A Teacher's Guide for Using Hoopoe Books in the Classroom

The Eighth Book:

Neem the Half-Boy

by Idries Shah

Written by

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HOOPOE BOOKS

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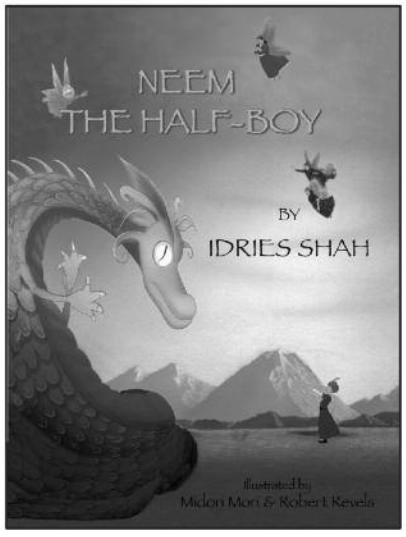
Denise Nessel, Ph.D., is a Consultant and Director of Publications with the National Urban Alliance for Effective Education. An educational consultant who conducts workshops and seminars on effective teaching, she is the author of ten methods books for teachers, numerous articles on literacy practices, and the editor of the education-oriented books *Awakening Young Minds* and *From Dubs to Marbles*.

ONCE YOU HAVE THE BOOK...

There are many valuable activities in this guide that you can do with just the book. As you read through this guide to prepare for your classes, you can select additional activities that you are able to carry out with the supplies you have available.

In this guide, you and your students can learn to make your own books for writing and illustrations. If you do not have composition books for your students, the students can use these to do the writing activities in class or at home to improve their writing skills.



INTRODUCTION TO THE HOOPOE BOOKS

For many, many centuries, these stories have been told here in Afghanistan and all over Central Asia and the Middle East. One or two of them may be familiar to you, or to a member of your family. They were designed not only to entertain but to teach us to better understand ourselves and our world. When schools are rare, we rely on storytelling to educate us.

Idries Shah, who came from Paghman, spent 30 years of his life collecting, selecting, and translating stories from this tradition for both adults and children. He is the author of the Hoopoe books. So, now these stories are read and admired by people all over the world.

Children will take what they can from each tale according to their stage of cognitive development. At first, a child may respond only to one character or event in a story, or may understand only the most obvious meaning, but he or she will grasp a little more each time, bit by bit finding more meanings, concepts, and insights.

Through repeated exposure to these tales, children learn to understand their lives and reflect on how people think and act in various situations. These tales help children learn to distinguish effective from ineffective patterns of thought and action. The stories illustrate qualities such as self-reliance, the ability to overcome irrational fears, peaceful negotiation rather than violent confrontation, and much else.

PURPOSES FOR USING THE STORIES

You will be able to accomplish many things by using the Hoopoe Books in your classroom. You will:

- encourage students to enjoy and appreciate stories from Afghanistan's rich culture that have been told for many generations
- guide discussions of the stories in ways that will help students learn to think more effectively
- use the language patterns and vocabulary of the stories in ways that will help students learn to use language effectively themselves
- give students opportunities to think about the meanings of the stories in ways that will enrich their lives
- strengthen your relationship with your students by reading these works of literature with them

- give students ways of sharing the stories with their families
- encourage students to become storytellers themselves, reviving the Afghan tradition of retelling the stories

HOW THIS GUIDE CAN HELP YOU

Oral language, reading, writing and thinking are all interconnected. We must help students develop each skill in order for them to become good readers and writers.

While there is a place for memorization in some areas of education, when students use rote memorization for information, they often do not get a chance to think about or process what they are memorizing. Teaching students to predict, ask and answer questions that have no *one* correct answer helps them to develop a love of learning and higher-level thinking skills such as critical, logical, analytical, inferential and analogical thought. Encouraging learners to express their thoughts and to discuss the story will stimulate their thinking and help them to read and write.

These stories are centuries old and were repeated from person to person for generations throughout Afghanistan. In this way, through familiarity and repetition, they provoked fresh insights and more flexible thought in people. By reviving these old tales and our rich storytelling tradition, we will all similarly benefit.

This guide gives you step-by-step lesson plans for classroom use of one of the Hoopoe books. Students will get the most out of this story if you remember these points:

- Students need to hear a story several times in order to become familiar with it and begin to understand its meaning before they try to read it themselves. This guide will give you ideas for reading the stories to students, then having them read the stories with you, and then having them read the stories with each other.
- Students understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging students in discussions so that they can express the meanings the stories have for them.
- Students enjoy a story more if they are able to respond to it in interesting ways such as drawing a scene, retelling the story, acting the story out, or writing in response to the story. This guide will give you ideas for enjoyable activities that are connected to the story.
- Students learn different reading and language skills from stories that help them improve their literacy. This guide will give you ideas for using the stories to teach reading and writing skills. Some activities are more advanced than others. You can choose the activities that are most appropriate for your students.

- Students will enjoy the stories even more if they share what they are learning with their families. This guide will give you ideas for having students share the stories and what they are learning at home.

Assessment and Evaluation

As teachers, you will need to assess and evaluate each student's progress with every skill you are teaching. Progress Charts will help you do this. There are charts in the back of this guide you can reproduce for recording the progress of your students: a **Student Progress Evaluation Chart** you will need for each student and a **Classroom Progress Evaluation Chart** to help record your overall classroom progress. After each activity in this guide, there is an **Assessment of Skill Development** scoring tool (or rubric) to help you determine the students' progress.

Work with these charts as you encourage your students to participate in class activities, and make sure you complete a chart for each of your students at the end of each day. Those students who show that they need further help or encouragement will become apparent as you do this. Keep these Progress Charts in a safe place until you have completed the book and all the activities.

When you and your students have completed the use of this book, review each student's progress, transferring their information from the Progress Charts to the Evaluation Report that you will turn in to your Director.

LESSON PLANS FOR USING THE STORIES IN THE CLASSROOM

The step-by-step lesson plans that follow are organized by days, with the "first day" being the day that you first introduce a story to the class. You should follow all the steps in that plan on that day, if possible. It will be best to follow the plans in order (DAY 1, DAY 2, DAY 3, and so on), but you do not have to work with a book every single day. For example, the plan for DAY 2 can be used the day after DAY 1 or can be used a day or two later. The vocabulary activities on DAY 2 and DAY 3 should be carried over as many days as necessary, depending upon your students' needs, or you may not need to teach more advanced students the vocabulary lessons at all. You may have a few things to do to prepare for a lesson. A day or two before you teach a lesson, look over the plan to make sure you understand the steps and read the suggestions under PREPARE FOR THE LESSON to find out what preparations you need to make.

TEACHING PLAN
NEEM THE HALF-BOY

DAY 1: FIRST READING OF THE STORY

TO PREPARE FOR THE LESSON

- Practice reading the story aloud a few times before you read it to your students so that you will know the story and will read smoothly. Read with expression! Try to use different voices for different characters. By reading well, you demonstrate to students how to read the story effectively when they are ready to read it on their own.

- Before you read the story, decide on three or four places to pause and have students discuss what they think will happen next in the story. Asking them to make predictions like this (without knowing for sure what is going to happen) is a very good way of developing their thinking abilities. Also, it is a way of giving them purposes to listen carefully to the story. Their purpose is to find out if their predictions are correct! A good place to pause is when there is a "turning point" in the story—when there is some suspense about what will happen next.

