

Activity Plan

<i>Title</i>	Counting Crows
<i>Subject</i>	Theatre Creating Puppets
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<i>Grade level</i>	Grades K-4
<i>Time duration</i>	60-120 mins
<i>Overview</i>	This lesson blends math and art with literature and film using Aesop's fable, "The Crow and the Pitcher." The class will discuss the fable and its meaning. The class will compare the fable as a book and as a short film. Each student will design his or her own puppet and act out the fable using pebbles and water in containers. Students will also make predictions and then compare them to actual results. Finally, the class will see fiction become fact when introduced to a biologist's observations of a bird similar to the crow.
<i>Objective</i>	Students will: <ul style="list-style-type: none">• Discuss "The Crow and the Pitcher" fable• Compare two mediums to tell the same story (book and film)• Create a crow sock puppet• Use prediction skills• Use measurement skills• Use calculation skills• Dramatize the fable using puppets• View a raven (similar to a crow) solve the same problem in nature
<i>Materials</i>	Materials Resources <ul style="list-style-type: none">• Printable• Crow Sock Puppet Design Activity• Assessment Rubric Required Technology <ul style="list-style-type: none">• 1 Computer per Learner

- Internet Access

ENGAGE

1. Invite students to tell you about a time when they were thirsty. Begin by asking the class, "Please raise your hand if you have ever been so thirsty that you said, 'I'm dying of thirst!'" Call on those students who raised their hands and ask them to describe how they felt and how they were able to relieve their thirst and get something to drink. (Chart their responses on the board or chart paper for reference later in the lesson.)

2. Introduce the well-known fable by Aesop "The Crow and the Pitcher." Explain that the crow in this fable was also thirsty and felt the same way they had just discussed. He was dying of thirst! Briefly review that a fable is type of story with a moral or lesson. Explain that the moral of a fable is what the reader learns from it. Before you begin to read the fable, encourage the students to listen to discover how the crow solved his problem.

3. Read to the class (or have the students read independently or aloud) "The Crow and the Pitcher." Encourage dramatic expression.

BUILD KNOWLEDGE

1. Discuss what the moral of the story might be. This could be done in a whole class discussion, students could partner and share, or students could write their thoughts as a journal entry or creative writing project. As examples, any of the following morals could apply to this story:

- Necessity is the mother of invention
- Little by little does the trick
- Where there is a will there is a way
- Do not give up even when it seems impossible
- Try hard; even the most difficult problems can be solved

2. List the students' ideas on the board to determine if there is a common theme to them. Generalize one moral that could be applied to the story.

3. View the [film](#). Ask students to compare and contrast the book and the film:

- How are they the same?
- How are they different?
- Which did they like more?
- Why?

4. Ask students if they have read any other stories that have a moral. Have students talk about the story and its moral.

APPLY

1. Make the crow sock puppet. Draw an example of a [Crow Sock Puppet Design](#) on the board, a guide for which is available within the Resource Carousel. Model the steps in making the puppet. Glue two eyes to the sock and draw a beak with yellow fabric paint. After you have modeled this for the students, pass out the supplies and have them create their own puppets. Tell students they will wear their sock puppets later to act out the fable.

2. Review the fable with the students and have them explain how the crow solved his problem. Ask them if they think that the crow's strategy would really work. If no, ask them why not. If yes, ask them to explain how.

3. Ask students how they could test the crow's strategy to find out for themselves. When they guess it, reveal the supplies for the project. If they have trouble guessing, then reveal the supplies to give them a hint.

4. Have students predict the number of stones it will take to raise the water level to a predetermined line on the vase. Demonstrate how to measure the water and carefully pour it into the container. Demonstrate how the crow puppet will place stones into the container. (Do not share your own prediction. Do not demonstrate more than a few pebbles.) Enter information into the first two columns on the table. (This can be done independently or in groups.)

Table			
Name	Prediction	Actual	Difference

5. Prepare for the fable re-enactment. Distribute the supplies (vases, water, measuring cup, and pebbles) to the students. Have them pour the measured amount of water into the vase. Discuss how students can dramatize adding pebbles. What kind of voices will they use? What gestures might they use? How would a thirsty crow act?

6. Re-enact the fable. Have the students use their sock puppets to add the pebbles to the water, counting dramatically as they do so.

7. Record the results of the re-enactment. Have each student or group add information to the third column.

8. Analyze the students' predictions. Explain that to determine the difference between the predicted number of stones and the actual number of stones needed, students must subtract. Have the students take out paper to figure the differences for one or more re-enactments.

9. Discuss how the crow felt during the re-enactment. Refer to the list with students' comments on how they felt if they were dying of thirst. Ask if any of their dramatizations showed these feelings.

REFLECT

1. Select one or more students or groups to share their re-enactments with the class. The selection can be based on the closest predictions or some other criteria.

2. Revisit the concept of fables and morals. Discuss the moral of the story and ask students to think of times when the moral applied to them or someone they know. Discuss why we have morals in stories and how can they help us.

3. Share biologists' findings about the raven, a close relative of the crow. Explain that sometimes made-up stories, such as this fable, can resemble real life. Share the [video](#) of the rook filling the vase with pebbles to get water! (*Depending on the interest levels of the students, the teacher may choose to show one or more of the video clips.*)

Conclusions

Teacher Background

- Obtain a book copy of “The Crow and the Pitcher” (*This could be a picture-book version to read aloud to the class, or an emergent/leveled reader for the class to read by themselves.*)
- View a [video](#) version of the fable.
- Read [science](#) article and view the accompanying video.
- Do the stone exercise yourself so you will know approximately how much water and stones you will need for each student (based on the size of your vases and pebbles).

Prior Student Knowledge

- Concept of fable
- Familiarity with Aesop
- Measurement skills

1. Using the [Assessment Rubric](#) located within the Resource Carousel, assess students on the following:

- Completion of puppet with the required components (2 eyes and a beak).
- Their ability to predict.
- The accuracy of their subtraction.
- Their ability to dramatize the fable.

Adaptations

Extending the Learning

- Students write and illustrate a parallel story to The Crow, with a similar challenge to solve.
- Students think of a moral, then write and illustrate their own short fable.

Links and Websites

Enter hyperlinks and website resources

- Students with advanced computer skills can create their own computer-generated illustration or film of The Crow.