



Kitten and Crow



Written by Melaina Faranda Illustrated by Lee Holland





Reading Tools

RETELL/CENTRAL MESSAGE

Identifying key details about the characters, setting, and events as we read can help us retell the story and understand the story's message.

- Where does the story take place?
- What happens first?
- What happens next?
- What happens after that?
- What is the story's main message?

IDENTIFY DESCRIPTIVE LANGUAGE

Authors use descriptive language to help us understand the characters and what is happening in the story.

- How does the author describe the characters in the beginning of the story?
- How do the descriptions help you understand the characters?

See **Talking Tools** on the inside back cover for support with talking about the text.

Kitten and Crow

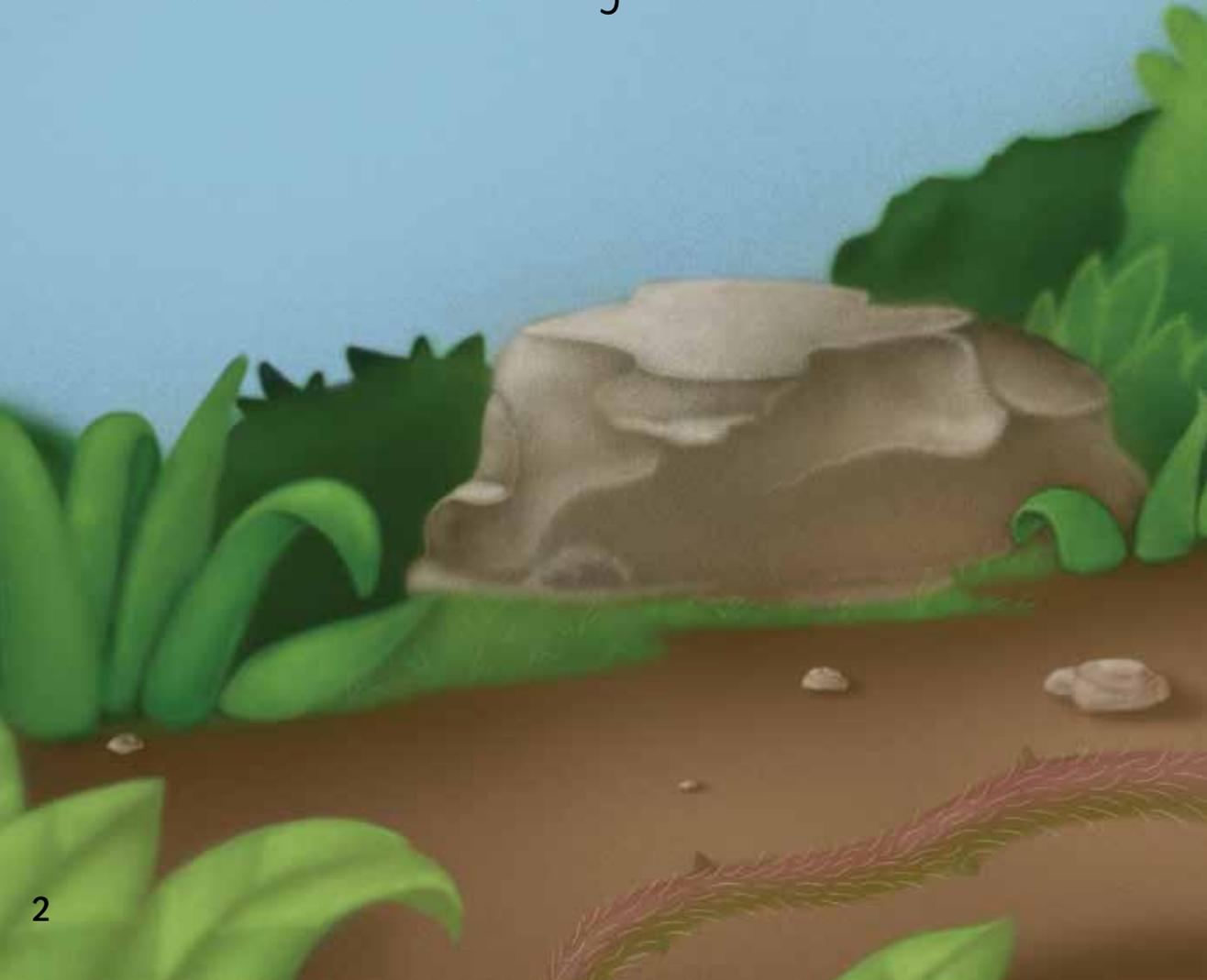


Written by Melaina Faranda

Illustrated by Lee Holland



The orange kitten was hungry and lost.
She had spiky burrs caught in her coat.
Too tired to go on,
Kitten curled into a tight ball.





