

# THE SCARECROW

LESSONS FOR:  
CHARACTER & THEME  
COMPOUND SENTENCES  
WRITING STANZAS  
VARY SENTENCES

GRADES 3-5



MENTOR TEXT  
CLUB  
by jivey

# Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

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*If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at [ideasbyjivey@gmail.com](mailto:ideasbyjivey@gmail.com).*

*I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey

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# You'll need: The Scarecrow by Beth Ferry

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Scarecrow</u> for enjoyment. Students will identify the main theme and provide evidence from the story that supports the theme. The friend of the scarecrow is the friend of the scarecrow.	Show students the mentor sentence. Discuss the meaning of the sentence. Notice about the sentence. Emphasizing the point of the compound sentence.	Students will write a response to literature, reflecting on what it means to be a friend of the scarecrow. <u>Scarecrow</u> .
DAY TWO	Students will identify the way the scarecrow changed through the story.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of compound sentences and conjunctions.	Students will combine simple sentences into compound sentences as well as simple sentences with compound predicates to work on varying sentences in writing.
DAY THREE	Students will identify theme of <u>The Scarecrow</u> and provide evidence that supports the theme.	Discuss how the sentence could be revised. Share the example and note the differences. Students should imitate the sentence and share.	Students will look at poetic fragments from <u>The Scarecrow</u> and learn why authors use the rules, then write their own three-line poems with fragments.
DAY FOUR	Students will identify theme of a Pixar short, <u>Kitbull</u> , and provide evidence that supports the theme.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will note details from the video to tell the story of the short, <u>Kitbull</u> . They will imitate the style and structure of <u>The Scarecrow</u> to tell the story.
DAY FIVE	Students will identify the theme of the Pixar short, <u>Kitbull</u> , and provide evidence that supports the theme.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will imitate the style and structure of <u>The Scarecrow</u> and write the story of the Pixar short, <u>Kitbull</u> .

# MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are not to use mentor sentences, I encourage  
Mentor Sentence (The Secret) to visit new websites to read and videos on  
Mentor Sentence (The Secret) to visit new websites to read and videos on  
Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the one that all the students have read, not point out the coordinating conjunction joining two simple sentences if they don't since this is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the conjunction, nouns (subjects), and verbs (predicates) to identify the compound sentence, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what you want to write about. Imitate the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will notice what they have learned with a guided assessment.

**Monday** - possibilities of things to notice  
 \*conjunction (for) joins two simple sentences  
 \*compound sentence  
 comma  
 contraction - He's = he has  
 compound word - woodland  
 proper noun - Scarecrow  
 descriptive - adjectives and adverbs

**Tuesday** - label the sentence  
 He's = he/has - pronoun/helping verb

**PREVIEW**

He's never had a single friend, for all the woodland creatures know not to mess with old Scarecrow.

complete subjects  
 simple subjects

complete predic  
 simple predica

**Wednesday** - possibility of revised sentence

He's never had a single friend in his field of gold, for all the woodland creatures know not to mess with old Scarecrow.  
 (added prepositional phrase)

**Thursday** - possibility of imitation sentence

He's never seen a single snowflake, for the boy's entire family lives in sweltering Miami.

He's never had a single friend, for all the woodland creatures know not to mess with old Scarecrow.

**PREVIEW**

~Th~ The Scarecrow

He's never had a single friend, for all the woodland creatures know not to mess with old Scarecrow.  
 ~ The Scarecrow

He's never had a single friend, for all the woodland creatures know not to mess with old Scarecrow.

**PREVIEW**

Crow spreads his wings,	and	he dips and soars.
Scarecrow feels pleased,	but	he also feels sad.
Crow must leave him,	for	birds must fly.
Scarecrow not		he's not so good

subjects

predicates



1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:  
He's never had a single friend, for all the woodland creatures know not to mess with old Scarecrow.

