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

The Fourth Book:

The Clever Boy and the Terrible, Dangerous Animal

by Idries Shah

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HOOPOE BOOKS
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.
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Also included in the back of this guide:

INSTRUCTIONS FOR MAKING A SIMPLE BOOK
STUDENT PROGRESS EVALUATION CHART
CLASSROOM PROGRESS EVALUATION CHART

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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 **do not have one correct answer but many possible answers** 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 many days 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

THE CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL

DAY 1: FIRST READING OF THE STORY

This lesson should take about 30-40 minutes of uninterrupted time.

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?
Teaching Plan - Day 2

For instance, when the people are pointing to the terrible animal ("And when the boy looked where they pointed, he saw a very large..."), ask the students: To what do you think the people are pointing? Why do you think so?

Or, when the boy explains that melons are edible ("Melons are very nice to eat. We've got lots of them in our village and everyone eats them."), you might ask: What do you think will happen next? 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 objects they see pictured. For instance, on the first three pages of the book, students will notice...
the cows, the houses, the boy and the way he is dressed, as well as the clouds and the grass; later they will notice the people from the other village, etc. Start a list of 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. There are many objects and characters pictured in the book. This naming activity will give students a chance to look carefully at the illustrations (to find characters and objects) 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.

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**DAY 2: SECOND READING OF THE STORY**

Here are some suggestions for reading the story a second time. This sequence of activities should take about 30-40 minutes of uninterrupted time.

**TO PREPARE FOR THE LESSON**

- Practice reading the story again so that you can read it even more effectively this time.
Teaching Plan - Day 2

- To prepare for Steps 5-6, 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 “Developing Reading Vocabulary” activity, 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
Teaching Plan - Day 2

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 the boy’s recognizing that the “animal” was really just a watermelon is the most important because they identify with the boy in this situation. Others may think it is when the boy teaches the villagers how to grow watermelons, and so on. 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

After you have finished reading the story to the students for a second time and have done some of the other activities, you may want to use the story for building other literacy skills. You can use the following lessons in any order or any combination for this purpose. You can do these activities on different reading days.

DEVELOPING READING VOCABULARY

Once students have heard and discussed the story, they will probably be ready to learn to read some of the words from the story. The purpose of these activities is to help students read the words for themselves. This sequence of activities should take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Go through the book and choose at least ten words from the story for the students to learn to recognize when they see the words written down. Make a list for yourself to keep so you will remember which words you chose. (You’ll do this activity later with other words.) At first, choose words from the story that can be
represented in drawings. For example, here are some words that would be good to start with:

- boy
- crowd
- field
- terrible
- animal
- village
- people
- frightened
- dangerous
- watermelon

- Print each word clearly on a large card, a sturdy piece of paper, or the chalkboard. Each word should be large enough and dark enough for all the students to see it when you hold it up.

- If you are doing the Word Card activity (step 7), have note cards, string, and writing utensils available for each student.

- Look over the lesson plan so that you are familiar with the steps to follow.

**VOCABULARY ACTIVITIES**

1. Tell students that today they will be learning to recognize some words from the story you have been reading with them. Tell them you are sure everyone will be able to learn at least one of the words today and that some may learn more.

2. Hold up the word *boy* so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. For example, you might say something like this:

   *This word is BOY. You remember the clever boy from our story. Think of a sentence using the word "boy," for example, "The boy was clever because he understood that the people had never seen a watermelon." Think of a sentence using the word "boy" that has something else to do with the story we have been reading.*

   Call on two or three students to say the sentence they thought of. Then put the word on the wall or have one of the students stand next to you, holding the word so that everyone can see it.

3. Hold up the word *village* so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or
can simply be a sentence that uses the word correctly. For instance, you might say something like this:

_This word is VILLAGE. Do you remember that the boy lived in a village and went to visit another one? Think of a sentence using the word “village.” For example, “Just outside the new village was a huge green field.”_

Again, call on two or three students to say the sentences they thought of. Then put the second word on the wall or have another student stand next to the first one, holding the second word so that everyone can see it. Point to each of the two words and have the students say them with you while they look at the words.

4. Continue in this way with each of the words. Each time, say the word, have the students say it with you, have two or three of them use the word in a sentence, and then put that next word in line with the others. Once the new word is in place (on the wall or in the line of students holding words), point to each word in turn and have students say it with you.

