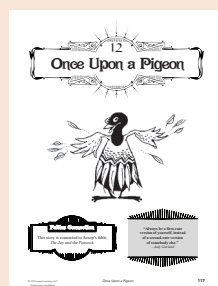


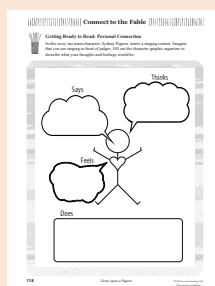


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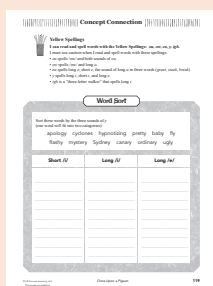
- Original Fable: *The Jay and the Peacock*
- Mentor Books: *Petunia* by Roger Duvoisin, Advice Columns



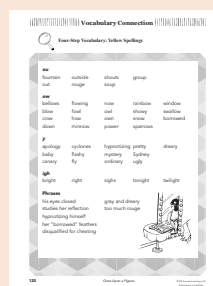
Page 117



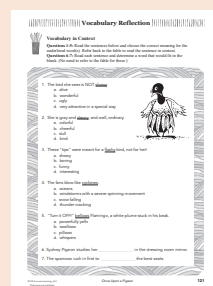
Page 118



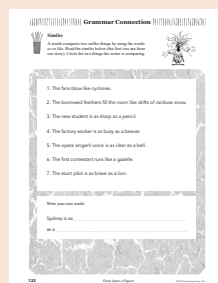
Page 119



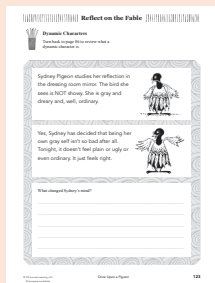
Page 120



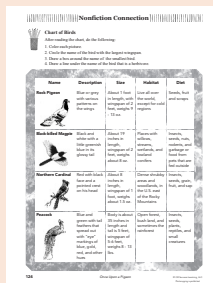
Page 121



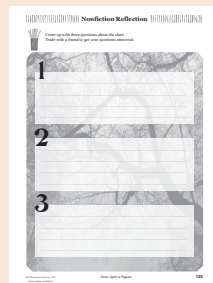
Page 122



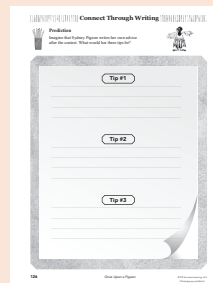
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Page 125



Page 126

Day One

Developing Schema and Activating Prior Knowledge

Introduction



Introduce students to the fable by looking together at the title page in the reader. Facilitate a discussion about the title and illustration and the connection between the two. Here are some suggested guiding questions:

Read the title.

Look carefully at the illustration.

What ideas do you have about this fable?

What do you know about these animals?

What do you think the setting might be?

Quote



Have students open their C&R Books to the corresponding title page (page 117 in C&R Book).

Read together the quote:

“Always be a first-rate version of yourself, instead of a second-rate version of somebody else.” – Judy Garland

Facilitate a discussion with this question: Why is it always best to be yourself rather than imitate someone else?

Classic Fable Connection



Share the Aesop Fable, *The Jay and the Peacock*. You may search the internet for various interpretations of this fable. Here is a brief summary:

Jay strolled by the yard where the Peacocks had walked. He spotted the beautiful feathers of the Peacocks; they had fallen when the Peacocks were molting. Jay picked up the feathers and tied them to his tail. The Peacocks soon discovered his disguise and began to peck at him. The other Jays were also quite annoyed with his deceit.

Say: “Think about the quote we discussed and the summary of this classic fable. Does this new knowledge support your earlier predictions and thoughts? Or, does it change your mind in any way?”

Connect to the Fable



Guide students in completing page 118, Connect to the Fable. Read the introduction with the students and discuss. Students will then complete the character graphic organizer. Answers will vary.

Day Two

Focus Word and Word Work with the Concept

Connect to the Concept



Have students turn to page 119 in their C&R Books. Read the top half of the page with students. Review the Yellow Spellings. The word sort is for the three sounds of *y* when it is a vowel sound: /i/ as in *gym*, /ī/ as in *shy*, /ē/ as in *candy*.

The answers are:

/i/	/ī/	/ē/
hypnotizing mystery (could also be in 3 rd column) Sydney	cyclones fly	apology pretty baby flashy canary ordinary ugly

Focus Word



Introduce the focus word, *ordinary*. This word means *commonplace; something that is not special or unusual*. Print the word on the board and the sentence from the story: “*She is gray and dreary and, well, ordinary.*”

Ask students to give 👍 Thumbs up, good example 👎 Thumbs down, poor example.

Riding the bus everyday was an ordinary event.

Her clothes were basic, plain, and ordinary.

The new and special dessert was very ordinary.

She was so excited as she prepared for an ordinary, once-in-a-lifetime party.

Have students turn to their partners and tell what is something that is ordinary for them. This would be something they would do everyday; it is not special or unusual. Then ask them to discuss something that is the antonym of *ordinary* – *extraordinary*.

Four-Step Vocabulary



Concept Words

Ask students turn to page 120 in their C&R Books. Use the following four steps to develop the students’ fluency in reading words:

Step One: Students read the words silently.

Step Two: Students read the word chorally with you.

Step Three: Say a word, students look, touch, and say the word.