A bird swooped down from a tree.

It was Crow.

He hopped from leg to leg,
watching with bright eyes.

He looked at the sad kitten, all curled up.

He knew she needed his help.







Collaborative Conversations

Use the **We Talk** graphic organizer.

WHAT DO YOU THINK?

- Was Crow a good friend to Kitten? Why?
- Do you think there were other ways for Crow to help Kitten? Explain why or why not.



TALK TOGETHER

- Listen closely to your friends' ideas.
- Ask questions about their ideas.
- Use examples from the story to explain your ideas.

Talking Tools

The story takes place in _____ .
First, _____ .
Next, _____ .
After that _____ and _____ .
The message of the story is _____ .

**RETELL/CENTRAL
MESSAGE**

The author describes Kitten as
_____ .
The author describes Crow as
_____ .
The words _____ tell me _____ .

**IDENTIFY DESCRIPTIVE
LANGUAGE**

Can you explain _____ .
I read on page _____ .
I noticed in the picture that _____ .

TALK TOGETHER

See **Reading Tools** on the inside front cover for support with thinking about the text.

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Kitten and Crow are best friends.
Kitten needs a new home. Crow wants to help her.
What will they do?

LEVEL G

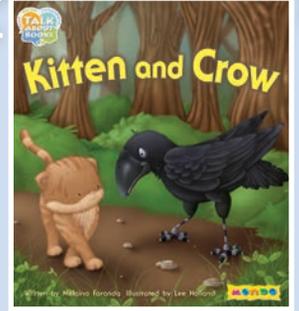
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Kitten and Crow



Grade 1 • Level G
Animal Story

Summary: Poor Kitten is hungry and lost. When Crow sees her, he tries to help. He offers a life with him in the woods, but that's not what Kitten needs. Determined to help his new friend, Crow finds Kitten exactly what she needs—a new home!

Vocabulary: takes place, first, next, after that, message



PURPOSEFUL TALK

During collaborative conversations, have students Turn and Talk with a partner first to give them the opportunity to share tentative thinking. This will help them build their ideas before sharing with the group.

READ

SESSION 1 Retell key details about characters, setting, and events to find the main message. (RL.1.2)

SESSION 2 Look for words that describe characters and events. (RL.1.4)

SESSION 3 Evaluate and form opinions about characters' actions. (RL.1.2)

TALK

SESSION 1 Talk to understand key details and the main message using academic language. (SL.1.1)

SESSION 2 Talk to understand descriptive language using academic language. (SL.1.1)

SESSION 3 Talk to evaluate characters' actions using academic language; listen with care. (SL.1.1a)

Session 1 RL.1.2, SL.1.1

Previewing the Text

Have the students read the title, author credit, and back cover.

Let's look at the picture on the front cover and read the description on the back cover. What do you think this book will be about? What details tell you that?

I think it will be about a kitten who needs a new home and a crow who wants to help her.

Prompts below increase in level of support from low to high. Use as needed.

SUPPORT COMPREHENSION Back Cover

What does the back cover tell you about Kitten? What does it say about Crow?

Let's reread the back cover. What words tell you how Kitten and Crow feel? What words tell you what they want to do?

EXPAND ACADEMIC LANGUAGE Back Cover

The back cover tells me important details. One important detail is....Try to share your idea again.

Let's put our ideas together. I think the book will be about a kitten who needs help and a crow who wants to help her. Now let's try it together...

Reading the Text

Introduce the Session 1 lesson focus and ask students to read pages 2–5.

When we read, we want to look for key details about the characters, the setting, and what is happening. Identifying these key details can help us retell the story and understand what the central message is. Let's read to page 5 to identify key details that tell about the characters, setting, and events.



