

PRIMARY
READERS

level

1

teacher's book

The Fox and the Crow

an Aesop's fable

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The Teacher's Book is written in American English. Where appropriate, the British English (**BrE**) equivalent of certain words and phrases appears in brackets.
e.g. colored ^[BrE] coloured

A crow is looking for food one day.

Oh, I'm hungry!



Aha! Look,
the farmer has cheese.

Shoo! Crow, go away.



The crow sits on a tree.



Mmm... Now I have
cheese for dinner!

A fox goes under the tree.

Aha! The crow has cheese.
I want it! I'm hungry.



Activity Page

1 Look and say.



crow



hungry



farmer



cheese



tree



fox

2 Who says what? Look, read and match.



Shoo! Crow, go away!



Aha! The crow has cheese! I want it!



Now I have cheese for dinner!

Activity Page

3 Read and circle.

1. The **crow** / **cheese** is hungry.
2. The **farmer** / **crow** has cheese.
3. The **farmer** / **crow** goes away.
4. The **fox** / **crow** sits on a tree.
5. The **crow** / **fox** goes under the tree.



4 Put a (✓). Who takes the cheese?



TEACHER'S NOTES

Primary Readers are designed to provide young learners at Primary Level with enjoyable reading material. They are carefully graded and the language has been carefully chosen to ensure that the Ss'* understanding of the text is not impeded by vocabulary and grammatical structures which are too advanced for their level. The story has been divided into four parts with two Activity Pages at the end of each part. A variety of activities such as comprehension, vocabulary, coloring [BrE colouring] and matching, as well as games, are included. This Reader can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the Reader, including a suggested lesson plan and a number of extra pre-reading and post-reading activities are presented below. The use of L1 is recommended, whenever necessary, in an EFL (English as a Foreign Language) classroom.

THE FOX AND THE CROW PRIMARY READER LEVEL 1

SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it.

It is also a good idea to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the Ss some general questions about the title and encourage them to guess what the story may be about.
- Have the Ss look at the cover of the Reader and ask them some general questions about it, e.g.:
 - Describe what you see.
 - Who do you think the characters on the cover are?
 - What are they doing?
 - How do you think they feel? Are they happy/sad? Why?
 - Is there anything strange or unusual about the way they look?

It is important to remember that, at this stage, you should not confirm or reject any of the Ss' hypotheses, nor reveal what actually happens in the story.

SUGGESTED LESSON PLAN

It is suggested that one lesson should be devoted to each part of the story and the corresponding Activity Pages. However a more flexible approach determined by the Ss' level and their specific needs can be followed. If time is limited, you can have Ss do some of the activities at home.

Before reading

- 1 At the beginning of each lesson, revise the previous part of the story by asking the Ss questions about the story so far.
- 2 Ask the Ss to guess what will happen in the part they are about to read.
 - Ask the Ss to look at the pictures and describe them. You may also ask them questions in order to help them, e.g.:
 - Who is in the picture?
 - Where is he/she/it?
 - What is he/she/it doing?
 - How does he/she/it feel?
 - Afterwards, they should be encouraged to guess what is going to happen next. Remember that all the Ss' answers and predictions should be accepted at this stage and make sure you don't reveal what actually happens in each part of the story.
- 3 Ask the Ss to keep their books closed and to listen carefully to the recording. Provide them with a reason to listen. For example, tell the Ss to listen in order to find out the name of a character or to focus on an event that takes place in the story. This will help them to concentrate. Play the recording. Then ask the Ss a few general questions about the part of the story that they have just heard, e.g.:
 - Who are the characters?
 - What are they doing?
 - Where are the characters?
 - What are they talking about?
 - How do they feel?
- 4 After the Ss have listened to the story once, refer them to the word list at the end of the book and familiarize [BrE familiarise] Ss with the vocabulary.

While reading

Ask the Ss to open their books. Play the recording again and pause at the end of each line to allow them to repeat it. Stop the recording whenever you feel it is necessary and ask the Ss questions to make sure that they have understood the main points. Explain new vocabulary and clarify any points which Ss have not understood.

After reading

Once the presentation is finished, it is important that the Ss do activities based on it, in class. Choose from the ideas suggested below.

*Ss = students

- Play the recording again so that the Ss feel confident that they have understood the story. Ask the Ss questions about the characters and the events that take place in the part of the story they have just read.
- Do the exercises on the Activity Pages. If Ss have problems with the vocabulary in the activities, refer them to the picture vocabulary and the word list.
- Ask the Ss questions that require a personal response, e.g.:
 - Do you like cheese?
 - Have you ever seen a fox or a crow?
 - What kind of food do you like to eat when you are hungry?
 - Do you think that you should believe everything a person says? What do you do?
 - Should you trust people only because they say nice things to you? Why / Why not?
- You can allocate roles and ask different Ss to act out that part of the story in pairs or in front of the class. At the beginning of the story, you can read the narrator's part and have the Ss play the characters' parts. Later on, you can assign the narrator's part to Ss as well.
- You can also ask Ss to draw the character / picture that appealed to them most in that part of the story.

AFTER READING THE WHOLE STORY

Once the Reader has been completed, it is a good idea to spend at least one lesson doing some post-reading activities in class. The following activities give the Ss an opportunity to check their understanding of the story in an enjoyable way, as well as providing an opportunity for revision.

THE FOX AND THE CROW - STAGING DIRECTIONS

Once all of the lessons in *The Fox and the Crow* have been completed, the Ss should read the book again and discuss the story. Special attention should be paid to any ideas Ss may have about the importance of not trusting flatterers. They might also want to discuss their interest in farming or in forest animals. There are two main characters in *The Fox and the Crow*, but there is still an opportunity for lots of Ss to take part in the play. The main parts are those of the fox and the crow. Another part is that of the farmer. Each scene has lines for a narrator, and these could be read by different Ss to encourage greater involvement. The Ss without a part can participate in the song at the end of the play or take up silent parts as trees or flowers in the forest.

Project: Character poster

Ask the Ss to choose one of the characters in the story and draw a picture of that character on a big sheet of paper. Ask them to write down several lines from the story, as well as their opinions of the character, in boxes or balloons all around the picture.

Game: Story Puzzle

Photocopy a few of the illustrations in the Reader and delete the text and page numbers. Ask the Ss to put them in the correct order.

Character card game

This game can be played by two to four players. Divide the class into groups so that all the Ss can take part. Prepare two packs of cards. The names of the characters in the story must be written on the first pack of cards. Write the characters' lines on the second pack.

Shuffle the cards in each pack and place them face down in two parallel rows. Each S* may turn over one card at a time in each row. If the cards correspond, i.e. a character's name and the same character's line, the S keeps both cards. If the cards do not correspond, they are placed face down again at the bottom of the piles. Then, it's the next S's turn. The game is over when there are no cards left. The winner is the S/group that has collected the most pairs.

Once the play has been cast, the Ss must begin to **memorize** [BrE memorise] their lines. Each actor should be given a copy of the scenes in which they have a part. The teacher should help the Ss highlight or underline their parts in order to **memorize** [BrE memorise] their lines. The aim of this play is to allow the Ss to have fun learning, so hours of rehearsal should be avoided - there is no need to produce a professional performance. As the Ss rehearse the play, they should be encouraged to be as confident and expressive as possible when they deliver their lines. The actors should be shown how to vary their intonation and pitch in order to express their character's feelings. The Ss should understand that each character is different, and they can help highlight these differences with their tone of voice and movements. It should be pointed out