & gorgeous

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- List words that mean almost the same as *beautiful* and *gorgeous*.
- Discuss the difference between *beautiful* and *ugly*.
- Discuss and show illustrations of things children might consider beautiful; for example, a sunset, a rainbow, a butterfly, blooming flowers, a fireworks display, a baby, sparkling stars, a Golden Retriever. Note that different people can find different things beautiful. Use the expression “as beautiful as a \_\_\_\_\_.”
- Discuss and show illustrations of things children might consider ugly. You can look ugly by making an ugly face. If someone puts graffiti on a wall, they can make it ugly. Use the expression “as ugly as a \_\_\_\_\_.”
- Brainstorm beautiful things you can hear; for example, a voice, a song, music.

### easy

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- Discuss things that are easy for most people to do. Have students generate their own lists as well.  
  
drink a glass of water  
tie your shoes  
get dressed in the morning  
brush your teeth  
write your name
- Teach the phrase: “It is easy to \_\_\_\_\_.” Ask children to write down something that is easy for them, using this sentence starter.
- Point out that the opposite of *easy* is *hard*.
- Note that *easy* comes in different forms: easy, easier, easiest.

## tiny

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- Point out that *tiny* is a relative term. You may see a tiny elephant, but it's much bigger than a large dog. Brainstorm things that are tiny.
- Discuss other words that mean *small*.
- Have children bring in something tiny.
- Discuss and demonstrate the relationship between *tiny* and *enormous*. A visual way to show relative sizes is a continuum.
- Discuss other words that mean *large*.

**Note:** Remind students that *big* and *small* don't only refer to physical size. In the story, the crow learns a very big lesson, in which *big* refers to importance. Your birthday can be a "big day." You can have a "big idea," and others.

### Follow-up

- Unscramble
- Word Search
- Crossword Puzzle
- Story Mountain
- Cloze Activity

Find these in the *Activity Workbook*.

### Writing Activities

- Write a letter from the crow to the fox, explaining how badly she felt after being tricked. Make sure it includes a line about how she learned her lesson.
- Students can also change elements of the story and make their own version:

What if the bird were a turkey or some other kind of bird? Would the fox flatter it in a different way? What if the bird weren't up in a tree, but someplace else?