FIRST READING ACTIVITIES

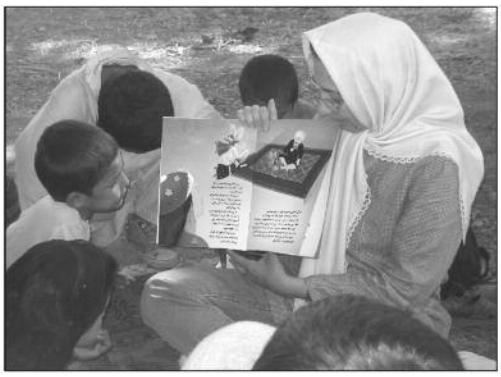
1. Hold up the book so that the students can see the cover. You may want to walk around so that every student can get a close look at the cover. As you are showing the book, introduce it by telling a little about the story and the author. Say something like this:

> *This story has been told for many, many years in Afghanistan. Some people call it a "teaching story" because you can learn about yourself and others by hearing the story and thinking about it as we will be doing.*
>
> *There are many versions of this story. The author of this version is Idries Shah. He was a highly accomplished man who came from Paghman. During his lifetime, he wrote many books for adults as well as children.*

I am going to read the story to you now. Listen carefully and look at the pictures as I read. Sometimes, I will stop and ask you what you think will happen next. You will probably not know for sure, but you can make a guess based on what has already happened. Listen carefully so that you can make good guesses about what will happen next!

When I finish, I will show you the pictures again and you can tell what you remember about the story.

Now, let's start reading the story.



2. Open the book and turn it around so that all the students in the reading circle will be able to see the pictures on the pages as you read. Read slowly, with expression, and pause before turning the pages to give the students a moment to think about what they just heard and to look at the illustrations. You may want to walk around the room as you read to let everyone see the illustrations up close.

3. Each time you pause to have students make predictions, ask these questions:

What do you think will happen next in the story?

Why do you think so? What details from the story are you using to make your prediction?

For instance, when the fairies seek the Wise Man for the first time, ask students:

What do you think the Wise Man will tell the fairies? When students give their ideas, ask: *Why do you think so?*

Tell students that all predictions are good because they involve good thinking and that it is all right for them to disagree on what will happen next. Call on different students to give their predictions. When one student gives an idea, ask the others if they agree or disagree and ask them to give their reasons. Encourage students to debate their ideas. Allow enough time for discussion so that several students have a chance to make predictions and for the class to discuss the ideas. Then continue reading to the next stopping point.

4. When you finish the book, tell students they did a very good job of listening and making predictions about what might happen next and that now you want them to review the story. Open the book again to the start of the story and hold it up so that students can see the illustrations. Ask them to look at those first illustrations and recall what happened at the very beginning of the story. Use these questions to guide the students' recall:

Who are the characters shown here?

What is happening in this part of the story?

5. Then turn to the next two pages, and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.

6. Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the story again on another day soon and will be discussing it again.

7. As a final activity, hand a book out to each student. Ask students to go back through the book, looking carefully at the illustrations and naming the things they see pictured. For instance, on the first several pages of the book, students will notice the baby in a cradle, the flies, flowers, the palace, the royal throne, colorfully dressed people, etc. Start a list of the objects and characters on the board or a large piece of paper so that you can add to it each day you read the story. This naming activity will give students a chance to look carefully at the illustrations (to find even the smallest object) and to learn the names of the various things pictured, some of which may be unfamiliar to them.

Collect the books from the students and keep them stored until you have finished all the classroom activities. Tell the students that they will be getting a book of their own when all the lessons have been done.

Assessment of Skill Development for Day 1: Making Predictions

Levels of Progress 1- 4: Use these levels to determine your students' progress on the Student and Classroom Progress Charts provided in the back of this guide.

Level 1: Student is unable to make predictions when invited or makes predictions that are not logically related to the available information.

Level 2: Student is able to predict an outcome that follows logically from the available information and gives a reason to support the prediction. Student may or may not remember the prediction when reading and does not always recognize when new information relates to the prediction.

Level 3: Student is able to predict an outcome that follows logically from the available information, gives a reason to support the prediction, recognizes when new information relates to the prediction, and keeps or revises the prediction accordingly.

Level 4: Student is particularly astute in using available story information in making and justifying predictions and in using subsequent information to keep or revise the predictions.

DAY 2: SECOND READING OF THE STORY

Here are some suggestions for reading the story a second time.

TO PREPARE FOR THE LESSON

- Practice reading the story again so that you can read it even more effectively this time.
- To prepare for Steps 5-6 in the Reading Activities, you may want to organize students into pairs or groups of three at the beginning of the lesson so that they will know who they will be talking to when you give them the directions. Just have them form pairs or groups of three with the students sitting nearest to them.
- To prepare for Step 9, have ready the list of objects and characters the class began on Day 1.
- If you wish to use the "Vocabulary Activities," after this second reading is a good time to do so. Read it now to make sure you understand the steps to follow and the materials needed.

SECOND READING ACTIVITIES

1. Hold up the book and ask students if they remember the title of the story, the author of the story, and what the author accomplished.

Tell students you want them to listen again with attention because when you finish, you will again ask them to recall the events in the story by looking at the pictures and will also ask them what part of the story is most important to them. Tell them that this time they may notice some things they didn't notice the first time they heard the story.

2. Read the story from beginning to end, as you did the first day, again showing the pictures. Read slowly enough so that students can follow the story and will have a chance to think about the events as they unfold.

3. When you finish reading, again open the book to the start of the story and hold it up so that the students can see the illustrations. Ask them to look at those first illustrations and recall what happened at the very beginning of the story, using these questions:

Who are the characters shown here?

What is happening in this part of the story?

4. Then turn to the next two pages, and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. It is likely that the students will have noticed more details this time and so will have more to say as they recall the events in the story. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.

5. When you have gone through the whole book, discussing the pictures and the story in this way, close the book and say to the students:

There are many interesting characters in this story. Some of them may remind you of someone you know. And the events in the story may remind you of things that have happened to you. Each one of you has been thinking of different things as you have listened to the story. Now I would like you to think about these questions:

What part of this story was the most important part to you?

Why was that part especially important to you?

Take a moment to think about how you will answer, and then I will ask you to tell your answers first to a partner. Then I will ask a few of you to tell the whole class what is important to you in the story.

Answers to these questions will vary. Students will have different answers because there are many important parts to any story, and listeners will have different ideas about what is important to them as individuals. For example, some students may think Neem's being very clever at riding a horse, even though he was only a half-boy, is the most important to them. Still other students may think the ending is the most important part of the story because they like the way the story ends. **There are no**

wrong answers. What the students choose is not as important as the discussion they have about their ideas.

6. After students have thought for a minute or two, have them form pairs or groups of three and tell each other what they think the most important part of the story is to them. Through discussion, they will learn to interact with one another and discuss different points of view. Allow 3-5 minutes for these discussions. You may want to walk around and listen in on the conversations the students are having with their partners. You do not need to respond to their ideas; just listening and nodding approval is enough.

7. Next, call on several students to tell the whole class what they think is most important in the story. Encourage them to listen to each other's ideas so that they will see how many different parts of the story can be considered important.

8. Praise students for listening attentively, for remembering so much of the story, and for thinking about what was most important to them about the story. Tell them you will be reading the story again soon and will be discussing it again.

9. Invite the class to add more objects or characters to the list that you started on Day 1 of objects and characters pictured in the story.

Assessment of Skill Development for Day 2: Recalling & Making Inferences

Levels of Progress 1- 4: Use these levels to determine your students' progress on the Student and Classroom Progress Charts provided in the back of this guide.

Level 1: Student is unable to recall most of the story and cannot make reasonable inferences; often misinterprets key ideas and does not provide reasonable support even with teacher support.

Level 2: Student recalls some of the story and is able to make some simple inferences; may be somewhat vague or confusing or goes somewhat beyond what can be logically supported by the text.

Level 3: Student is able to recall the story and make simple inferences and provides adequate support; is often somewhat general.

Level 4: Student is able to recall the story and make inferences with some insight; may show some complexity. Provides effective support and is often specific.

BUILDING READING AND WRITING SKILLS – DAY 2

Students tend to use the same words over and over again in speech and in writing. An ABC Word List is a good way to encourage students to build vocabulary and avoid using the same words repeatedly. Students will be able to have access to many more

words if they organize their words in alphabetical lists. You and your students can develop a class word list on chart paper and build on it during activities. In addition students can keep their own ABC Word Lists in their composition books.