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Mondo Publishing

THINK ALOUD



Let me reread this part to you. On page 2, I learn important details about Kitten. I read that she is hungry, lost, and has burrs in her coat. I read that she is tired. The picture shows her curled up outside on the hard ground. I bet she is not happy being alone.



To fuel students' engagement, give them an opportunity to react in an open way. Ask:

What did you think about this story?

RESPONSIVE SUPPORT



Sentence Frames

Adapt the Student Book sentence frames based on how the students share their ideas. This will keep a natural flow to the conversation.

Reading the Text (continued)

Encourage a discussion of what students have read.

What important details did we learn about characters and the setting? What important events happen?

The story takes place in the woods. I know that it is in the woods because I see plants and dirt and rocks. The first thing that happens is that Kitten is lost. Next, she goes to sleep outside. Then, Crow sees her and wants to help her.

SUPPORT COMPREHENSION Retell Key Details

Let's find words that tell about what Kitten is doing. Let's look at the picture. What do you think is happening? Who has an idea where she is?

Turn back and reread pages 2 to 4. Work together to figure out where kitten and crow are and what they are doing.

EXPAND ACADEMIC LANGUAGE Retell Key Details

You can use the phrase "The story takes place ____." to talk about the setting.

We have identified key events. Let's use sequence words to retell the events in order: First, _____. Next, _____.

Try using sequence words with me: First, Kitten was lost. Next, Crow finds her and decides to help.

If students can apply the learning focus, have them read pages 6–15. If not, use the Think Aloud above to provide additional modeling.

Discussing the Text

Ask the Wow! question to help engage students in the conversation. Then use academic language to retell the story and determine the central message.

We can use details about the characters, setting, and events to retell the story and to figure out the main message or the lesson the author wants us to learn. Who can retell this story? What do you think the main message is?

First, the characters meet. Then Crow tries to help Kitten. After that, Crow finds Kitten a home, and visits her there. The story's main message tells about helping friends get what they need.

SUPPORT COMPREHENSION Central Message

Let's talk about what Crow does at the end of the story and why.

Turn back and reread page 8 to look at what Crow thinks. Talk together about how it might be connected to the main message.

EXPAND ACADEMIC LANGUAGE Central Message

When we talk about a story, we can talk about the "central message," or the main message that the author wants to tell us.

We talked about how Crow helped Kitten. Let's try to say what we think the message is. You can say: The message of the story is _____.

As you wrap up, remind students that retelling key details about characters, settings, and events helps them better understand the story's main message.

Session 2 RL.1.4, SL.1.1

Returning to the Text

Ask students to summarize by telling what they think the book was mostly about.

Rereading the Text

Explain the Session 2 lesson focus to students before rereading.

Today, let's focus on the words the author uses to help us understand the characters and what is happening in the story. How does the author describe the characters in the beginning of the story? Are there words that tell what the characters look like or how they feel?

Discussing the Text

Encourage a conversation about the descriptive language in this story.

Let's look for words the author uses to describe what the characters do. What words does the author use to describe what the characters think? How do the descriptions help you understand the characters?

Work with students to identify specific words that help them understand what characters feel, think, and do. Remind students that understanding characters will help them understand the story better.

Session 3 RL.1.2, SL.1.1a

Collaborative Conversations

Use the What Do You Think? prompts in the student book to launch the collaborative conversation. Students can use the We Talk graphic organizer (p. 4) to help frame their thinking.

The *Talk About Books Guidebook* provides support for facilitating these conversations.

WHAT DO YOU THINK?

Evaluate Characters' Actions

Was Crow a good friend to Kitten? Why?

Yes, because he tries to give her food when she's hungry and doesn't leave her alone. Yes, because even though he wants her to stay with him in the woods, he knows she needs a different kind of home.

Do you think there were other ways for Crow to help Kitten? Explain why or why not.

Yes, he could have tried to find her something else to eat. Yes, he could have picked the burrs off her coat.

No, I think he did everything he could, because he tried giving her everything that he needs himself, like worms.



DESCRIPTIVE LANGUAGE

orange; spiky; too tired (p. 2)/bright eyes; sad kitten (p. 4)/snuggle (p. 8)

ACADEMIC LANGUAGE

Descriptive Language

The author describes Kitten as _____.

The author describes Crow as _____.

The words _____ tell me _____.

TALK TOGETHER

Can you explain _____.

