

LESSON PLAN

CROW MADE A FRIEND

An I Like to Read® Book, Level D

written and illustrated by Margaret Peot

Try, try again is the lesson Crow learns as he works hard to make a friend.

Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read common high-frequency words by sight, identify problem and solution.

Guided Reading Level: D/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–2

Instructional Standards

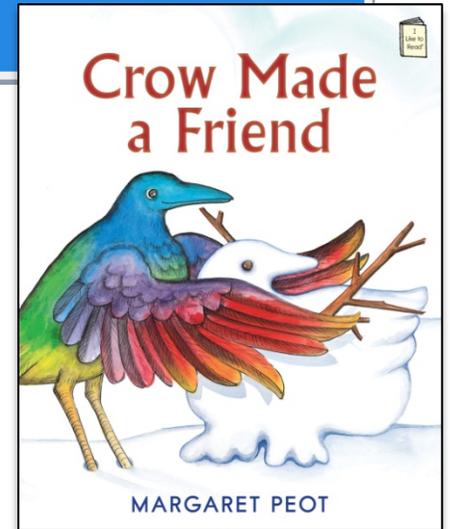
Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6



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Ages 4–8 • E-book available



BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write “Crow made a friend” on the board. Talk about what it means to make a friend. How does that make people feel?
3. Discuss a time when you made a new friend.
4. Introduce the comprehension strategy (problem and solution). Have students share personal examples and chart the responses.
5. Read the name of the author/illustrator. Discuss each role.
6. Take a picture walk through the book. Have students predict what the book is going to be about.
7. Write the vocabulary words on the board: **crow, alone, plan, sticks, crab apple, leaves, wings, friend, wind, blows, oh no!, new, piles, snow, pats, puts, made, sun, shines, bird, calls, use, make, nest, family.**
8. Invite students to identify the beginning sound for each word including blends: **cr, fr, bl, sn, sh.**
9. Write the words **make** and **made**. Ask students to explain when we use each.

Word Work:

Conjugating a verb is simply creating an orderly arrangement of its many forms. We use different forms of the same verb depending of the situation. For example, we can change the verb *walk* to *walks* and *see* to *sees*.

SEE:

- you: see
- we: see
- he, she, it: sees
- they: see

Invite student to give examples for each person. Chart responses.



10. Discuss the text type of the story. Ask students to use evidence from the illustration to explain why this book is fiction.
11. Read the book to find out who, what, where, when, and why (story elements).

DURING READING

1. Read the story aloud. Ask students to follow along as you read.
2. Remind students to point to each word as they read.
3. Read the story with the group (choral reading).
4. Have the students read the book independently.
5. Point out that each sentence begins with a capital letter and ends with a period.
6. Discuss the exclamation point in "Oh no!"
7. Ask the students how the illustrations and words help us understand what the story is going to be about.
8. Find the words that are repeated in the book (Crow made a new friend, Crow is alone again).
9. Who is telling the story?
10. Who is this story mostly about (main character)?
11. Where does the story take place (setting)?
12. Why does Crow make a plan? What is his plan?
13. What are Crow's problems? How does he solve each problem?
14. Why does Crow need to build a nest?

AFTER READING

1. How did the story change from the beginning to the end of the book?
2. Retell the story in your own words.
3. What kind of character is Crow? Do you think he is smart? Explain.
4. How do you think Crow felt in the beginning of the story (lonely)?
5. Find the place in the story where he felt happy.
6. Describe how the illustrations help you understand the story on each page.
7. Find "he" and "they" in the story. Who was the author talking about?
8. What did the illustrations tell you that the words did not?
9. What sound does a Crow make? Why do you think the bird was calling Crow?

Word Work:

Fill in the blanks with words from the story: **calls, shines, blows, pats, piles, plans, puts.**

- | | |
|-----------------------------------|--------------------------------------|
| • The sun _____ on the snow bird. | • The wind _____. |
| • The bird _____ Crow. | • Crow _____ in a seed. |
| • Crow _____ to make a friend. | • Snow _____ up. Crow _____ it down. |

Write the root word for each of the words above (**call, shine, blow, pat, pile, plan, put**).

1. Have students use vocabulary flash cards with a reading buddy. Go back to the story and find the words. Read the vocabulary words in and out of context.
2. Research other birdcalls. Create a class book of different birds and their calls.
3. Plan, design, and create a bird made out of recycled materials.
4. Write a sentence and draw a picture telling why you are happy for Crow.
5. Take a nature walk outside school. Look for different types of nests. Draw a picture of each in a journal.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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