After a while, they begin to "own" all of these words. Using the ABC format gives the students a challenge and is a great way for them to organize their words. This word list will be used for students to write words from the story as they are reading it.

TO PREPARE FOR THE LESSON

- Tape a piece of chart paper up on the board and write the letters of the alphabet in two vertical lines, leaving enough space between letters to write words (see example in this section). Place the paper low enough for students to write on. Alternately, write the letters of the alphabet in two vertical lines on the board at a height for students' reach.
- Make sure that each student has a book, their composition books (or sheets of lined paper) and a pencil to use for this activity and for homework activities.

VOCABULARY ACTIVITIES

Read the story again aloud to the students.

Tell the students they will be making lists of words they are learning with *Neem the Half-Boy*. They will be able to use this list for reading and writing activities later on. (If students have already made an ABC Word List for another book, have them add the new words from *Neem the Half-Boy* to them if they wish.)

1. Students Make Their Own ABC Word List: Demonstrate adding words to the ABC Word list by choosing a few words, then writing them beside the letters of the alphabet on the chart or board you have prepared.

Once you have demonstrated putting words on the list, have the students write the alphabet on a lined sheet of paper, or in their composition book, skipping one line between each letter. Have them put the letters A – M on one side of the paper, and the letters N – Z on the other (see example on the next page).

2. Have the students look through the book to find words they want to use and remember and write them in their ABC Word List opposite the letter of the alphabet in which they belong. (Students must know what a word means before adding it to their lists. If they do not know a word, demonstrate how to determine the meaning through the context of the story, as described below.)

Example of Determining Meanings Through Story Context: You may want to help students learn how to tell word meanings through understanding how the words are used in the story. This can be demonstrated by telling the students you will choose a word you want them to know the meaning of. Once you have a word, read the sentence from the

book that has this word. Ask the students what happened in the story that might help them know what it means. Here is an example you can give to the students. Say:

> *When the Wise Man tells the queen how to get a little boy, the queen is very pleased. If you want to know what the word "pleased" means, you might ask yourself, "Was the queen happy and excited, or not happy, after visiting the Wise Man?" Once you know the answer, you should be able to know what "pleased" means in this part.*

3. After 10 minutes, form the students into pairs (or into groups) and have each student take turns sharing a word with their partner and discussing why they added the word to their ABC list.

4. After a few minutes of discussion, have students take turns writing one their words onto the class list beside the appropriate letter. Go around the room until everyone who wants to has contributed one or more words. Students can add all of these words to their own lists as well.

5. Tell them they are welcome to add as many words to their list as they want for *Neem the Half-Boy* and that they will have more chances to do so on other days. Tell them that they can make word lists for any book they read. Keep the Class ABC Word List up and add to it throughout all activities using this book.

Example of A B C Word List for some words from *Neem the Half-Boy*

A annoying, answer, apple	**N** nothing
B become, bored, breathe	**O** only
C clever, cooking-stove, country	**P** palace, presently, prince
D dragon, drive	**Q** queen, quietly
E eaten, everywhere	**R** replied, riding
F fairies, fetched, finished	**S** sighed, special
G	**T** thanked, through, trotted
H happily, hopped	**U**
I	**V**
J	**W** wherever, whole, wonderful
K king, know	**X**
L language	**Y**
M Majesty, medicine	**Z**

6. Reinforcing Understanding of Vocabulary and Parts of Speech: You may want to use words and phrases from the story to reinforce students' understanding of various parts of speech. Here are some activities you may want to use for that purpose:

a. Have students find and use pairs of words from the story in sentences to reinforce their meaning. Have them write their sentences in their composition books. If there is

time, ask if any students want to read their sentences to the class. The sentences need not be the actual sentences from the story. Provide them examples of word pairs, such as:

wonderful medicine	rode quickly
Wise Man	whole apple
special medicine	fire-breathing dragon

Examples of sentences using these pairs are:

"The boy drank the special and wonderful medicine from the dragon's cave."
"The boy rode quickly on his bicycle to win the race."

You may also wish to have students look for other such combinations of words from the story and use them in new sentences in the same way.

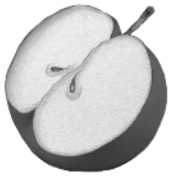
b. Select or compose sentences or short passages from the story, leave out specific words, and have students choose from a list the words to complete each sentence. **It may be a good idea to explain to students that the exercise will give them practice in using different parts of speech, and to review these if necessary.** For example, you might say: "*Remember that adjectives are descriptive words, verbs are action words, adverbs describe how, when and where…*" and so on. Here's an example of a word list:

Words to choose from:

whole	backwards	medicine	thinking
dragon	another	breathing	wonderful

"The _____ scared people because he was breathing fire on them." [*choose a noun from the list.]*

"The flies flew _____ in a country called Hich-Hich." [*choose an adverb from the list.]*



Homework Suggestions: [*Have the students take their composition books and pencils home. Remind them to bring these back to class.*]

Suggest to students that, if they have time, they can practice their writing and reading at home, because practice will help them become better writers. Tell them that you will be giving them suggestions for doing this from time to time. These are two possibilities.

A. Have students use the words from their ABC word lists to makeup sentences that include these words and write them in their composition books.

B. Tell the students they can read their word lists to their families, and play an entertaining game with the words to see who in their family can use as many of the words in one sentence. Then they can write these sentences down in their books, if they wish, and share them with their classroom friends.

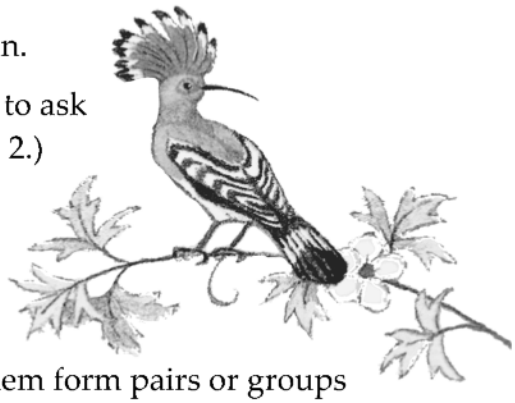
ASSESSMENT: Word Study

Level 1: Student is unable to recognize words that have been read or discussed or to use them in vocabulary activities.
Level 2: Student is able to use some words in vocabulary activities.
Level 3: Student is able to use many words correctly in vocabulary activities but cannot think of other kinds of words to use on his/her own.
Level 4: Student is able to use many words in an alphabetical list and identifies other types of words to use as well.

DAY 3: THIRD READING OF THE STORY

Here are some suggestions for reading the story a third time.

TO PREPARE FOR THE LESSON



- You may want to practice reading the story again.
- Decide where you will stop in reading the story to ask students what happens on the next page. (See Step 2.)
- To prepare for Step 4 in the Reading Activities, you may want to organize students into pairs or groups of three at the beginning of the lesson so that they will know who they will be talking to when you give them the directions. Again, have them form pairs or groups of three with the students sitting nearest to them.
- To prepare for Step 7, have ready the list of objects and characters the class began on Day 1.

THIRD READING ACTIVITIES

1. Hold up the book and tell students that you will be reading the story a third time but that today you will pause from time to time and ask them to tell what happens on the next page.

2. At different points in the story, before you turn the page, ask this question and tell students to raise their hands if they think they know the answer:

What happens on the next page?

By asking students this question, you are checking to see if they remember the events in the story. Call on a different student to answer each time, and tell the others to listen carefully to that student's answer. After a student has answered, ask the others to raise their hands if they agree with the answer. This will encourage the

students to listen to each other as well as to you. Also, you will be able to get an idea of how well the class has become familiar with the story and remembers the sequence of events. Whatever their answer is, say:

Let's see if you remembered what happens next!

Then look at the next two pages and read the text.

Some students will remember the story very well and will be able to answer correctly. Others will not. If students don't remember what happens at any point or give an incorrect answer, just say:

It's all right if you don't remember everything this time. But keep listening carefully so that you will become more familiar with the story!