Choose one of the conjunctions to best fit the compound sentences:

for and but or so

2. Scarecrow stands in the field, and he scares the fox and deer.

3. The fox doesn't enter the field, for/so Scarecrow does his job well.

4. The crow could have broken new or maybe it had a better idea.

5. Scarecrow sees the crow in midair, so/and he rescues it.

6. They make the oddest pair, but/and indeed they are friends right from the start.

# TEXT EVIDENCE: MENTOR TEXT

Core Anchor Standards: RL.1

Duration: 45 MINUTES

Objective: Students will refer to examples in the text to prove characters' friendship.

Materials Needed:

The Scarecrow by John Green

Text Evidence Organizer

Actions: Read The Scarecrow to the students for enjoyment.

Lead a discussion about why this was an unlikely friendship (the scarecrow's job is to scare away crows, not take care of them).

Revisit the text to cite evidence of the friendship between the scarecrow and the crow, allowing students to "prove" the friendship. Re-read page by page, writing down the evidence to show the crow's proof of friendship.

PREVIEW



# The Oddest Friends

Give examples from the text that prove Crow and Scarecrow have a friendship.

Scarecrow saved the scared little crow who had dropped near him.

Scarecrow took care of the little crow in his own home to care for him.



They spend time together each day and Scarecrow is very kind to the crow.

Crow returns the following year and Scarecrow takes care of him by giving him food and shelter. Scarecrow is very kind to the crow and he is very grateful.

Crow trusts Scarecrow and brings his mate to lay eggs and raise their family with him.





# RESPONSE TO LITERATURE

Core Anchor Standards: RL.1, RL.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will relate the mentor text to their life

Materials Needed:

The Scarecrow by John Feron

Completed Text Evidence Organizer

Response to Literature Checklist

Response Prompt

Actions: Remind students of the evidence found in The Scarecrow that demonstrated qualities of good friends that were listed on the text evidence organizer. Review the organizer and assign qualities to each action (i.e.; helpful, loving, caring, fun, giving, rewarding). Discuss with students what it means to be a good friend- what actions are shown, how should they make that person feel, etc. (You could make a quick list on the board or have each student suggest to help some students who struggle to get started begin their response.)

Go over the checklist with the students for the response to literature to ensure that they include all of the key parts when they begin writing. Pass out the response prompt, or share on the board for them to write in a journal or separate paper. Allow students to use their completed text evidence organizer activity to help them include examples from the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# RESPONSE TO LITERATURE CHECKLIST

- ☐ summarize the text(s)
  - ☐ include title and author
  - ☐ only give important details
- ☐ restate the prompt/question, and answer
- ☐ make connections to the text(s)
  - ☐ provide specific examples from the text(s)
  - ☐ give personal or real world examples
- ☐ edit for errors
  - ☐ correct capitalization
  - ☐ correct punctuation
  - ☐ check for complete varied sentences

What does it mean to be a good friend?

The book, The Scarecrow by Beth Ferry, tells the story of a scarecrow who never had a single friend until one day when he saved a tiny crow that had fallen. It was his job to scare the crows from the field, but instead he chose to care for and raise this crow. The two were good friends because they helped each other and brought each other joy.

Just as Scarecrow cared for Crow and helped him, when someone is hurt or unsafe, a good friend will try to help. A good friend will also return the favor. In the book The Scarecrow, the crow repaid his friend's protection by lending him pole and stuffing. Friends should also enjoy each other's company by doing things they both like together, the way Scarecrow and Crow spent time together laughing and wishing on stars. A good friend tries to bring joy to others, like Crow did by returning to Scarecrow and giving him entertainment by having his funny little dance. Good friends also trust each other. In the book, Crow trusted Scarecrow to protect his family.

# Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes clear and relevant ideas about the text with the use and authority of the text</p> <p>Addresses the prompt</p> <p>Includes relevant supporting details</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text</p> <p>Addresses the prompt</p> <p>Includes relevant supporting details</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited relevant details</p> <p>Provides little to no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Effective introduction and conclusion</p> <p>Paragraphs are effective</p> <p>Paragraphs are organized with supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Paragraphs are mostly effective</p> <p>Paragraphs are organized with supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of paragraphs</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Writing is mostly free of errors</p> <p>Few errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Writing is ill-formed</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

# CHARACTER CHANGES: MENTOR TEXT

Core Anchor Standards: RL.3, RL.7

Duration: 30 MINUTES

Objective: Students will analyze character changes over time.

