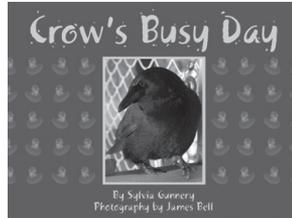


CROW'S BUSY DAY

By - Sylvia Gunnery
Photography by - James Bell
Genre - Recount
Set 18 - 355 Words

Building Anticipation – Setting the Context

Ask students to work in small groups and make a list of pets. Groups can then share their lists with the class. Children can share stories of pets that were not very satisfactory and pets they have really enjoyed. After the conversation about many different kinds of pets, explore the following riddle. Uncover one sentence at a time and after each sentence is read, have the students guess what kind of pet the sentence is describing. The conversation should include the meaning of the word *preen* which will be a new word to most children.



What am I?

- This pet likes to eat cat food, grapes, carrots, toast, apples and cheese.
- This pet can catch a ball or chase it.
- This pet plays with a rubber duck.
- This pet preens his feathers.

Introduction

Show the students the book *Crow's Busy Day* and read the title. Tell them that the pet the riddle was describing was a crow. Ask them if they are surprised. Why or why not? Read the first three pages to the students taking time to talk about how the crow became a pet. Draw attention to the following words: *horizon*, *weak*, *weeks*. Ask the students to read the rest of the story to find out what crow likes to eat and what the crow likes to do.

Discussion - Book Talk

Right there questions:

- Is this a fiction or factual book? How do you know?
- What are some facts you learned?
- What word did the crow say? What other words would you teach a crow?

Think and Search questions:

- What was the most unusual thing the crow could do?
- Why do you think that was the most unusual thing?
- What word did the author use to describe the sound the rubber duck made when it landed in the crow's water dish? Why did the author put that word in bold letters?

On your own questions:

- Why do you think the author wrote this book?
- Do you think the title is a good title for this book? Why or why not?

Can you think of other titles for this book?

What other information would you like to know about this crow? How can you find the answers?

What other birds can learn to talk?

Creative Response – Independent Practice

Write Riddles

Ask students to look back at the list of pets they generated and make up their own riddle about a pet. Students can ask each other the riddles or visit other classes to share their riddles. Compile the children's riddles into a class book of riddles. There are riddle books in the *Read Aloud Connections* that provide models for riddles.

Writing Workshop

Students make a comic strip showing the steps in crow's bath. Review the ordering words they will need to use i.e., *first*, *second*, *then*, *after*, *finally*, *at last*. Use the reproducible as an outline for the comic strip. Students can put Crow's comments in the speech bubbles.

Research Projects

As indicated in the *On your own questions*, students could research other birds that talk. Some might prefer to research how to train a pet, how to care for special pets, stories about unusual pets, bird stories or birds they might see in their own backyard.

Read Aloud and Poetry Connections

Crow Boy by Yaro Yashima, Penguin Books, 1976.

Jasper's Day by Marjorie Blain Parker, Kids Can Press, 2003.

Raven's Light retold by Susan Hand Shetterly, Maxwell MacMillan, 1991.

The Fox and the Crow by Arnold Lobel from *Fables*, Harper Collins, 1983.

Riddle Books by Marilyn Helmer, Kids Can Press, a series of riddle books. Titles include: *Critter Riddles*, *Yummy Riddles*, *Spooky Riddles*, *Yucky Riddles*.

Learning about Language – Focused Teaching

High Frequency Words - time, beside, long, behind

Interest Words - horizon, preen, perch, plunk, swirl, caw, flap, splash

Word Families and Letter Clusters - *ing* family

Structural Features of Words - Long *e* sound: *e* as in behind, *ea* as in clean, *ee* as in preen

Text Features - Onomatopoeia: caw, plunk, splash, flap, swirl, scratch

Comic Strip