3. When you finish the book, close it and tell students you want to see if they can remember the story without looking at the pictures. Ask students to raise their hands if they remember what happens first in the story. Call on one student to answer, and ask students to raise their hands if they agree with that answer.

If the answer is incorrect, call on another student to tell what happens at the very beginning of the story. Again, ask the others to raise their hands if they agree with that second answer.

If the answer is correct, ask students to raise their hands if they know what happens next in the story. Again, call on one student to answer and ask the others to raise their hands if they agree with that answer.

Continue in this way until the students have recalled the events of the story in order.

4. When you have gone through the whole book, discussing the pictures and the story in this way, ask the students to again talk to a partner about their answers to these two questions:

What part of the story was most important to you? Why was that part important to you?

Remind students that they may have a new idea about what is important to them in the story or they may have the same idea they had when they discussed this question earlier. Allow 3-4 minutes for students to discuss their ideas in pairs or groups of three.

5. Next, call on several students to tell the whole class what they think is most important in the story. Call on different students from the ones who responded to this question in the previous lesson. Encourage them to listen to each other's ideas so that they will see how many different parts of the story can be considered important.

6. Praise students for listening attentively, for remembering so much of the story, and for thinking again about what was most important to them about the story. Tell them

you will be talking about the story again on another day soon and will be using the story as a foundation for other learning activities.

7. Invite students to look again at the pictures in the book and add any characters or objects to the list they generated on Days 1 and 2.

8. On this third day, you may also want to lead a discussion of as many of these questions as you have time for. This will encourage students to think more deeply about the meanings of the story. Choose those questions most appropriate for your children's ages. Students may have different answers to these questions, which is perfectly all right. The point of asking the questions is simply to invite students to respond to the story in their own ways.

- *What is an important part of this story to you? Why was that part important?*
- *Even though it was important for the queen to eat the apple, she started thinking about something else and didn't finish it. Completing the Wise Man's instructions was obviously very important for her, so why do you think that happened?*
- *What does the Wise Man tell the fairies that Neem should do? What do the fairies actually tell Neem that he has to do? Who turns out to be right?*
- *Why do you think the fairies assumed that Neem would have to drive Taneen the Dragon out of his cave?*
- *How do you think Neem felt when the fairies told him that he had to drive the dragon away?*
- *How do you think Neem felt when he learned that Taneen was sad about breathing fire over everyone and really didn't want to do it?*
- *Neem was only half a boy in this story. Do you think there are some ways that people are often only half or only part of what they could be?*
- *Is it possible to fulfill your hopes and dreams without help? Why do you think so?*
- *What questions do you have?*

Assessment of Skill Development for Day 3: Reflecting on Key Ideas in the Story

Level 1: Student is unable to recall any part of the story or connect with any key ideas in the story, even with teacher assistance.

Level 2: Student is able to recall the story and make some reflections on the story, but does not completely connect or understand key ideas.

Level 3: Student is able to recall the story well and make a connection in the story to events in his/her life that demonstrates an event in the story, but without much specific analogical connection or inference (e.g., the student remembers forgetting to do something important once).

Level 4: Student is able to recall the story well and make an analogical connection to something in his/her life and can elaborate on these feelings (e.g., the student says that Neem's feeling less than whole reminds him/her of feeling that way once).

BUILDING READING AND WRITING SKILLS – DAY 3

Homework Review: If you think there is enough time, you may want to set aside a few minutes of each day to allow students to show and discuss homework before beginning the day's lesson. Ask your students if anyone has had time to write some sentences that included the vocabulary in their composition books and would like to share them with the class. Praise the students for sharing their work and encourage other students to read and write at home. Tell the students that it will be good practice to do this whenever they have the time. Remind them that practice will make them better readers and writers.

THINKING & WRITING ABOUT KEY IDEAS OF THE STORY

As in all our traditional tales, there are many important ideas in this story, and often these ideas only occur to the reader after time has passed and something happens that reminds the reader of the story. For Days 3 and 4, we have selected two ideas that you might discuss with your students, and we have included writing exercises to help them refine their thinking and comprehension of these ideas.

DETERMINING IMPORTANT IDEAS - NEGOTIATION AND CONFRONTATION

When students learn to determine important ideas, they deepen their comprehension and develop good reading skills. These skills will transfer to other reading activities in which they engage. With this reading, you will help your students focus on determining the important ideas in the story.

Remember that for this activity students should think and freely express their thoughts, which may be new for them. To do this, they need to feel psychologically safe, know that all their responses will be accepted, and that there are no "wrong" answers.

TO PREPARE FOR THE LESSON

- Each student will need a copy of *Neem the Half-Boy*, his/her composition books or sheets of writing paper and pencils.
- Have available chart paper or the board for the class discussion.
- Read through the lesson so that you know the steps to follow.

1. Discuss how Neem initially thinks he has to drive out the dragon (in other words, behave aggressively) in order to get the medicine from Taneen's cave. This is what the

fairies tell Neem, but it is not what the Wise Man said. You might say to your children that because he was wise, the Wise Man knew that this was not necessary. Discuss how, with negotiation (in other words, talking together to come to an agreement), both Taneen and Neem get what they need from each other.

Discuss what steps Taneen and Neem took to negotiate their agreement:

a. They needed to listen to each other.

b. They both needed to say clearly what their problem was and what they needed.

c. They needed to work together to come up with a solution that would solve both their problems.

d. They helped each other.

e. They found a solution that worked for everyone involved – even the villagers could now live in peace.

Discuss with your students how the idea of negotiation versus confrontation is useful in our own lives. You can read aloud the following dialogue example to illustrate this concept, and to make sure that students understand it.

Partner A: *"I came to school early today so I can get this chair next to the teacher, again. I sat there yesterday, but when I got here today Farid was sitting in it already!*

Partner B: *"Are there enough chairs for all the students?"*

Partner A: *"No, there are sixteen chairs and thirty-two kids."*

Partner B: *"Then, half of us will always have to sit on the floor and half can have chairs. I sat on a chair yesterday so I should sit on the floor today and let someone else have this chair, then I can have a chair tomorrow."*

Partner A: *"I did not think of that! But I know one student who has a leg injury and it is very difficult for him to sit on the floor. Is it fair for him to have to do this?"*

Partner B: *"If I were him I wouldn't like it, so why don't I offer him my chair and you save a space for me next to you on the floor, so we can sit together for a change. Tomorrow when it is your turn for a chair, you can do the same?"*

Partner A: *" Yes! And maybe we can get other students to agree to make sure he always has a chair, and for us all to take turns to do this. We should also all agree never to sit on a chair two days in a row, then that will be fair for everyone."*

Partner B: *"Yes! That's a good idea!"*

2. Have students suggest other examples of situations that can be resolved through negotiation rather than confrontation.

3. Have students write their own example of a situation that was potentially confrontational but was resolved through negotiation. Depending upon their writing skill, they can write this as a dialogue or note down a few sentences.

4. If students choose to perform their dialogues, you may wish to have them do so if you have time.

Homework Suggestions: Tell your students that these exercises will help them explore important ideas they have learned from the story and will help them improve their writing. For this activity they will need their composition book, a pencil and an eraser. [*Remind them to bring these back to class if they take them home.*]

A. Ask the students to write about a time they, or anyone they know, fought or argued with someone else, and then have them write about how they could have acted differently. Tell them to describe how different the result might have been if they had acted differently. Ask them to think about the steps that happened in the book (**1a-1e above**).

B. Ask the students to discuss the topic of negotiation versus confrontation with someone at home, and write a few sentences about what they discussed in their composition book.

ASSESSMENT: Determining & Writing About Key Ideas (dialogue writing, reflecting, synthesizing)

Level 1: Student is unable to determine any important ideas expressed in the story and cannot synthesize dialogue.

Level 2: Student is able to determine one or two important ideas but is unable to infer relevance and significance in their writing.