Materials Needed:

The Scarecrow by John Green

Character Change Activity

Actions: Ask students to reflect on the ways they saw Scarecrow change in the text.

The graphic organizer can be done together as the mini-lesson or can be given for students to complete after the discussion. Talk especially about the feelings Scarecrow experienced through the story to show changes.

Link this activity to independent reading or small groups by having students note the way a character in their own book (current or previously read) changed in the story.

They can write a story, notes to give you, or a letter to the door.

# THE SCARECROW

What were the actions and feelings of Scarecrow through the seasons?

First Autumn  
and Winter

Scarecrow stands in the field and the crows are being alone and scaring the animals. He's never had a friend.

First Spring

Scarecrow saves a tiny baby crow. He keeps Grow safe and warm, and they become friends. He is pleased and proud of Grow when he learns to fly.

First Summer

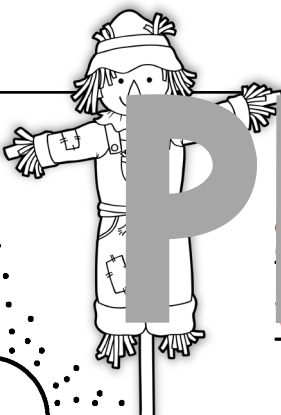
Scarecrow watches Grow fly away and leave him.

Next Autumn  
and Winter

Scarecrow is alone and has a broken heart.

Next Spring

Scarecrow is filled with joy when Grow returns to him. He guards eggs Grow and his mate have laid. He is happy again and feels love for his friends.



How did Scarecrow change?

Scarecrow realized his life was better with friends and would rather not be alone all the time.

# COMBINING SENTENCES

Core Anchor Standards: L.1, L.3, W.4, W.5

Duration: 30 MINUTES

Objectives: Students will produce compound sentences by combining simple sentences.

Materials needed:

The Scarecrow by L. Frank Baum

Combining Sentences activity

Actions: Link this lesson with the interactive activity from mentor sentence time where they combined two simple sentences.\* Remind students of the rhythm of The Scarecrow due to the varied sentence structure that the author used. Some good examples are: *No one enters. No one dares. Scarecrow stands alone and scares the fox and deer, the mice and crows. It's all he does. It's all he knows.*

*He never rests. He never bends. He's never had a single friend, for all the woodland creatures know not to mess with old scarecrow.*

Discuss how the varied sentence structure makes the story more interesting, giving the text a rhythm with three-word simple sentences followed by a longer sentence (and the four-word simple sentence in the first example). Show how in the first example, the original sentence could have been made simpler: *Scarecrow stands alone. Scarecrow scares the fox and deer. Scarecrow scares the mice and crows.* Point out the compound sentence (also the mentor sentence) in the second example connects two ideas to show WHY he has never had a single friend.

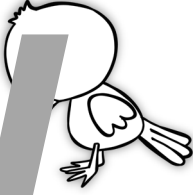
Also explain to students that writing should not be all compound sentences either just because we can combine simple sentences. For example, "No one enters. No one dares." gives emphasis to the scarecrow always being alone and scares the animals. "He never rests. He never bends." emphasizes how he takes his job seriously.

Allow students time to work on the combining sentences activity, and then check together as a group to share out their ideas for how they combined sentences. (They could work alone or with a partner to complete the activity.)



# Combining Sentences

Use coordinating conjunctions to combine simple sentences. Sometimes, a compound sentence can be created, and sometimes a longer simple sentence can be created with compound subjects or compound predicates.



