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

The Ninth Book:

Fatima the Spinner and the Tent

by Idries Shah

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HOOPOE BOOKS
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INSTRUCTIONS FOR MAKING A SIMPLE BOOK
FATIMA’S JOURNEY (MAP)

STUDENT PROGRESS EVALUATION CHART
CLASSROOM PROGRESS EVALUATION CHART

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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 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.

*Fatima the Spinner and the Tent*
TEACHING PLAN
FAIMA THE SPINNER AND THE TENT

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 many countries of the world. 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 Fatima’s father tells her they are going on a journey, ask students:

   What do you think will happen on this journey? 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 house, the people with the yarn and spindle, the village and ships, 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.

• 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 that Fatima’s ability to synthesize all she had learned from her experiences so that she could make a tent was the most important. Other students may think her marrying the Emperor’s son the most important part of the story. There are no wrong answers. What the students choose is not as important as the discussions 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, his/her composition book (or sheets of lined paper) and a pencil to use for this activity and for homework activities. (See the back
Teaching Plan - Day 2

of this guide for directions on making simple books the students can assemble and use.)

**VOCABULARY ACTIVITIES**

Read the story again aloud to the students.

Tell the students they will be making lists of words they are learning with *Fatima the Spinner and the Tent*. 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 *Fatima the Spinner and the Tent* to this 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:

*Do you remember when Fatima is shipwrecked for the first time and the story says the “experience of the shipwreck and her exposure in the sea had exhausted her”? If you want to know what the word “exposure” means, you might ask yourself, “What does the story say caused the ship to become wrecked? Would Fatima have been in the sea water, possibly for quite a long time, after the shipwreck?” Once you know the answers, you should be able to know what “exposure” 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 of 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 *Fatima the Spinner and the Tent* 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 encourage students to add to it throughout all activities using this book.

**Example of ABC Word List for some words from *Fatima The Spinner and the Tent***

| A | Alexandria, agent, accordance |
| B | business, builder |
| C | Court, Crete, captors, collected |
| D | dejection, dreamt, drowned |
| E | expectation, exposure, Emperor, exhausted |
| F | family, foreign, flax |
| G | grief |
| H | husband, helper, heralds, happiness |
| I | intending, interpreter, Istanbul |
| J | Java |
| K | |
| L | labor, liveliest, legend |
| M | market, masts, married |
| N | nobody |
| O | occasion |
| P | profit, prosperous, prince, prediction |
| Q | |
| R | rescuing, reconciled, remembering |
| S | sympathy, spinner, stumbled, seashore |
| T | typhoon, trained, travels, tent |
| U | unfortunate, utterly, unpleasant |
| V | villages |
| W | wept, wrecked, weavers |
| X | |
| Y | year |
| 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 phrases 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:

- handsome youth
- prosperous spinner
- heavy labor
- trusted helper
- remember dimly
- liveliest anticipation

Examples of sentences using these pairs are:

"Everyone looked upon the fulfillment of the prediction with **liveliest anticipation**."
“He could only remember dimly the days just before his terrible accident.”

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:
unfortunate market (noun) spoke Emperor seashore
reconciled (adverb) sympathy inland answer (noun) slaves (noun)

“Why should so many _______ things happen to me?” [choose an adjective]
“...within a year or two she was happy and _______ to her lot.” [choose an adverb]

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, 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:

Fatima the Spinner and the Tent
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 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?**
- **At the beginning of the story is Fatima prepared for what happens to her? Why do you think so?**
- **Fatima and her father are shipwrecked and only Fatima survives. She is alone and utterly destitute, but then a family of weavers are kind and take her in. She stays with them and they teach her to weave. How does she feel now that she is with this family?**
- **After that, she is captured by slave-traders, which must have been horrible, but a man buys her so that he can give her a better life. Do you think Fatima repays his kindness? Why and how?**
- **When her ship is wrecked by a typhoon off the coast of China, Fatima asks, “Why is it that whenever I try to do something it comes to grief? Why should so many unfortunate things happen to me?” And when she gets no answer, she picks herself up and walks inland. What characteristics do you think Fatima possesses that allow her to keep going? Why do you say that?**
- **Do you think that Fatima’s difficulties were temporary challenges that helped her achieve her dreams? Why or why not?**
- **At the end of the story the author tells us “It was through these adventures that Fatima realized that what had appeared to be an unpleasant experience at the time, turned out to be an essential part of the making of her ultimate happiness.” Do you think this can be true for everyone who, like Fatima, perseveres in spite of everything?**
- **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 recalls that he/she had to undertake a difficult task 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 Fatima’s ability to learn many things from her difficulties reminds him/her of a difficult task or situation he/she had to learn or overcome and has since found that what he/she learned from this experiences has been useful).
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 - DEVELOPING THE QUALITIES WE NEED TO ACCOMPLISH OUR GOALS**

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 them focus on determining the important ideas in the story.

