Storyland Classics

FREE STORY GUIDE

An Aesop fable, from The Æsop for Children (1919)



- ✦ Meet the Author
- ✦ The Big Idea & Try It
- ✦ Yes or No & ABC Order
- ✦ Read It With Voices
- ✦ Standards
- ✦ Story Map
- ✦ Word Match & Sort
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Let's Talk
- ✦ Word Search
- ✦ Who Did It? & Feelings
- ✦ Answer Key

Ages 4–8 ✦ Pre-K to Grade 2 ✦ Aligned to Common Core

This cover is for your screen. Print from page 2 to save ink.

FOR GROWN-UPS

How to Use This Guide

This free guide goes with the Storyland Classics read-aloud of "The Crow and the Pitcher." Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE STORY

In a spell of dry weather, a thirsty Crow finds a pitcher with a little water at the bottom. The pitcher is tall with a narrow neck, and the Crow cannot reach the water. Then he has an idea: he drops small pebbles in, one by one, and with each pebble the water rises a little higher, until he can drink. It is a perfect fable to try as a science experiment.

SKILL FOCUS

Problem and solution: how a character thinks of a clever way to fix a problem

WATCH AND READ ALONG

Scan the code to watch the read-aloud and read the full story, or visit storylandclassics.com/crow-guide. *The Æsop for Children* (1919), illustrated by Milo Winter. Public domain.

A simple routine

1. **Day 1.** Watch the read-aloud together, then fill in the Story Map.
2. **Day 2.** Meet the author, then use Let's Talk and The Big Idea.
3. **Day 3.** Learn the words with the word match, word sort and word search.
4. **Day 4.** Put the story in order, then perform it with voices.

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Standards

Every activity is aligned to the Common Core State Standards for kindergarten to grade 2. Codes appear at the bottom of each page, and the full table is on the last page.

Younger children

Children who aren't writing yet can answer out loud or tell a grown-up what to write.

Name _____ Date _____

MEET THE AUTHOR

Aesop

Ancient Greece, about 2,500 years ago

Aesop is remembered as a storyteller in ancient Greece more than 2,500 years ago. Little is known for sure about his life, and some people think many storytellers' fables were gathered under his name. His fables are short stories, usually about animals that talk and act like people, and each one ends with a lesson called a moral. Our fables come from *The Æsop for Children* (1919), with pictures by Milo Winter.

Questions About the Author

1. Where did Aesop live?

2. What is a fable?

3. What is a moral? Can you think of one you already know?

Name _____ Date _____

STORY MAP

The Crow and the Pitcher



Look at the picture from the read-aloud. Who do you see? Then fill in the story map.

Characters

Who is in the story?

Setting

Where and when does it happen?

Problem

What goes wrong?

Solution

How is it fixed? How does it end?

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Name _____ Date _____

LET'S TALK

The Crow and the Pitcher

Young children can answer out loud. Older children can write their answers.

REMEMBER

1. What was the Crow's problem?

2. Why couldn't the Crow reach the water?

3. What did the Crow drop into the pitcher?

THINK

4. Why did the water rise when the Crow dropped pebbles in?

5. What might have happened if the Crow had given up?

CONNECT

6. Tell about a time you solved a problem by thinking of a new idea.

NARRATION

Close the book and tell the fable back in your own words. How did the Crow get a drink?

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Name _____ Date _____

THE BIG IDEA

What Does the Story Teach?

THE MORAL

"In a pinch a good use of our wits may help us out." When you have a problem, stop and think. A clever idea can help.

What does this mean to you? Tell or write about a time it was true in your life.

Try It

SKILL FOCUS

Problem and solution: how a character thinks of a clever way to fix a problem

Try it! Put a little water in a tall cup and mark the level. Drop in pebbles one at a time. Draw the cup before and after, and write what happened.

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

crow	thin, not wide
pitcher	went up
thirsty	a large black bird
narrow	small, smooth stones
neck	needing a drink
pebbles	your clever thinking
rose	a jug for holding water
wits	the thin top part of a jug

Word Sort: Sink or Float?