Level 3: Student is able to determine a number of important ideas and is able to infer relevance and significance and can synthesize dialogue well. (For example, the student says that the story contrasts using negotiation and confrontation as a way of solving a problem and says this makes him/her think about using negotiation instead of confrontation to solve issues in his/her own life.)

Level 4: Student is able to determine important ideas with a depth of insight and to infer relevance and significance to his/her own life and is able to reflect this in his/her writing. (For example, the student says that the story helps him/her examine the difference in outcome and quality of life when one negotiates solutions to problems and how empathy develops as a result of using conflict resolution. This is significant to him/her because it initiates thinking about how he/she sometimes reacts by using confrontation in a situation instead of thinking how to negotiate an outcome.)

DAY 4: INDEPENDENT READING

Homework Review: Ask the students if anyone wishes to read what they have written in their composition books regarding the last discussion topic: **Negotiation and Confrontation**. Praise the students for sharing their work and encourage other students to read and write at home. Again, tell the students that it will be good practice to do this whenever they have the time. Remind them that practice will make them better readers and writers.

TO PREPARE FOR THE LESSON

- To prepare for Step **A1**, you may want to organize students into pairs or groups of three at the beginning of the lesson so that they will know who they will be talking to when you give them the directions.
- Hand out books to the students or to groups of students.
- Prepare the audio machine, if you have one, loading the CD or Cassette of the story.

Invite your students to review the story one more time, this time reading it independently in their own books. For those students who have difficulty reading on their own, suggest that they team up with someone who reads well, or if you have an audio version of the story, have those who are less able to read independently follow along with the audio version. During the discussions, let the students know that you have no interest in quizzing them and that you do not know all the answers; that instead you want to wonder and search with them and that you are interested in big ideas and you know they are, too.

A. READING THE STORY ALOUD

If students can read and have heard the story several times, you may want to have them practice reading it on their own. It would be best to have them work in pairs, at first, to read the story in one or more of these ways:

1. Students take turns reading the story. One student reads one page; the other student reads the next page, and so on until they finish the book.

2. Students can read the story in unison.

3. Students can take turns reading the story to each other from beginning to end.

With practice, many students will learn to read the story smoothly, and some of them might enjoy reading the story to the whole class, either individually or in unison.

Assessment of Skill Development: Reading the Story Aloud

Level 1: Student is unable to read or recognize any of the words of the story, even with teacher assistance.

Level 2: Student is able to read the story but the student lacks fluency in recitation. Student appears to lack understanding of what he/she is reading. Recitation seems mechanical.

Level 3: Student reads with feeling and expression and appears to understand the words that he/she is reading.

Level 4: Student uses exceptional expression in reading, the fluency is exceptional and the story seems to come to life.

B. DETERMINING IMPORTANT IDEAS - OVERCOMING OBSTACLES

Tell your students that another important idea in this story is Overcoming Obstacles and that is today's discussion topic.

Discuss how the various characters in the story handle obstacles that stand in their way. For example: the Queen wants a boy and asks everyone how she can have one. Finally, the fairies ask the Wise Man, who tells them what the Queen should do, but what happens and why?

1. Discuss Neem's situation and what steps he took to overcome his obstacle:

a. He recognized he had a problem: he was only half a boy.

b. He understood what he needed: he needed to become whole.

c. He asked for help from others and he kept asking until he got an answer. This took a long time.

d. The solution was not easy: he had to come face to face with a fire-breathing dragon.

e. He needed certain qualities in order to achieve his goal. You might ask your students to suggest what these qualities might be? For example:

patience courage perseverance control

f. He realizes that by helping Taneen he will be able to overcome his obstacle.

Once Neem becomes whole, he is able to help others (Taneen and subsequently the villagers).

2. Discuss what steps Taneen needed to overcome his obstacle:

a. He recognized he had a problem: he was breathing fire all over the people and hurting them although he did not mean to.

b. He understands what he needs: a way to contain the fire so that he can cook his food without hurting anyone.

c. He asks for help

d. He realizes that by helping Neem he will be able to overcome his obstacle.

e. He needed certain qualities in order to achieve his goal. You might ask your students to suggest what these qualities might be? For example:

generosity	trust
cooperation	the ability to change

Once Taneen overcomes his obstacle and no longer breathes fire all over the place, everyone lives happily ever after. By cooperating they both get what they needed and they did not need to confront each other after all.

3. Have students suggest other examples of people they know who overcame obstacles. How did they do this? What special qualities did they have?

4. Have students describe in writing an obstacle that they would like to overcome and how they think they might do this. Ask them to refer to the steps that Neem and Taneen take in the story and see if any of these apply (see Steps **1** and **2** above).

Homework Suggestions: Tell your students that these exercises will help them explore important ideas they have learned from the story and will help them improve their writing. For this activity they will need their composition book, a pencil and an eraser. [*Remind them to bring these back to class if they take them home.*]

A. Ask the students to write about someone they know (or about themselves) who, like Neem or Taneen, have problems or characteristics that they need to overcome in order to attain their goals. Say to them:

> *For example, just like Taneen had to overcome breathing fire all over the place, you might know someone who is very shy who wants to overcome their shyness in order to speak out in class when required to do so. Learning this will help this person in the future to communicate well in their work and community. Write about how this person might be able to overcome his shyness, and why you think it would be important for him to do so.*

B. Ask the students to interview an elder member of their family and to write down how he/she overcame an obstacle life and what was learned from doing so.

ASSESSMENT: Determining Key Ideas (reflecting, synthesizing, determining important ideas)

Level 1: Student is unable to determine any important ideas expressed in the story and cannot synthesize ideas of his/her own.

Level 2: Student is able to determine one or two important ideas but is unable to infer relevance and significance.

Level 3: Student is able to determine a number of important ideas and is able to infer relevance and significance. (For example, the student says that the story shows how Neem and Taneen overcame obstacles standing in the way of their goals and says this makes him/her think about overcoming an obstacle or a problem in his/her own life.)

Level 4: Student is able to determine important ideas with a depth of insight and to infer relevance and significance to his/her own life. (For example, the student says that the story helps him/her examine the qualities needed in order to overcome obstacles in his/her life, and in the lives of people he/she knows.)

DAYS 5 and 6

For Days 5 and 6, choose story-related activities from the sections below entitled "Other Classroom or Home Activities." Choose the activities that you think are best for your students. If you have students who have different skills and interests, you may wish to have some students do one activity while others do a different activity. If there is not enough time in the classroom to do all of these activities, you can suggest that students do these at home, if they have time.

OTHER CLASSROOM OR HOME ACTIVITIES

After you have finished the first four lessons, you may want to do other activities with the class to deepen the students' understanding of *Neem the Half-Boy* and to build literacy skills. You can use the activities in this section for these purposes. Some of these are appropriate for children of all ages. Others are best for children who are already reading and writing comfortably. You can do any of these activities more than once if you think the students will enjoy the repetition.

Homework Review: At the beginning of the class if you have the time, you may wish to ask the students if they would like to share their homework writing with the class. Praise the students for sharing their work and encourage other students to read and write at home. Tell the students that it will be good

practice to do this whenever they have the time. Remind them that practice will make them better readers and writers.

A. DRAWING AND RETELLING

Students' can refine their comprehension of *Neem the Half-Boy* by drawing scenes from the story and talking about them to you and to one another. Each student will have different artistic abilities, and this exercise will encourage all students, regardless of their artistic abilities, to engage in retelling the story in a fun and individual way. No assessment is necessary for this activity. Here are the steps to follow.

- Have drawing paper and pencils or crayons for each student to use. Students may want to use the books they have created to do the drawings.

