

THE FOX AND THE CROW

Retold by - Susan Burroughs

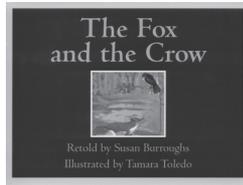
Illustrated by Tamara Toledo

Set 9 – 155 words

Building Anticipation – Setting the Context

Discuss the terms *fable* and *legend* so the children understand what makes a story a fable or a legend (see glossary).

Remind them of fables and legends they know such as, *The Shoemaker and the Elves*.



Introduction

Introduce the book by showing the cover and reading the title. Tell the children that: *The crow sees some cheese that he wants for his supper. A fox sees him and decides he wants the cheese.*

Give each child a book and show the illustration on page 3. Point out the words *fox*, *crow* and *cheese*. Have the children predict the letters and letter clusters for *flew* and *forest*.

Locate the words on page 4 to confirm their predictions. Take a few moments for an independent book walk. Then ask the children to read independently to find out if the Fox gets the Crow's cheese and how he did it.

Discussion – Book Talk

Ask: *Did the Fox get the cheese? How did he get it?* Have the children use the text to support their responses. Have them read what the red Fox said to trick the crow. Discuss: *If you were the crow how might you feel? Why?* Talk about the moral of the story. Ask: *Do you think you should trick others? Why? Why not?* What might the Fox have done instead? Encourage the idea of sharing.

Responding Creatively – Independent Practice

Children can:

- read the story expressively as a readers' theatre using the script on the reproducible master.
- find words in familiar books that begin with the blends in the chart (*cr*, *tr*, *ch*, *fl*). Record the words in a word booklet and highlight the blend.
- write a letter of apology from Fox to Crow for tricking him out of his piece of cheese.

Read Aloud Connections

The Jolly Postman, by Janet and Allen Ahlberg, Heinemann, 1986.

Three Aesop's Fables, by Paul Galdone, Thicknor and Fields, 1971.

Learning About Language - Focused Teaching

High Frequency Words	cried, take	Find the words in the book. Practice making the words with movable letters.
Letters and Letter Clusters	<i>Uu</i> – up <i>Xx</i> – fox <i>tr</i> – tree <i>cr</i> – cried, crow <i>ch</i> – cheese <i>fl</i> – flew	Find these words in the book. Find and record other words with the same initial consonant or letter cluster.
Onset and Rimes and Word Families	caw, paw, raw, saw, law fell, bell, sell, well, tell, crow, row, tow, mow	Use movable letters to put together and take apart new words made from these words. Record the new words you make.
Word Endings	<i>le</i> – table <i>er</i> – supper, <i>st</i> – forest	Find other words that have the same endings. Record the words you find.
Compound Words	today	Read around the room to find other words with <i>to</i> and <i>day</i> in them. Make a list.
Contractions	I'm, can't, let's	Practice using movable letters to make the two words which form each contraction.
Text Features	Bold font - please	Feature the bolding of a word in shared writing. Discuss why the author might do this.



The Fox and the Crow

Characters

Narrator, Fox, Crow

Narrator: *A crow sat up in a tree and looked down at a table.*

Crow: I can see some cheese!
Yum! I want cheese for my supper!

Narrator: *The crow flew down and got the cheese.
She flew to top of a tree.*

Fox: I can see a crow with some cheese!

Narrator: *The fox sat down and looked up at the crow.*

Fox: Hello Crow. You look very well.

Narrator: *The crow said nothing.*

Fox: Will you sing for me?

Narrator: *The crow said nothing.*

Fox: Please, will you sing for me?

Crow. Yes I will. Caw! Caw! Caw!

Narrator: *Down fell the cheese. Down to the fox.*

Fox: Yum! Yum! Yum! I liked your song, Crow!