*These two make the oddest friends. Friends they are, right from the start.*

*These two make the oddest friends, but friends they are, right from the start.*

*Scarecrow sags alone. Scarecrow stares. Scarecrow sags alone and stares.*

Combine these simple sentences: **accept reasonable answers**

1. He will peek out at the farm. He will perch on Scarecrow's arm.

**He will peek out at the farm, and he will perch on Scarecrow's arm.**

**He will peek out at the farm and perch on Scarecrow's arm.**

2. He bends down low. The tiny baby crow is saved.

**He bends down low, and the tiny baby crow is saved.**

**He bends down low and saves the tiny baby crow.**

3. Crow spreads his wings. Crow swoops inside.

**Crow spreads his wings, and he swoops inside.**

**Crow spreads his wings and swoops inside.**

4. There are five small eggs. Scarecrow guards them.

**There are five small eggs, so Scarecrow guards them.**

**Scarecrow guards the small eggs.**

# THEME WITH TEXT EVIDENCE

Core Anchor Standards: RL.1, RL.2

Duration: 30 MINUTES

Objective: Students will determine the theme with text evidence.

Materials needed:

The Scarecrow and the Boy

Theme Activity

Actions: Have students summarize the book in a discussion to make sure they can recall the main idea and key details of the story.

Lead students in a discussion to get to the theme of the story by reviewing the character of the scarecrow. Touch on the changes they recognized from the day before, and also what they feel Scarecrow learned and how he grew in the story. (At first it was his job to be alone and scare others away. His decision to care for the crow who had fallen rather than scaring him away was the first major change. Caring for the crow gave him joy and made him feel proud. When the crow flew away, he realized that he didn't belong and needed care for the crow. Scarecrow then grew and his love for others grew.)

Allow students time to decide what the message, or theme, of the book is based on what they just discussed. Remind students that the theme isn't stated outright in the text, but we can infer what the author hopes we take from the story based on what characters learn and how they grow. Some examples of themes that would work for this story are: **Life is better when you have a friend. Friendship overcomes loneliness. Unlikely friendships can be the most fulfilling. Showing kindness and compassion rewards the giver and recipient.**

Work together on the theme. Use the discussion to help you. Give the students the activity to complete with a partner (to be able to discuss the evidence).

# THE SCARECROW



theme:

unlikely friendships can be  
the most fulfilling

evidence:

Long before the story begins, Scarecrow knew that he would be the only crow into his life and care for him.

evidence:

Scarecrow returns the favor Scarecrow's care by finding his way and ridding the land of the witch.

evidence:

Crow trusts Scarecrow and returns to him for his care to lay eggs. Scarecrow has a safe place for his family, and Scarecrow has the friends to love and care for.

# POETIC FRAGMENTS

Core Anchor Standards: L.3, W.4, W.5

Duration: 30 MINUTES

Objectives: Students will review fragments that were used for emphasis in the text and create their own poetic fragments.

Materials needed:

The Scarecrow by Beth Ferry

Poetic Fragments activity

Actions: No doubt, you have probably worked hard to ensure your students write in complete sentences and to avoid fragments... but sometimes, we see an author break the rules and include fragments, just as Beth Ferry did in The Scarecrow. Discuss with students how, when used properly in writing, these fragments can emphasize a thought, feeling, or image. This helps the reader feel as though they are there, or gives them a better visual in their mind of a scene.

Look at the winter poem as an example:  
*Broken heart. Broken pole. Nothing fills the empty hole.*

Allow students to share what the sentence fragments do for them as a reader. (Helps them feel sad for the scarecrow, helps them visualize the scarecrow alone and broken physically and emotionally)

Then look at the spring page near the end:

*Joyful hearts. Brimming hole. A friend will mend a broken pole.*

Discuss how the spring fragments are the opposite of the winter verses, and how they help us feel differently and visualize joy and friendship. Look at the poetic fragments activity. Give the example a harder instance seasonal description and allow students to create their own seasonal poem with fragments.

*take a fresh look:*

Students could write three-line poems for summer and winter as well.

# POETIC FRAGMENTS

autumn

*Autumn sun is shining.  
Haystacks rolled in gold.  
Scarecrow guards the fields of gold.*

What does this help you visualize?

The warm sun is shining on a scarecrow's field where all of the crops have begun to dry up and turned to hay (nothing is green, instead gold).

What does this help you visualize?  
haystacks and fields of gold

spring

*Flowers blooming.  
Fields of green.  
Five small eggs are tucked, unseen.*

What does this help you visualize?

Plants are newly growing and blooming, and new life is waiting to be born in a nest that is hidden away.