1. Organize students into pairs. (Have three students in one group if there is an odd number in the class.)

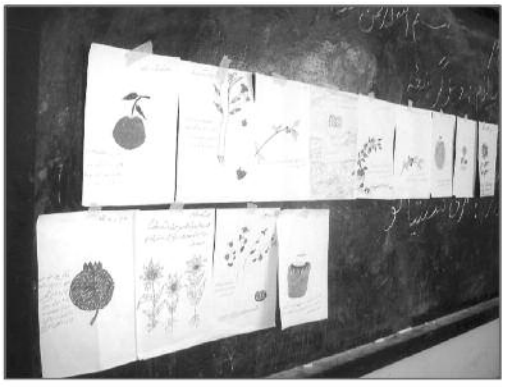
2. Hold up the book so that students can see the cover. Say:

Think about the story of Neem the Half-Boy. I would like you to choose a scene from the story to draw. Which scene would you like to draw? Think about the scene and visualize it so that you will know what to put in your picture. Make sure you include many details in your drawing.

3. Have students tell their partners which scene they are going to draw and what they are going to put in their picture. Talking about what they will draw will encourage students to plan their drawings and to think of which details to include.

4. Hand out paper and drawing tools such a pencils or crayons and let students draw their pictures. Students may want to draw in the books they have made. You may want to walk around as they are drawing and ask them to tell you about what they are drawing and why they chose to draw that. You may also encourage the students to talk to one another about the story and about what they are drawing.

5. When students have finished their drawings, do one or more of these activities:



• Post all the drawings on the wall of the classroom. If students have used the books they created, have each student go to the front of the class and hold up their drawing. Have three or four students take turns going up to the drawings on the wall (or holding up their books with the drawing), pointing to their pictures, and telling the class what their drawings depict. Have three or four more students do the same thing each day for

the next few days until all the students have talked to the class about their own drawings.

• Collect all the drawings. Choose several that represent key scenes in the story, one or two from the beginning, one or two from the middle, and one or two from the end. Post these selected drawings on the wall in a random order and have the students decide what the correct order is. Move the drawings as the students suggest until everyone is satisfied that they are in the right order. Over the next few days, choose a different set of pictures each day from the original set of drawings and again have the students decide on the correct order in which to arrange them. (If students have used the books they created, have 4-5 students stand holding their drawings in front of the class. Ask the rest of the class to help decide where the students should stand to be in the correct order.)

• Collect all the drawings. Organize them in order according to the order of the story and fasten them together to make a class book. You may want to make more than one book if there are a lot of pictures. Keep the book in the classroom and invite students to retell the story in small groups or to the whole class by going through the book and telling about the scenes depicted in the drawings.

B. WRITING ABOUT THE STORY

If students can write fairly well, they can refine their comprehension of the story by writing about it in different ways. Here are some writing activities you might want to have students do. Use more than one of these, if you think the students will be interested. If you do not have time to do these exercises in the classroom, encourage your students to do them at home if they have time. Tell them that practice will make them better writers.

- Have writing paper or composition books and pencils for each student.

1. Write a summary of the story, telling of only the main events. (You may want to challenge students to write a summary using only a specific number of words, for example, no more than 50 words or no more than 25 words. Limiting the number of words makes the activity more challenging.)

2. Say to the students, "*Decide which character in the story is your favorite. In writing, describe the character and explain why that character is your favorite.*"

3. Say to the students, "*Does something about this story remind you of something or someone in your own life? Write about how the story and your own life are similar.*"

4. Have the students imagine that there is a sequel to this story – another story that begins where this one ends – and think about what might happen in that next story and write the sequel. Say:

At the end of the story, the Neem is called "Kull" which means "the whole boy." What adventures would Kull be able to do now that he is whole?

5. Ask them to choose a character from the story and write a scene from the story as if they were that character. They should try to describe what they were thinking when the scene took place.

For example, you might say:

In the passage which I will read to you as an example, I am imagining that I am the queen and I am describing my feelings just after the fairies return from Arif the Wise Man with the apple and I am starting to eat it. (Then, read the following aloud to the students.)

I am so excited! The fairies came back from the Wise Man, and they brought this apple with them. All I have to do is eat it, they said, and I will have a son! As easy as that! I thought it was going to be something really hard or painful to do; some strange or disgusting diet, or leeches on my tummy, or boiling hot compresses, or even some weird magical formula to learn by heart. But no – eating this apple is all I have to do. Amazing!

It looks quite delicious, too, round, shiny and wonderfully red! Yumm! It tastes SO good, better than any apple I have ever eaten in my life! I wonder if the Wise Man would agree to give us some seeds from his trees for our own orchards. I must ask the fairies to go and inquire.

Yes, this is definitely a wonderfully sweet and flavorful apple, and I can't believe how perfect it tastes; our apples tend to get maggots long before they get as sweet and juicy as this one, or the birds get them before the gardeners do. These gardeners are so lazy; they don't tend the fruit trees as well as they should. Instead, they sit under them all day long and tell stories to each other when they should be working. I have told the Minister of the Palace Garden a million times that we expect our staff to perform their duties, not evade them. But staff are always a problem! One rarely gets the help one deserves. I think I'll tell the fairies to ask the Wise Man to provide us with one or two of his gardeners. They might perhaps train ours to do a decent job.

When I have this boy for a son and an orchard full of these apples, I will puree them and feed him this delicious fruit. I can just taste the goodness!

Oh dear, the king is calling me – he sounds a bit upset. I'd better go instantly and find out what the problem is!

(*With that thought, the queen rushes off, leaving half the apple uneaten…*)

Assessment of Skill Development: Writing About the Story

Level 1: Student is not able to demonstrate an ability to write about the events and the feelings and thoughts of the characters.

Level 2: Student demonstrates some ability to write about the events and the feelings and thoughts of the characters. Teacher assistance is required on imagining the possible outcome of the situation being written about.

Level 3: Student is able to write about the events and the feelings and thoughts of the characters and gives many essential details to describe the possible outcome of the situation(s) he/she is writing about.

Level 4: Student is able to write about the events and the feelings and thoughts of the characters, as well as to elaborate on his/her own thoughts, showing an understanding of the story and revealing what he/she has learned from the situation being described.

C. RETELLING AS A PERFORMANCE

A "performance" of the story involves having students learn to retell the story orally in their own words, without looking at the book, in other words, being a "storyteller." Here is how you can help students learn to retell the story.

- Have a copy of *Neem the Half-Boy* book for each student or group of students.

1. Write out the first sentence of the story and the last sentence. Show students those sentences by putting them on the board or writing them on paper to post on the wall:

Once upon a time, when flies flew backwards and the sun was cool, there was a country called Hich-Hich, which means "nothing at all."

And everyone lived happily for evermore.

2. Tell students that you want them to learn to tell the story in their own words from beginning to end but that you want them to use the sentences you wrote out as their first and last sentences.

3. Have students work individually or with a partner or a group to recall the events in the story and help each other decide how to tell it in their own words. Let them look

again at the book if they need to. Or you may suggest that they create a sequence of sketches to use as reminders of the main scenes in the story.

4. Organize students into small groups to practice the story. When they meet in their groups, they should take turns telling the story in their own words, using the rest of the group as an audience. (By having them work in groups, several students can be practicing at once in the classroom.) The small-group audiences should listen attentively and should be prepared to prompt the teller if the teller forgets something. Make sure each student practices two or three times in class before they try to perform outside the classroom. The practicing can take place over the course of a week or two.

5. When students feel they are ready, ask for volunteers to perform the story for the class or for another class in the school. (Performing for another class can be especially fun and rewarding!) Not everyone has to perform. Some students may be too shy, in which case they should not be forced to tell the story in front of a whole class.

Assessment of Skill Development: Retelling as a Storyteller

Level 1: Student is unable to retell, even with teacher assistance.

Level 2: Student is able to retell elements of the story but the organization and structure are lacking and language is sometimes unimaginative. Recitation seems mechanical.

Level 3: Student is able to retell the story, expressing all of the elements of the story. Recitation is appropriate and words are creative.

Level 4: Student uses exceptionally expressive language and form to retell the story. Speaker may use humor, emotion, suspense or liveliness in the retelling.