Teaching-stories like this one help us all to understand characteristics that are common to all of us. They are part of human nature. Fatima The Spinner and the Tent makes us think about the qualities we need in order to accomplish our goals in spite of difficulties that might arise.

So that students understand the idea of qualities and how they develop, you may wish to lead a discussion to compare and contrast the qualities that Fatima possessed at the beginning the story with those she developed through her experiences.

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.

*Fatima the Spinner and the Tent*
TO PREPARE FOR THE LESSON

- Each student will need a copy of Fatima The Spinner and the Tent, his/her composition books or sheets of writing paper and pencils.
- Have available chart paper or the board for the class discussion.

1. Lead a discussion about qualities. You might begin by saying something like this:

   This story is about a young girl who develops the qualities that she needs through adversity. Let's think about the differences between those qualities Fatima possesses at the beginning of the story and those she has at the end.

   What qualities does she possess at the beginning?
   
   What qualities does she possess at the end?

2. Make two columns on the blackboard and have students make two columns on a page in their composition books (or on a sheet of writing paper) and list what they think are the qualities Fatima possesses at the beginning of the story and the qualities that Fatima acquires through the adversity of her journey. Example:

<table>
<thead>
<tr>
<th>Qualities Fatima Possesses</th>
<th>Qualities Fatima Learns</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is a romantic and a dreamer. In the beginning, she was inexperienced, dependent, and used to having everything she needed without having to work hard for it.</td>
<td>She learned to be independent, determined, adaptable, realistic, patient, resourceful, creative, observant and respectful. In turn, she was respected in her new country.</td>
</tr>
</tbody>
</table>

3. Make two columns on the blackboard and ask your students to list the qualities that someone would need to become a teacher, tell them to decide what they already have and what they might need.

   **My goal is to become a great teacher**

<table>
<thead>
<tr>
<th>Qualities I now possess:</th>
<th>Qualities I will need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>imagination</td>
<td>perseverance</td>
</tr>
<tr>
<td>inexperience</td>
<td>independence</td>
</tr>
<tr>
<td>vision</td>
<td>compassion</td>
</tr>
<tr>
<td>dependence</td>
<td>inquisitiveness</td>
</tr>
<tr>
<td>studiousness</td>
<td>discipline</td>
</tr>
<tr>
<td>energy</td>
<td>confidence</td>
</tr>
<tr>
<td></td>
<td>empathy</td>
</tr>
<tr>
<td></td>
<td>patience</td>
</tr>
</tbody>
</table>
**Teaching Plan - Day 3**

**Homework Suggestions:** Tell your students that these exercises will help them explore important ideas they are learning 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.]

A. Ask the students to write about a time they, or anyone they know, experienced something that seemed disastrous, but that they realized later had taught them something useful.

B. Ask the students to think about a goal they have, and what qualities they will need to accomplish it. Suggest that they make two columns on a page in their composition books (or on a sheet of writing paper) as you did in class. Have them head it with their goal at the top and list what they think are the qualities they have now that will help them and then list the qualities they will need.

**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 any relevance or 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 examines the qualities that Fatima has at the beginning of the story and those that she develops through the difficulty of her experiences – while she is a romantic and completely dependent on her father at the beginning of the story, and throughout the story she is dependent on those people who take her in, she becomes independent through her experiences. This is significant to the student because she/he realizes the changes and growth that Fatima experiences and that these are essential for her realizing her dreams.)

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 reflects his/her own expectations and experiences. This is significant to the student because she/he not only realizes that changes and growth can happen through random experiences, but understands the role of planning, effort, education and preparation in accomplishing one’s goals.)
DAY 4: INDEPENDENT READING

Homework Review: If you think you have the time, you may ask the students if anyone wishes to read what they have written in their composition books about: (A) a time when they, or anyone they know experienced something that seemed disastrous, but that they realized later had taught them something useful; and/or (B) regarding their goals and the qualities they have and will need to accomplish them. 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 student groups.
- Prepare the audio machine, loading the CD or Cassette of the story if you have one.
- For Step B4, have paper and pencils or the student’s composition books available for each student.