Write each word in the right box.

pebble · feather · stone · leaf · marble · cork · coin · stick

Sinks	Floats

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Name _____ Date _____

WORD SEARCH

The Crow and the Pitcher

Find the words from the story. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

E	A	N	Y	N	C	J	J	J	P
F	W	A	T	E	R	W	T	D	I
E	D	S	T	O	N	E	B	R	T
U	D	G	E	C	R	O	W	Y	C
I	E	N	B	M	O	O	F	C	H
B	J	D	T	C	S	W	R	A	E
G	A	R	U	D	W	H	I	D	R
A	B	I	R	D	D	V	C	N	I
P	I	N	Y	I	D	E	A	B	F
L	G	K	U	O	V	E	O	C	E

WORD BANK

- ☐ CROW
- ☐ WATER
- ☐ PITCHER
- ☐ STONE
- ☐ DRINK
- ☐ BIRD
- ☐ DRY
- ☐ IDEA

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about the story. Circle **Yes** if it is true. Circle **No** if it is not.

1. The weather was dry. Yes No
2. The pitcher was full of water. Yes No
3. The Crow could not reach the water at first. Yes No
4. The Crow dropped pebbles into the pitcher. Yes No
5. The water went down as he dropped pebbles. Yes No
6. The Crow got a drink at last. Yes No

ABC Order

Write these words from the story in ABC order.

water crow pitcher stone drink

1 _____

2 _____

3 _____

4 _____

5 _____

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Name _____ Date _____

PUT IT IN ORDER

What Happens First?

Read each sentence. Write 1 in the circle next to what happens first, 2 next to what happens next, and so on up to 6.

- ◯ The Crow drinks the water.
- ◯ There is dry weather and little to drink.
- ◯ The Crow drops in a pebble.
- ◯ The Crow finds a pitcher.
- ◯ The water rises higher and higher.
- ◯ The Crow cannot reach the water.

Retell the Story

Use the order words to tell the story in your own words. Say it out loud, or write it.

First, _____

Next, _____

Then, _____

Last, _____

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Name _____ Date _____

CHARACTERS

Who Did It?

Read each sentence. Write who did it. Use the name bank to help.

the Crow | the pitcher | the water

was very thirsty _____

had a narrow neck _____

dropped in pebbles one by one _____

rose a little higher _____

got a drink at last _____

How Did the Crow Feel?

Write a feeling word for each part of the story. Use the word bank, or choose your own.

thirsty | hopeful | sad | clever | happy | proud | worried

When…	the Crow felt…
it was dry and hot	
he found the pitcher	
he couldn't reach the water	
he had an idea	
the water rose	
he took a drink	

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Name _____ Date _____

PERFORM IT

Read It With Voices

Two readers take the parts. We added a few words for the Crow. Everyone can drop pretend pebbles and say "Plop!"

NARRATOR	In a spell of dry weather, a thirsty Crow found a pitcher with a little water in it.
CROW	"Water! But I can't reach it."
NARRATOR	The pitcher was high and had a narrow neck. Then an idea came to him.
CROW	"I know! Pebbles!"
EVERYONE	Plop! Plop! Plop!
NARRATOR	With each pebble the water rose a little higher, until at last he could drink.
EVERYONE	"In a pinch a good use of our wits may help us out!"

My Favorite Part

My favorite part is _____

_____

because _____

_____

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Name _____ Date _____

HANDWRITING PRACTICE

The Crow and the Pitcher

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

Use your wits.

Use your wits.

Use your wits.

The water rose higher.

The water rose higher.

The water rose higher.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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FOR GROWN-UPS

Answer Key & Ideas

Story Map

Characters: the Crow. Setting: a dry place in a spell of dry weather. Problem: the Crow is thirsty and can't reach the water in the pitcher. Solution: he drops in pebbles until the water rises high enough to drink.

Let's Talk

1. He was thirsty and couldn't reach the water. 2. The pitcher was tall with a narrow neck. 3. Small pebbles. 4–6. Answers will vary (the pebbles take up space and push the water up).