I read on page _____.

I noticed in the picture that _____.



Write About It

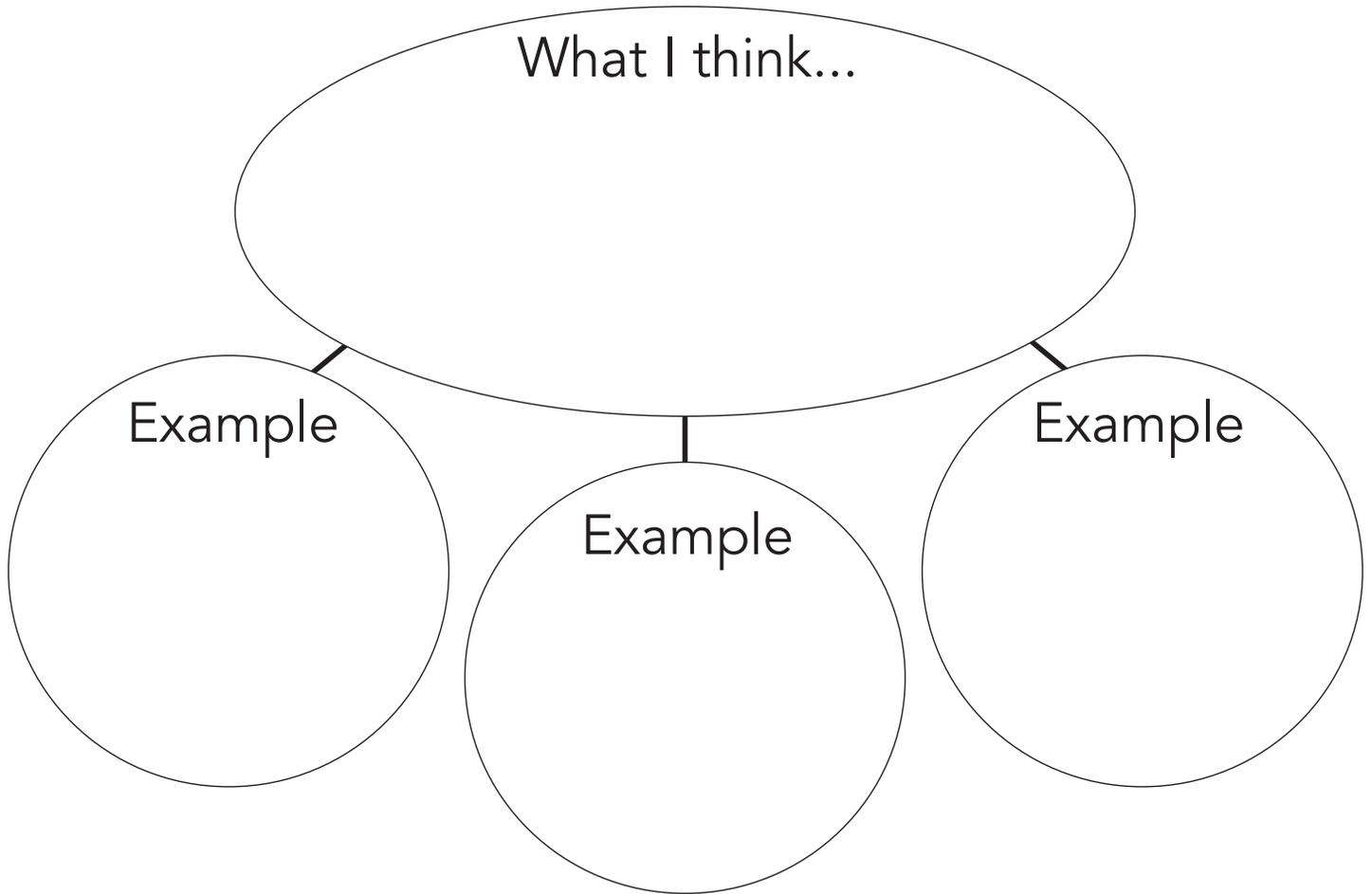
After the conversation, have students construct a written response to the first What Do You Think? prompt.

(W.1.8)



Kitten and Crow

Talk about how Crow was a friend to Kitten and why. Use examples from the story.



What do you think now? Did your friends change your thinking?