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 - DEVELOPING THE SKILLS WE NEED TO ACCOMPLISH OUR GOALS**

Tell your students that another important idea in this story is *The Skills We Need to Accomplish Our Goals* and that is today’s discussion topic.

1. Discuss with your students the steps that Fatima had to take in order to find a husband. Discuss all of the individual things she learned that did not appear to be helping her accomplish this goal. Say to the students:

   *At the time Fatima was learning to weave, or make masts or tent poles, she had no idea that she would need to be able to use these skills later in her life and that they would lead to her marrying a prince. When the Emperor asked her if she could construct a tent, she could see in her mind that it might be possible to do this because she was able to synthesize, or gather together, and apply all her experience and knowledge to imagine constructing what she knew was a tent.*

Discuss what allowed Fatima to be able to realize her ultimate goal:

   a. She initially dreamt of marrying a husband but when her ship was wrecked, she had to adapt to her new situation and to learn to weave.

   b. When her life with the weavers was over, she complained bitterly in her new situation as a slave, but she was luckily bought by a man who pitied her and planned to give her a job as serving-maid.

   c. Later, when things went wrong for the mast-builder, too, Fatima and his wife had to help him. Fatima adapted to yet another situation once more and learned to make masts.

   d. When the Emperor of China asked Fatima to make a tent, she thought that she could but was not expecting that they wouldn’t have the materials she needed. They didn’t, so she had to figure out what she would need to do.
e. She then realized that she could apply each of the skills she had learned to make the parts needed for a tent. Remembering all the tents she had seen on her travels, she put these elements together and created a tent.

f. Once she created a tent, the Emperor offered her anything she wished for. Fatima chose a prince for a husband and settled down. And then she was able to realize that the experiences she had felt were so unpleasant enabled her to realize her dream.

2. Tell the students to think about how the story of Fatima allows us to reflect on those skills we need in order to achieve our goals. Unlike Fatima, who had no idea that she would need to make a tent, it is possible for us to have an idea about what skills we might need in order to realize our goals and dreams. Tell the class they will choose a goal, either imaginary or real, that they want for themselves, such as a career, a skill or hobby, or a talent that they might want to develop. Ask them to think about the steps that happened in the book (B.1a-1f above).

You may want to create and write some brief examples of dialogue ahead of time to share with the students so that they understand the concepts of how to think about the skills they need to accomplish their goals. One example might be:

**Becoming a Doctor**

**Partner A:** "What is your career goal?"

**Partner B:** "I wish to be a doctor, so I am working hard at school so that I can go to college."

**Partner A:** "How will you go about achieving this goal?"

**Partner B:** "I know that I will need to study many subjects, such as physiology, anatomy, chemistry and biology in order to achieve my goal. I will need to study mathematics. While math is not my favorite subject, I know I will need math in order to take the entrance exam for medical school. And there are probably lots of things I don't know that I will need, so I will read books about doctors and talk to doctors, if I can, to find out what other subjects or activities I should know about which will help me achieve my goal."

**Partner A:** "Are you sure that you want this goal, or might circumstances change, or your goal change, and you need to focus on other skills as well."

**Partner B:** "Fatima in the story we read didn’t know that things she was learning would be very helpful to her in later life. I will try to do the best I can when I am learning a new skill, or in a situation, whether I like it or not, since the future is unknown, and I never know what may be useful later on."
3. Have students choose a goal, either imaginary or real, that they want for themselves such as a career, a skill or hobby, or a talent that they might want to develop. Ask them to think about the steps that happened in the book (B.1a-1f above).

4. Have the students write the skills they have and will need as a dialogue or note down a few sentences.

5. Students may also want to illustrate their writing so that there is both text and images, or they can create a comic strip with dialogue.

6. 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 think about the skills they have and those they will need to accomplish their goals. Suggest that they make two columns on a page in their composition books (or on a sheet of writing paper) as you did in class. Have them head it with their goal at the top and list what they think are the skills they have now that will help them and then list the skills they will need in the other column.

B. They can write a dialogue to help illustrate one of their goals, the skills they have and what skills they will need to accomplish that goal.

C. Ask the students to interview an elder member of their family who has a skill and find out how they learned it. Write some sentences on this conversation in their notebook, so that we can all learn from their older relative.