What does this help you visualize?  
blooming, green, and five small eggs

Write your own three-line poem about autumn including fragments:

*Orange pumpkins.  
Leaves falling.  
The crisp and telltale wind.*

Write your own three-line poem about spring including fragments:

*Eggs cracking.  
Peeping sound.  
New life bubbling all round.*

# THEME USING VIDEO

Core Anchor Standards: RL.1, RL.2, RL.7, RL.9

Duration: 45 MINUTES

Objective: Students will view another story (video) with a similar theme and support the theme with evidence.

Materials Needed:

Kitbull Pixar short (available to play for free) <https://www.youtube.com/watch?v=Z3Q6Hh31300>

Theme Activity

Actions: Discuss with students how the difference between summary and theme is that a summary is specific to one story, but a theme can be seen across many stories.

Remind students of the theme(s) from The Scarecrow.

Let students know you are going to show a Pixar short that has a similar theme to The Scarecrow. Direct students to pay close attention to how the two stories are similar (the book and the movie) even though they have two very different plots, characters, etc. FYI, the video is about a stray kitten who needs a home. The story involves a pit bull who is being rescued and adopted. You may want to discuss this with your students to prepare them for the short. Although it is a new world, and truth helps create a new world, the story is about a kitten who is being rescued and adopted.

After playing the short, allow students time to share what they recognized that was the same and different about the two stories – discussing all story elements and especially focusing on how the kitten changed in the video (He was fiercely independent and wanted to be left alone until the pitbull helped him, and he realized that the pitbull needed his help, too. Their friendship opened the kitten's heart to a human, who he ignored at the beginning, which helped them find a loving family.). Then ask them to reflect on the themes of the two stories. (The two stories were similar specifically in the rewards of friendship and rewards of showing kindness.) Have students complete the theme activity with a partner to cite evidence from the video that supports the theme. \*You may have them support the theme from the day before, or write a new sentence that represents the theme of the video.\*\*

# KITBULL

theme:



unlikely friendships can be  
the most fulfilling

PREVIEW

evidence:

The dog never  
kitten was not  
even though the kitten  
had already made it  
clear he didn't like him.

evidence:

the dog realized the  
kitten is hurt and needs  
help, so he shows  
the dog how to escape  
the yard so he  
wouldn't be hurt again.

evidence:

The kitten allows the dog to stay with him  
and stays and never leaves him and  
he approaches by himself to show the  
dog his friends, so both were adopted by a  
new family.

PREVIEW



# VIDEO DETAILS

Core Anchor Standards: W.3 W.4, L.1, L.3

Duration: 30 MINUTES

Objectives: Students will recall details from the video short to begin writing the story with a similar style and structure of the mentor text.

Materials needed:

Kitbull Poem Short (available to play on class) <https://www.youtube.com/watch?v=A25G0h0k8e0>

notebook paper or journal

The Scarecrow by Beth Perry

Actions: Have students take a few minutes to write down notes about as many details as they can remember from Kitbull. This could be descriptions of the characters, or things they recall about events in the video short.

Let the students know they will be writing the story of the video short, Kitbull. You should play the video again for the students, and tell them during this viewing, they should write down as many details as they can about things they notice to help give them the specifics they need to write the story.

Show students the first page of The Scarecrow and discuss how this first stanza poem stanza describes the opening scene. Ask students to describe the opening scene of Kitbull. Work together to imitate the style and structure of that first page of the mentor text using the video short, including fragments and a complete sentence.

(Example: Woman's whistle. Stolen fish. Kitten sneaks to his pile of rubbish.)

Continue working together to write the next scene, or allow them to get with a partner to write another stanza. This time, display the next page of The Scarecrow to show the students they should write two simple sentences that start the same, one longer simple sentence with a compound predicate, and two simple sentences that start the same again.

(Example: His box is cozy. His box is snug. Kitbull climbs in as quiet as a dog and struggles down for a while. He never had a lot of experience never had a lot of how some students to share the stanza they worked without you. Let them know they will be writing tomorrow to finish the story.

**\*\*If rhyming is too hard for students, don't make it a requirement.\*\***

# ASSESS LEARNING

Core Anchor Standards: RL.1, RL.2, RL.3

Duration: 15 MINUTES

Objective: Students will demonstrate understanding of character and theme.