D. DRAMATIZING THE STORY

Students' can refine their comprehension of the story and can express their interpretations of it by dramatizing it informally.

Students do not need elaborate costumes or props. They just speak the parts of the characters and use gestures and movements as they act out the scenes, or they may make simple props to use. As the "director," you will probably need to give them prompts and suggestions, but once they have acted out the play once or twice, they will probably want to do it again and again, and they will get better each time. Here is a way to get them started:

1. Tell the students they are going to act out the story as a performance. Explain that some will be actors and some will be members of the audience and that everyone will get a chance at being both an actor and a member of the audience.

2. Next, in a column list all of the story characters on the board or on a large piece of paper so that everyone can see the list:

the queen	Arif the Wise Man	Taneen the Dragon
the king	the Fairies	village people
Neem the Half-Boy		

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, *"Who wants to be the dragon in our play?"* Choose a volunteer and write that student's name next to the name of the character. Continue until you have a student to play every part. Tell the actors that they will be improvising their parts. That is, they do not have to memorize the dialogue from the book but rather can use their own words.

3. Explain that as a class, you will be performing the play more than once and that others will get a chance to be actors the next time. Say that everyone who is not going to be in the play has an equally important part to play as a member of the audience. Explain that you are the "director" of the play and will be giving them prompts and suggestions to get them started and to make the performance go smoothly but that you want them to interpret the play in their own way. That is, they should use their own words, gestures, and movements as they act out each scene.

4. Decide on areas of the room to use for the setting in the story (the king and queen's palace, the dragon's cave, etc.) and have the members of the audience sit facing those areas. Get the play started by telling the actors to get ready to act out the first scene. Position them as needed for the scene. Those who are not in the scene can simply stand off to the side until it is time for them to come into the scene. Direct the actors to begin and let them improvise the scene. You may need to prompt them with lines if they are not sure what to say, but they will probably catch on quickly and will do a good job.

5. At the end of the play, have the actors join the rest of the class in a discussion of how the play went. Invite them to respond to these questions:

What did the actors do quite well?

What might the next group of actors do to make the play even better?

What did the audience do quite well?

What might the audience do the next time to make the play even better?

6. Most students very much enjoy taking turns acting out a story. Each time a new group of actors acts out the story, they will say the lines in slightly different ways, use different gestures, move about in different ways, and so on. What they do will reflect how they interpret the story, and since each story can be interpreted in somewhat different ways, the differences in performances should be welcomed and acknowledged.

Assessment of Skill Development: Dramatizing the Story

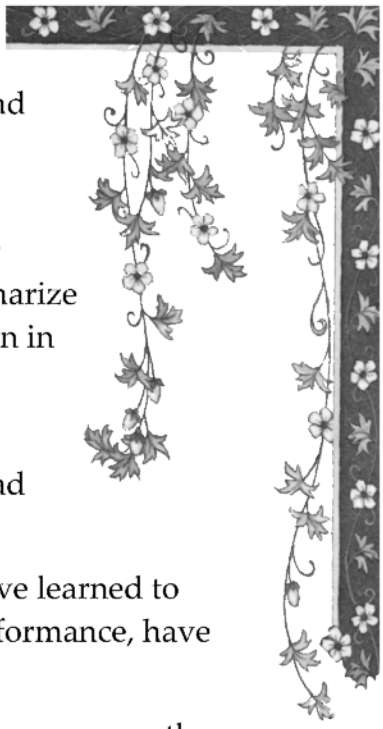
Level 1: Student speaks inaudibly and lacks any expression while performing, and does not use the voice of the character, even with teacher assistance.

Level 2: Student speaks audibly but is inconsistent in using the voice of the character. Expression is lacking. Performance is lifeless.

Level 3: Student speaks somewhat clearly, using the voice of the character, and can be heard and understood. Expression and portrayal are imaginative and creative.

Level 4: Student uses exceptionally expressive language and creates a lively interpretation of the character, using humor, emotion, suspense or liveliness. Character seems lifelike.

SHARING THE STORY AT HOME



After students have completed any of the "Other Activities" and are feeling confident about their work, suggest that they share their efforts with their families. Here are some suggestions:

1. DRAWING AND RETELLING: Have students take their drawings home to show their families. Suggest that they summarize the story and then explain the part of the story they have drawn in their pictures.

2. WRITING ABOUT THE STORY: When students write about the story, have them take their compositions home to read aloud to their families.

3. RETELLING AS A PERFORMANCE: When students have learned to retell the story smoothly and are comfortable telling it as a performance, have them tell the story at home to their families.

4. DRAMATIZING THE STORY: If several students live near one another, suggest that they get together outside of school to act out the story for their families. Or, if possible, invite family members to come to the school to see a performance of the play.

5. TEACHING OTHERS TO READ: After students have completed all of the activities you have chosen to do with this book, make sure each student has a book of their own to take home to keep and read whenever they want. You may suggest that now they have this book and know how to read it, they can teach other members of their family, their siblings and mothers, to read it as well.

COLLECTING STORIES FROM HOME

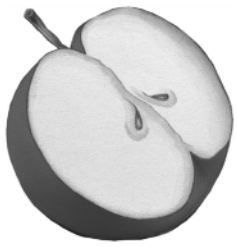
As you work with *Neem the Half-Boy* in the ways suggested in this guide, there will be opportunities for your students to ask their families about similar folktales with which they are familiar.

1. Tell students that their family members probably know many stories like the one they are studying in class with you and that you would like them to find out about some of those stories by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have heard folktales or teaching stories when they were children. Say something like this:

> *Once Neem the Half-Boy and the dragon came to a good agreement, everyone was happy. All of you probably know someone in your family or in your neighborhood who knows traditional Afghan folktales or teaching stories. Let's investigate and see if we can get a few people to remember some of the stories they learned when they were children or that they heard at some other time in their lives where two or more characters solve a problem together.*
>
> *Here is your assignment: Ask the people in your family and neighborhood about the folktales and teaching stories that they know. Ask them to tell you their favorite story. Write it down as best you can, or learn it well enough to tell it, and bring it into class.*

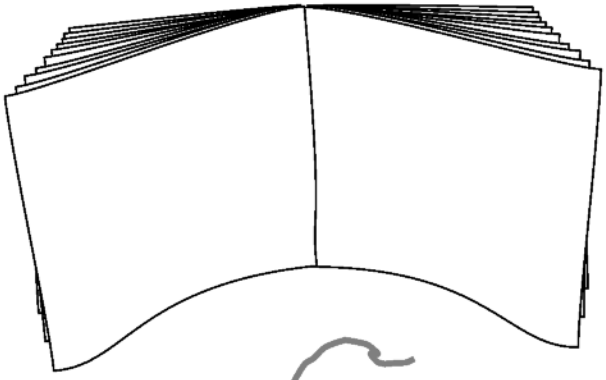
2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:

- Have students draw pictures to illustrate the stories, talk about the pictures in the class, and then take them home to show the people who told them the stories.
- Have students write the stories in their own words, draw pictures to go with them, and make simple books to give to the adults from whom they received the stories. (See next page for instructions on making a simple book.)
- Invite some of the adults to come to the school to share their stories with the whole class.

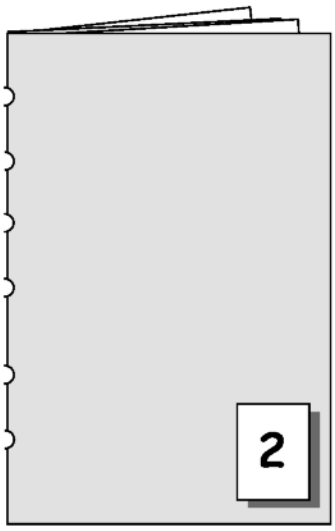


Instructions for Making a Simple Book

Fold pieces of paper in half all at once.