5. When you have presented all the words, mix them up and have the students say the words again, one at a time, when you point to them. For example, if the words are posted on the wall, move them around so that they are in different positions in relation to each other. If students are standing in a line holding up the words, have them move from their original positions into new positions in the line and then hold up their words again.

6. Have students practice saying the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.

7. Give each student ten cards (or ten sturdy slips of paper) and have them copy, as carefully as they can, the ten words on the cards, one word per card. Tell them to keep the cards in a safe place and practice reading the words on their own once or twice a day. (A good size for these word cards is about 3” x 5”.)

8. When students have made their own set of the words to practice, choose another ten words from the story and repeat steps 1-7 above.

9. Have the students add the second ten cards to the first set they made and now practice all twenty words on their own.
10. Continue in this way with every reading of the story until the students have learned all or most of the words in the book.

You might want to help the students punch a hole in the corner of each word card and tie the cards together with a string to make it easier to add more words.

As students acquire more word cards with each reading, you may want to suggest that they arrange some of the words into phrases or sentences to read. This is a good classroom activity that students can do individually or in pairs. When they have arranged words into a phrase or sentence, they can copy it on a piece of paper to practice their writing (for those who need to practice writing). You may need to supply some words to the children when they generate phrases and sentences if they do not have all the words they need on their own cards. Just write other words they may need on cards and let them put those new words with their own set of cards.

You may also suggest that the students take their word cards home to read to their families and perhaps teach to others in the household who cannot yet read. They can also show their families how they can organize individual words into phrases or sentences to read and write.

Remind the students to bring their set of Word Cards back to the classroom so they can use them in other activities later on.

<table>
<thead>
<tr>
<th>Assessment of Skill Development for Day 2: Vocabulary Development</th>
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<tbody>
<tr>
<td>Level 1: Student is unable to recognize words that have been taught, cannot use them in phrases or sentences and cannot write them.</td>
</tr>
<tr>
<td>Level 2: Student is able to recognize words being taught, can use some in phrases and sentences, and is able to write them with assistance from the teacher.</td>
</tr>
<tr>
<td>Level 3: Student is able to recognize words being taught, can use some in phrases and is sometimes able to write them independently.</td>
</tr>
<tr>
<td>Level 4: Student is able to recognize words being taught, can use them in phrases or sentences, and is able to write them clearly.</td>
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</table>
DAY 3: THIRD READING OF THE STORY

Here are some suggestions for reading the story a third time. This sequence of activities should take about 30-40 minutes of uninterrupted 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, 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.

• If you wish to use the “Studying Patterns in Words” activity, have the students bring their Word Cards to class and have more note cards available for them to add more words, if needed.

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.

Read and display both pages, and before you turn the page, ask: What happens on the next page?

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, close the book and 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 one or more of these questions to encourage students to think more deeply about the meanings of the story. 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.

The townspeople were afraid of the melon because they didn’t know what it was. Have you ever been afraid of something because you didn’t know what it was?

What was it? Did you get over being afraid of it? How did you do this?

Was the clever boy afraid? Why or why not?

How can you tell if someone is afraid?

Is fear a helpful feeling, or can it be a problem? Why do you think so?

Can one person’s fear make other people afraid?

Is it possible to stop yourself becoming afraid? How?

Are there things that are really dangerous? What are they? What do you have to do to be careful of those things?

Have you ever laughed at someone because you thought he or she was silly but then realized that person just didn’t understand something you did? What happened afterwards; did you help the person? Why/why not?

If everyone agrees something is true, is it true?

Do you think one person can make a difference like the clever boy did? Why or why not?

What are some things you could do that would make a difference?
**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 one-to-one 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 people were afraid and student says he/she was afraid 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, like the boy in the story, he/she was able to help a friend understand something unfamiliar).

**BUILDING READING AND WRITING SKILLS - DAY 3**

After you have finished the three days of reading the story to the students and have done some of the other activities, you may continue lessons for building other literacy skills.

You may want to review and add to the words learned in Day 2’s Vocabulary Development activities and have students add more words to their Word Cards.

Then do the following activities for teaching word patterns.