Word Search

E	A	N	Y	N	C	J	J	J	**P**
F	**W**	**A**	**T**	**E**	**R**	W	T	**D**	**I**
E	D	**S**	**T**	**O**	**N**	**E**	B	**R**	**T**
U	D	G	E	**C**	**R**	**O**	**W**	**Y**	**C**
I	E	N	B	M	O	O	F	C	**H**
B	J	**D**	T	C	S	W	R	A	**E**
G	A	**R**	U	D	W	H	I	D	**R**
A	**B**	**I**	**R**	**D**	D	V	C	N	I
P	I	**N**	Y	**I**	**D**	**E**	**A**	B	F
L	G	**K**	U	O	V	E	O	C	E

Word Match & Sort

crow: a large black bird · pitcher: a jug for holding water · thirsty: needing a drink · narrow: thin, not wide · neck: the thin top part of a jug · pebbles: small, smooth stones · rose: went up · wits: your clever thinking. Sort: Sinks: pebble, stone, marble, coin. Floats: feather, leaf, cork, stick. (Only things that sink would help the Crow!)

Yes or No? & ABC Order

1. Yes · 2. No · 3. Yes · 4. Yes · 5. No · 6. Yes. ABC order: crow, drink, pitcher, stone, water.

Put It in Order

dry weather → the Crow finds a pitcher → he can't reach the water → he drops in a pebble → the water rises higher and higher → he drinks.

Who Did It?

1. the Crow · 2. the pitcher · 3. the Crow · 4. the water · 5. the Crow

Ideas to extend the lesson

- Do the pebble experiment and count how many pebbles it takes to raise the water.
- Test which things sink and which float in a tub of water.
- Read it with The Tortoise and the Hare, another fable about not giving up.

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FOR TEACHERS

Standards Alignment

The Crow and the Pitcher ✦ Common Core State Standards, kindergarten to grade 2

STANDARDS	WHAT CHILDREN PRACTICE	WHERE IN THIS GUIDE
RL.K.1 RL.1.1 RL.2.1	Ask and answer questions about key details in a text.	Let's Talk and Yes or No?; Let's Talk
RL.K.2 RL.1.2 RL.2.2	Retell stories and poems, including key details, and show understanding of their message.	Put It in Order and Retell; Put It in Order and Retell; The Big Idea; The Big Idea
RL.K.3 RL.1.3 RL.2.3	Identify and describe characters, settings and major events.	Story Map and Character Feelings; Character Feelings
RL.K.4	Understand words and phrases, including rhyme, rhythm and words that appeal to the senses.	Word Match
RL.K.6 RL.1.6 RL.2.6	Identify who is speaking and use a different voice for each character when reading aloud.	Meet the Author; Who Said It?; Read It With Voices
RL.K.7 RL.1.7	Use illustrations and words together to describe characters, setting and events.	Story Map picture
RL.K.10 RL.1.10	Engage in group reading of poems and stories with purpose and understanding.	Reading the story together
RF.K.1b RF.K.1d	Understand the organization of print (left to right, top to bottom).	Word Search; ABC Order
RF.K.3c RF.1.3	Read common high-frequency words by sight.	Word Search
RF.1.4b RF.2.4b	Read aloud with accuracy, appropriate rate and expression.	Read It With Voices
SL.K.1 SL.1.1	Take part in conversations about the text with classmates and adults.	Let's Talk (discussion)
SL.K.2	Ask and answer questions about a text read aloud or presented through media.	Read-aloud video (QR code)
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Try It (drawing to add detail)
SL.K.6	Speak audibly and express ideas clearly.	Read It With Voices
L.K.1a L.1.1 L.1.1a	Print upper- and lowercase letters and use common position words.	Handwriting Practice; ABC Order
L.K.2a	Use capital letters and end punctuation.	Handwriting checklist
L.K.4 L.1.4	Determine or clarify the meaning of unknown words and phrases.	Word Match
L.K.5a	Sort words into categories, connect words to real life and act out shades of meaning.	Word Sort
W.K.1 W.1.1	Use drawing and writing to share an opinion and give a reason.	My Favorite Part
W.K.2	Use a combination of drawing, dictating and writing to compose informative texts.	Try It
W.1.8	With guidance and support, recall information from experiences or gather information to answer a question.	Try It

Codes are Common Core State Standards for English Language Arts. Find free read-alouds and guides at storylandclassics.com.

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