Step Four: Give a definition, synonym, antonym, Cloze sentence for a word; students look, touch, say word. These words should be emphasized: *showy, bellows, dreary, hypnotizing, cyclones, sighs, flashy and apology*.

Phrases

Tell students to echo you as you read each phrase.

Day Three

Reading the Story

Guided Reading and Guided Comprehension



Students will silently read the fable (pages 97 to 104 in *Once Upon a Pigeon*). Instruct students to go back to the beginning to read again if they finish before others are finished.

Listen to each student read, and write a quick note about his/her reading:

- | |
|---|
| 3 – Student is fluent and accurate.
2 – Student is accurate but not fluent.
1 – Student is neither accurate nor fluent. |
|---|

Provide Pressure Release (2-2-2 Reading) for students who score a 2 or a 1. You begin Pressure Release on the 2nd error. Sit next to the student so that you can read into the student's ear. Read with the student. Place your pencil above the text as you read. Push the speed slightly as you model how to read accurately and fluently. Be sure to read in meaningful phrases and with expression. Read two or three sentences with the student. Then leave out two to three words that you know the student will successfully read. Gradually release the reading to the student.

Discuss the fable with the students. Use the comprehension questions at the end of this section. When you discuss the answers, encourage the students to use the text to support their answers. Use questions such as these:

What lines in the text support your answer?

What details in the text support your answer?

What did you read in the fable to make you answer this way? Please read this passage for us.

Day Four

Vocabulary, Grammar, and Narrative Elements

Vocabulary Reflection



Ask students to turn to page 121 in their C & R Book. Discuss answers with them and guide them to use the text to support their answers. For example, the word “bellows” means “powerfully yells.” In the text, Flamingo’s words are capitalized to indicate emphasis and yelling.

The answers are:

1. d 2. c 3. a 4. b 5. a 6. **reflection**, appearance, image 7. **claim**, find, take

Note: The answers for #6 and #7 are suggested words; you may accept any word that makes sense in the sentence. The word in bold is the actual word used in the fable.

Grammar Connection



Read together the top section of page 122 in the C&R Books. This page develops the students' understanding of similes.

Have students complete the page independently as appropriate. The answers are below.

1. fans – cyclones
2. feathers – drifts of snow
3. student – sharp pencil
4. voice – bell
5. contestant – gazelle
6. pilot – lion

Reflect on the Fable



Have students turn to page 123 in their C&R Books. Students will read two selections from the text that describe the main character.

Read and Reread the question. Underline key words.

Rewrite the question as the topic sentence.

Return to the text for to find supporting details.

Day Five

Nonfiction

Nonfiction Connection



Preview vocabulary: *various* (several, of different kinds), *wingspan* (distance between bird's outstretched wings), *regions* (areas), *conifer* (a type of tree with cones), and *crest* (tuft on animal's head).

Read the chart with the students.

Nonfiction Reflection



Have students complete the Nonfiction Reflection, page 125, on their own. Encourage students to write questions that require the responder to compare information. For example, students might ask a question that compares the description of the birds' coloring and markings. "What bird has the most colorful feathers?"

Day Six

Writing Prompt

Connect Through Writing



Page 126 in the C&R Book is an open response for students to complete independently.

Share stories with advice, such as *Petunia* by Roger Duvoisin, or a advice column for young people. Discuss what Sydney learned and how she might express this learning as advice. Here are a few examples:

Cheating hurts others, and it hurts you.

Being yourself makes you a winner.

It feels just right to be yourself.

It feels completely wrong to pretend to be someone else.

Questions for Reviewing and Connecting

In the Story

1. What is Pigeon reading in the dressing room at the beginning of the story?
2. What is Pigeon's goal from the start?
3. Why does Pigeon sneak into the hallway backstage?
4. What does Pigeon do to become more colorful?
5. What event ruins Pigeon's moment on stage?
6. What is Pigeon's punishment for what she's done?

Literal/Nonliteral

1. In this story, colors are used as symbols for power. When and where are colors mentioned in the story? When Pigeon takes the stage, how does the symbolism change?
2. How are temperature and weather used in this story to signify what is happening behind the scenes?
3. Look at the words describing Sydney's singing. How do the descriptive words here relate to other parts of the story?

Search and Find

1. What are the "tips" Pigeon reads at the story's beginning?
2. Describe the sequence of events from before the show to after the show. Include what is happening both inside and outside of the theater.
3. List the birds who become victims to Pigeon's plan. How and what does each lose?

In Your Head

1. Why does Sydney go to such great lengths to change herself?
2. Does Sydney deserve the cheering she received after she left the theater? Why or why not?
3. Why does Sydney decline when she is offered a colorful coat? What does this say about the changes in her character?

Writing/Art

1. Look through fashion magazines and collect examples of the fashion rules or tips for our times. Add to these by creating some of your own tips. Make a poster or magazine article and share your tips with others.
2. Write a story that picks up where this one leaves off – either immediately following Sydney's departure from the theater, or a month or year(s) later.
3. Create an advertisement which sells the idea of "Being Yourself." This can take the form of a poster, a magazine ad, or a commercial.

Comprehension Focus

Using the graphic organizer, describe the prominent trait of Sydney Pigeon.



What is the Moral of This Story?

Choose the answer that best reflects the moral or lesson of this story:

- a) The most valuable gems are often hidden in stone.
- b) Plan for rain but play in the sun.
- c) Your talent is your greatest calling.
- d) Be content with who you are; in this comfort, you may go far!