**STUDYING PATTERNS IN WORDS**

As students acquire a reading vocabulary (words that they have learned to recognize in print), they can use the words they know to learn about spelling and sound patterns in words. A very good way to help students see patterns in words is to have them sort (categorize) words. Here is one way to do this:

1. Tell students that the more words they know, the more easily they will be able to hear sound and see spelling patterns in words. Choose three words that you have been teaching the students to illustrate what you mean. Two of the words should rhyme with each other (have the same ending sound), and the other should have a different ending sound. Put the three words where all the students can see them. Say something like this:

   > Look at these three words. Say them with me. (Have students say the words in unison with you.) Two of these words rhyme with each other, that is, they have the same sound at the end. Which of the words rhyme?
2. When students correctly identify the rhyming words, show them another set of three, again with two words that rhyme and one that has a different sound. Again have them listen for and identify the rhyming words.

3. When students understand the concept of “rhyming words,” tell them to sort (categorize) their own individual word cards according to rhyming sounds. (Each set of rhyming words should go into a separate pile.) Students may not be able to find a rhyming word for every word in the set they have, but it will be very good practice to go through their collection of words, say each one to themselves, and decide if it rhymes with any of the other words.

When students understand how to sort (categorize) words according to rhyme, they can learn to sort the words according to other features. For instance, they can sort the words according to beginning sound or according to number of syllables. There may be other patterns in the words that you would want them to look for, too.

You may also suggest that the students take their word cards home and show their families how to sort the words according to the different patterns you have showed them (rhymes, beginning sounds, etc.).

**Assessment of Skill Development for Day 3: Vocabulary & Word Pattern**

Level 1: Student is unable to recognize words that have been taught, cannot use them in phrases, and is unable to understand rhyming or other word patterns.

Level 2: Student is able to understand words being taught, can use some in phrases, and is able to sort words into patterns with assistance from the teacher.

Level 3: Student is able to understand words being taught, can use some in phrases, and can independently sort words into rhyming patterns.

Level 4: Student is able to understand words being taught, can use them in phrases, and understand and think of many word patterns.
DAYS 4, 5, and 6

For Days 4, 5, and 6, choose story-related activities from the sections below entitled “Other Classroom 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.

OTHER CLASSROOM ACTIVITIES

After you have finished the first three lessons, you may want to do other activities with the class to deepen the students’ understanding of The Clever Boy and the Terrible, Dangerous Animal 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.

DRAWING AND RETELLING

Students’ can refine their comprehension of The Clever Boy and the Terrible, Dangerous Animal 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.

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 the clever 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 as pencils or crayons and let students draw their pictures. 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. Have three or four students take turns going up to the drawings, pointing to their own, and telling the class what their drawing depicts. 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.

- 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.

**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.

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. Decide which character in the story is your favorite. In writing, describe the character and explain why that character is your favorite.
3. 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. Imagine that there is a sequel to this story—another story that begins where this one ends. Think about what might happen in that next story and write the sequel. Say:

   At the end of the story, the boy has taught the villagers how to grow melons. What might happen next to this boy and the people living in Watermelon Village?

---

**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.

---

**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.

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.

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 there was a very clever boy who lived in a village.

   It all happened because a clever boy was not afraid when a lot of silly people thought something was dangerous just because they had never seen it before.

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 time 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.

**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:

   - boy
   - boy’s mother
   - villagers
   - the man

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, “Who wants to be the boy in our play?” Choose a volunteer and write that
Teaching Plan – Days 4, 5, and 6

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 boy’s own village, the village he visits, and the field) 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.
COLLECTING STORIES FROM HOME

As you work with *The Clever Boy and the Terrible, Dangerous Animal* 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 how to make or do many things like the ones they are studying in class with you and that you would like them to find out about some of those abilities by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have acquired these abilities when they were children. Say something like this:

   *In the story, one of the villagers asks the boy, “Well, how do we get watermelons?” and the boy both shows them and tells them how step by step. All of you probably know someone in your family or in your neighborhood who knows how we get not only watermelons, but all kinds of different things that we eat, buy and give as gifts. Let’s investigate and see if we can get a few people to tell us the steps to making or getting something that they learned when they were children or that they learned at some other time in their lives.*

   *Here is your assignment: Ask the people in your family and neighborhood about something they are able to do or produce. Ask them to both show you and tell you the steps for doing that activity or for making that thing. 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.

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.

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.

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!
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**
**THE CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL**

**STUDENT'S NAME:** ____________________________

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**THE CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL**

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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: **THE CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL**

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

**NUMBER OF STUDENTS IN CLASS:** _____

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*Calculate the total number of students reaching each level.
This Page is For Notes
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
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