Materials Needed:

Two Little Kittens and a Character Check Assessment

Actions: Have students use the assessment to assess understanding.

## Answers:

The theme of a story is:

- a. the main idea and details.
- b. the way a character changes.
- ☒ c. a message that can be seen in other stories, too.
- d. the summary of events.

How did the kittens change in the poem?

They were quarreling and fighting over a mouse in their woman's house until they were swept into the cold and snow. They realized it was silly to fight.

What is the theme of Two Little Kittens?

- a. Two kittens were quarreling but learned it was better to sleep.
- ☒ b. Quarreling over small things can cause bigger problems.
- c. The old woman didn't like the kittens fighting in her house.
- d. Never fight on stormy nights.

Give two details from the poem that provide evidence for your answer.

1. The kittens were quarreling over a mouse and neither was winning.
2. The two kittens were swept out of the room into the snow.

## Two Little Kittens

Two little kittens, one stormy night,

Being quarrelsome and out of sight,

One had a mouse, the other had none,

And that's the way the quarrel begun.

"I'll have that mouse," said the biggest cat;

"You'll have that mouse? We'll see about that!"

"I will have that mouse," said the eldest son;

"You shall not have the mouse," said the little one.

I told you before 'twas a stormy night

When these two little kittens began to fight.

The old woman seized her sleeping room,

And swept the two kittens right out of the room.

The ground was covered with frost and snow,

And the two little kittens had nowhere to go;

So they laid down on the mat at the door,

While the old woman finished sweeping the floor.

Then they crept in, as quiet as mice,

And sat with the snow, and cold as ice,

They said it was better, that stormy night,

To do and sleep than to quarrel and fight.

# COMPLETE THE VIDEO STORY

Core Anchor Standards: W.3 W.4, L.1, L.3

Duration: 45 MINUTES

Objectives: Students will write the story of the video short with a similar style and structure of the mentor text.

Materials needed:

Kitbull Pixar short film (ability to play in class) <https://www.youtube.com/watch?v=AZwVwLWU858>

notebook paper or journal

The Scarecrow by Beth Ferry

Actions: You might want to play the short one last time so that it is fresh on their mind. Allow students to take notes of any details they might have missed on the previous day that could help them write the story.

Continue working together to write the next scene about the dog's arrival, or allow them to get with their partner to write this stanza. Display the next double page spread of The Scarecrow to show the students that they should write TWO stanzas with two simple sentences that start the same and one compound sentence, and then fragments followed by two simple sentences. (Example: Car brakes squeal. Car lights up. Kitten's black fur stands on his spine, for he hears the bark echoing through the pitch-black dark. / Slobbery mouth. Big pink nose. Kitten's claws extend from his toes. Pitbull only wants a friend, not a chain with an end.) Allow some students to share their stanza if they worked without you.

Let them know they should continue the story. They can choose to use any of the structures of the four stanzas they have practiced to finish the story. Make a list of the important scenes they should include to be sure they tell the whole story. (playing with car, car turning for the first time, injured from the fight, stuck in the plastic net, kitten's fear of pitbull, playing together, escape over the fence, friendly woman in the street, ending scene.)

**\*\*If rhyming is too hard for students, don't make it a requirement.\*\***

## Kitbull

Woman's whistle.

Stolen fish.

Kitten sneaks to his pile of rubbish.

His belly is empty.

His belly is empty.

Kitten climbs in the quiet of a bug  
and struggles down to a lap.

He's never had a friend. He's never had a lap.

Car brakes squeal.

Car lights shine.

Kitten's black fur stands on his spine,  
for he hears the bark  
echoing through the pitch-black dark.

Slobbery mouth.

Big piggy nose.

Kitten's claws extend from his paws.

Pitbull only wants a friend,  
not a chain with an end.

Fun new toy.

Orange cap.

A friend plays back with just a tap.

He's too tired to be mean.

He's too tired to fight.

With a heavy belly and sigh.

Pitbull licks it again with just one twist.

He wants to be a good boy. He wants to be noticed.



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