



About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 640

Book Summary

Crows Share a Pie is a delightful story about sharing that also teaches students about fractions. Students will find not one, but eight crows that think sharing is a good thing. As the crows divide their pie into smaller and smaller pieces, the concept of fractions as parts of a whole is reinforced in both the text and the illustrations.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand a fiction story
- Identify main idea and details
- Identify spellings for *r*-family blends
- Recognize words that describe (adjectives)
- Identify synonyms

Materials

Green text indicates resources available on the website

- Book—*Crows Share a Pie* (copy for each student)
- Chalkboard or dry erase board
- Main Idea and details, *R*-family blends, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *equal, flapped, fourths, glided, halves, one-eighth, swooped*

Before Reading

Build Background

- Draw a word web on the board as students tell their favorite kinds of pie. Write the word *pie* in a large center circle, and add smaller circles attached with lines for each type of pie suggested. Point out that if all of the pies were real, there would be more pie than students could eat.
- Erase all but the center circle labeled *pie*. Ask students what they would do if there was only one pie and everyone wanted to have a piece. (Elicit cutting the pie into the same number of pieces as there are students.)

Preview the Book

Introduce the Reading Strategy: Retell

- Explain to students that one way to understand a book is to remember what happens so they can tell the story to someone else.

Lesson Plan *(continued)*

Crows Share a Pie

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Model retelling as you preview the book.
Think-aloud: Here's what I know so far. The title of the book is Crows Share a Pie. The front cover shows some crows and a pie. It looks as if one of the crows is cutting a piece of pie. Four crows and a pie are also on the back cover, so I'm sure that the book has something to do with crows and a pie. I'll have to read the book to find out.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Direct students to page 4 and point out the dialogue. Review or explain that quotation marks are used to enclose a speaker's words.
- As students read, they should use other reading strategies in addition to the targeted reading strategy presented in this section.

Introduce the Vocabulary


- Go through each page of the book with students. Talk about the illustrations and use the vocabulary they will encounter in the text. Ask students to talk about what they see in each picture. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Reinforce new vocabulary and word-attack strategies by pointing to an object in a picture. For example, ask students to point to the illustration of the pie on page 7. Ask students to say the word and tell what sound they hear at the beginning. Ask students to find the word on the page and to explain how they know that the word is *pie*. Ask students to look at the picture and decide if the word *pie* makes sense. Repeat with other vocabulary words if necessary. Remind students to look at the beginning and ending sounds in words and/or familiar parts within words to help them sound out the words.
- Encourage students to add the new vocabulary words to their word journals.
- As students read, they will use a variety of word-attack strategies.

Set the Purpose

- Have students read the book and think about how they can retell what they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 11. Tell them to think about what they will want to tell someone about the story. If they finish before everyone else, they should go back and reread.
 - Have students tell the parts of the story they would include if they were telling the story to another person.
 - Model retelling the story.
Think-aloud: I've read that a crow found a pie on a windowsill. Just as he was getting ready to eat it, another crow flew up. The second crow asked the first crow to share it with her. The first crow said he would, and they decided they would cut the pie in half. Just as they were getting ready to eat, two more crows landed on the windowsill. They asked the first two crows to share with them, which the first two crows agreed to do. They decided to cut each half into halves so each crow would get one-fourth of the pie.
 - Ask students what they think will happen next. Have them read the remainder of the story to find out. Remind them to think about what happens so they can tell the story to someone else.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Comprehension:** Discuss how thinking about what happened in the story to retell it keeps them actively involved in the reading process and helps them understand and remember what they read.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Main idea and details**

- **Introduce and model:** Review or explain that the main idea of a story is the most important idea in it. Sometimes the author tells what the main idea is, but most of the time readers use clues and details to figure it out. Remind students that details are words, phrases, or sentences that give the reader more information about the main idea.
- Direct students to pages 6 and 7. Read the pages with the students. Ask them to tell the most important idea (sharing). Have them look at page 6 as you point out the following details: *...enough pie for two ...you'll feel better sharing ...than ...getting a tummy ache from eating the entire thing.* Reinforce that finding the main idea and important details helps them understand and remember what the story is about.
- **Check for understanding:** Have students look at page 7. Ask them to find details that support the main idea of *sharing*.
- **Discussion:** Ask students how the illustrations helped them understand the story. Draw the “pie” on the board and have students tell you how to divide it into pieces. Discuss the facial expressions on the crows’ faces. Ask students how what they read in the story made them feel about sharing with others.
- **Independent practice:** Have students complete the [main-idea-and-details worksheet](#). Discuss their responses.



Extend the discussion: Instruct students to use the last page of the book to write a sentence or paragraph telling about the last time they shared something with another person.

Build Skills

Phonics: **R-family blends**

- Write the word *crow* on the board and have students find and read the sentence in which it is found on page 3. Ask students what sound they hear at the beginning of the word.
- Explain that in this word, the letter *r* comes after another consonant to form the *cr* blend.
- Write the following words on the board: *creep, crab, crash, crate*. Have students read the words. Ask volunteers to come up and circle the blends.
- Write the word *bright* on the board and have students find and read the sentence in which it is found on page 8. Ask students what sound they hear at the beginning of this word and what letters blend together to make the sounds. Ask a volunteer to come up and circle the letters that make the blend.
- Write the following blends on the board: *cr, br, dr, gr, pr, tr, wr*. Have students brainstorm words they know that start with each of the blends. Write the words on the board under the appropriate blend as students say them.
- Explain the [R-family-blends-worksheet](#), go over the example provided, and instruct students to complete the worksheet. When completed, discuss their answers.

Grammar and Mechanics: Describing words (adjectives)

- Direct students to the first sentence on page 3. Read the paragraph with students. Ask them to tell what kind of day it was (*delightfully sunny*), what kind of crow flew over the house (*large*), what kind of pie the crow saw (*big, freshly baked*), and how the crow felt about pie (*favorite*). Circle the words *sunny, large, big, baked*, and *favorite*. Tell students that these are all words that describe people or things. Explain that they can tell which one, how many, or what kind.
- Explain that the words *delightfully* and *freshly* are another kind of word that describes, but instead of telling something about a thing, they tell the reader more information about another word. *Delightfully* describes *sunny* and *freshly* describes *baked*.
- Write the following sentences on the board. Ask volunteers to circle the describing words in each one.

The black crow saw a large pie.

Oh boy, cherry pie!

"What a tasty-looking pie," said the big, black bird.



Select sentences from the book and have students take turns finding the describing word or words in each.

Word Work: Synonyms

- Direct students to page 7 of the book. Have them find and read the sentence in which the word *large* is found. Tell students that there are many words that mean the same things. Explain that instead of using the same word all of the time, they can choose another word. Ask students to think of another word for *large* (*big, huge, enormous*). Ask students if any of the new words make sense in the sentence.
- **Check for understanding:** Have students read the last paragraph on page 4 in which the word *delicious* is found. Ask them to think of another word that means the same or almost the same as the word *delicious* (*yummy, tasty*).
- Have students complete the [synonyms worksheet](#). Discuss answers aloud after they are finished.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Fantasy Writing Connection

Have students write a story about another favorite food the crow finds and shares with three other crows. Have students illustrate their stories and share with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Math Connection

Provide paper plates students can color like pies then cut and manipulate into halves, fourths, and eighths.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.

Lesson Plan *(continued)*

Crows Share a Pie

- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- use the reading strategy of retelling to understand and remember text.
- identify main idea and details in text.
- recognize *r*-family blends.
- identify words that describe.
- identify synonyms.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)