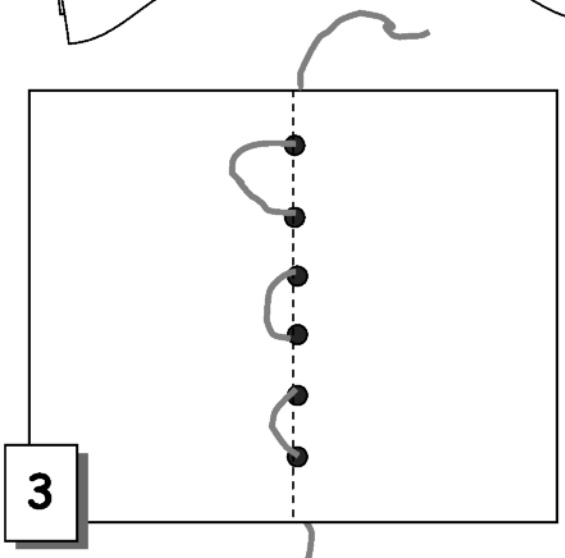


1



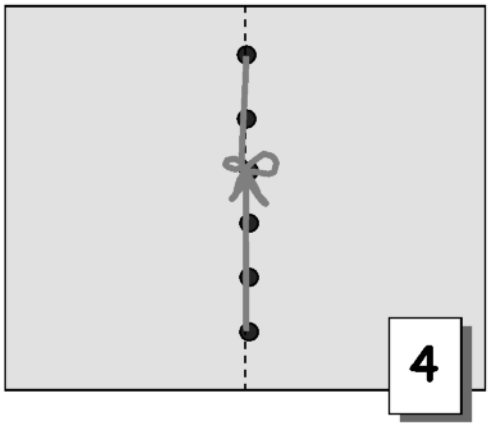
2

Using a hole-punch, scissors, or knife, punch half a hole along the folded edge of the pages. (Make sure the holes match up on all the pages.) If this is not possible, see alternative options for binding below.



3

Open all the pages out and make sure the holes line up. Thread string or yarn from behind, going in and out of the holes, "sewing" together all the pages.



4

Pull the string ends tightly, and tie securely.

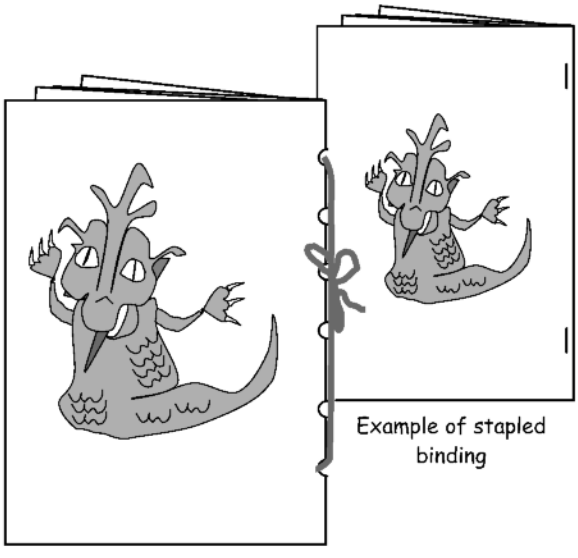
Alternative Binding Methods:

Staple: After Step 1, fold the pages into a booklet and staple 2-3 places down the folded side.

Glue: Lightly glue all pages down the folded edge, and nest the pages together. Make sure the glue is completely dry before students work with the books.

Sewing: Use a sturdy needle and thread to sew the pages together at the fold. (Please keep needles safely out of reach of young children.)

You and your students may find other binding solutions that work better than any of these!



Example of stapled binding

These charts can be reproduced and used to keep track of your students' progress on the skills you are teaching in class. Please refer to the Assessment of Skill Development charts at the end of each day's activity for a description of the levels of skill.

STUDENT PROGRESS EVALUATION for NEEM THE HALF-BOY

STUDENT'S NAME: ______________________________________

	LEVEL OF MASTERY			
SKILLS LEARNED:	**1**	**2**	**3**	**4**
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 2: Vocabulary Activities (Word Study)				
DAY 3: Reflecting on Key Ideas				
DAY 3: Determining & Writing About Key Ideas – Negotiation & Confrontation				
DAY 4: Independent Reading – Reading Aloud				
DAY 4: Determining Key Ideas – Overcoming Obstacles				
ADVANCED CLASSROOM ACTIVITIES (Days 5 and 6):				
Writing about the Story				
Retelling as a Storyteller				
Dramatizing the Story (Performance)				

STUDENT PROGRESS EVALUATION for NEEM THE HALF-BOY

STUDENT'S NAME: ______________________________________

	LEVEL OF MASTERY			
SKILLS LEARNED:	**1**	**2**	**3**	**4**
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 2: Vocabulary Activities (Word Study)				
DAY 3: Reflecting on Key Ideas				
DAY 3: Determining & Writing About Key Ideas – Negotiation & Confrontation				
DAY 4: Independent Reading – Reading Aloud				
DAY 4: Determining Key Ideas – Overcoming Obstacles				
ADVANCED CLASSROOM ACTIVITIES (Days 5 and 6):				
Writing about the Story				
Retelling as a Storyteller				
Dramatizing the Story (Performance)				

This chart can be used to keep track of your overall student progress on the skills you are teaching in class. Please refer to the Assessment of Skill Development charts at the end of each day's activity for a description of the levels of skill.

CLASSROOM PROGRESS EVALUATION

Teacher:_____ Class ID:_____
Date:_____

Hoopoe Book title used: NEEM THE HALF-BOY

This is the _____ Hoopoe Book I have used with my students.

NUMBER OF STUDENTS IN CLASS: ____

	LEVEL OF MASTERY PER STUDENT*			
SKILLS LEARNED:	**1**	**2**	**3**	**4**
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 2: Vocabulary Activities (Word Study)				
DAY 3: Reflecting on Key Ideas				
DAY 3: Determining & Writing About Key Ideas ~ Negotiation & Confrontation				
DAY 4: Independent Reading ~ Reading Aloud				
DAY 4: Determining Key Ideas ~ Overcoming Obstacles				
ADVANCED CLASSROOM ACTIVITIES (Days 5 and 6):				
Writing about the Story				
Retelling as a Storyteller				
Dramatizing the Story (Performance)				

*Calculate the total number of students reaching each level.

This Page is For Notes

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Afghan Traditional Tales Retold by Idries Shah
Each Available with a Teacher's Guide for Classroom Use

Book One: *The Farmer's Wife*
Book Two: *The Lion Who Saw Himself in the Water*
Book Three: *The Silly Chicken*
Book Four: *The Clever Boy and the Terrible, Dangerous Animal*
Book Five: *The Old Woman and the Eagle*
Book Six: *The Boy Without a Name*
Book Seven: *The Man and the Fox*
Book Eight: *Neem the Half-Boy*

THE AFGHAN TEACHER'S GUIDE ACTIVITIES INCLUDE:

READING THE AFGHAN TRADITIONAL TEACHING-STORY

Read-aloud reading activities designed to enhance:
Oral language through questions and discussion
Higher-level thinking skills, including the ability for generating analogies
Story comprehension through repetition
Making the story your own, providing learning that lasts
Social-emotional development

RESPONDING TO THE STORY

Reading, Writing, Listening, Speaking
Activities designed around these strategies and skills:
Personal response including discussion
Drawing and Retelling
Building Reading and Writing Skills
Developing Reading Vocabulary
Identifying Word Patterns
Comprehension Skills
Thinking Skills including the ability to generating analogies

ASSESSMENT CHARTS

To determine and evaluate individual student and classroom progress

BUILDING HOME/SCHOOL COMMUNICATION

Children sharing Hoopoe stories with their family and community
Children collecting stories from their family and community

For more information on Hoopoe Books,
audio materials and Teacher's Guides,
please contact:
Khatiz Organization for Rehabilitation (KOR)
P.O. Box No. 5704, Kabul
Phone number: 0093 (0)785 206 443

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HOOPOE BOOKS

KHATIZ ORGANIZATION FOR REHABILITATION (KOR)

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