**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 reminded him/her of learning an important task once and it was very difficult at first, but now the task seems easy. They may indicate that they are learning many skills that will be helpful someday.)
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 qualities and skills needed to accomplish many goals which are important in his/her life. This is significant to him/her because it initiates thinking about how he/she can apply these good qualities and skills in all facets and stages of his/her life.)

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 Fatima the Spinner and the Tent 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 Fatima the Spinner and the Tent 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,
Teaching Plan - Days 5 & 6

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 Fatima the Spinner and the Tent. 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. 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

Fatima the Spinner and the Tent
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, Fatima chose to settle in China and raise a family. Describe her life and tell us what you think she did in the future?

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 have written from the herald’s point of view when he visits the town by the seashore just as Fatima has arrived in China. (Then, read the following aloud to the students.)
Here we go again: this is the fifth town I have been to so far and I've already dispatched two foreign women to see the Emperor. But they were hopeless! Turns out that neither of them could understand what His Imperial Majesty was talking about, much less how to make this "tent," whatever it is.

There are more than one hundred and fifty of us heralds right now, combing the towns and villages, reminding people to ask any likely female stranger to go to Court and organizing each one's transport to the Capital for an audience with His Highness the Emperor. Of course, our job is always so complicated because it's difficult to find good interpreters; consequently, communication between ourselves, the people and these foreign ladies is often almost impossible. Sometimes we just have to rely on gestures to insist that they leave everything and go with the Guards to the Capital. Luckily, the Emperor himself has interpreters schooled in all languages, so at least once they arrive at Court they get to understand our objective, which must be a relief even if they can't help us.

My father was a herald, as was his father before him, and his father before that. Each one of us started out with great hopes, dreaming of the special reward promised by the Emperor once this woman is found. But it's the same every year, and has been so for centuries. None of these foreigners know what the Emperor is talking about much less how to construct this so-called "tent." Some think they do, but you should see the crazy things they build! As far as I know, although we dare not say so, no one besides the Emperor knows why this edifice is needed, or what it looks like. But, you know how it is, 'ours is not to question why, ours is but to do and die' as the saying goes.

Wait a minute, what's this huddle of people, and who's that in the middle there? Looks like a foreign young woman. Somehow I have a good feeling about her: she looks both serene and genteel, but as if she has been through much. Plus there's an air of wisdom about her. Maybe this time ... let me go and speak with her.

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. FATIMA’S JOURNEY MAP

This map activity will allow the students to visualize the journey that Fatima made in the story and enhance their reading and recall experience.

TO PREPARE FOR THE LESSON

- If you have a large map of the world that all your students can see, you might use this for this activity. Or have available the map of Fatima’s journey provided in the back of this guide. Or draw a larger map on chart paper. You may want to cover the names of places on the map with small pieces of paper, and as the students discuss the places from the story, uncover the names.

NOTE: If you use the ancient map in the back of this guide, point out to the students that it looks very different from the maps of today. Point to the area where the Suez Canal would be located, and say:

        In Fatima’s time, there was no Suez Canal, which connects the Mediterranean Sea with the Gulf of Suez, a northern branch of the Red Sea. The canal officially opened in November 1869. So, Fatima would have taken this part of the journey by land.

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

1. Using the map you have available or the one provided in the back of this guide, show the students the travels of Fatima as marked on the map. (If you use the map from the back of this guide, refer to the suggestions in the preparation above.) Start at the beginning of her journey (when she was with her father) and ask the following questions to help students identify the various places:

        Do you remember the story says Fatima and her father came from “a city in the Farthest West”? Point to the map and say: On this map, this is “North” (point to the North), do you know which way is “South”? (Then ask about “East” and then “West.”)

        Where do you think the Farthest West was? Let’s look at the picture of Fatima and her father and guess where this might be.

Have the students open their books at the first two pages, and look at the illustration, then search the map to find features of where Fatima and her father lived. Allow the students to take turns giving their ideas. Then say:
Her father said: “I have business in the islands of the Middle Sea.”

Let’s look on the map and see where that might be. You are looking for a sea that is “in the middle,” i.e., surrounded by land. Today it is called the Mediterranean Sea, which means the same thing.

And on its farthest western shore is a country known today as “Morocco” and its capital is “Casablanca.” Morocco is probably where Fatima and her father started their journey.

The story says they were on their way to Crete. Where do you think that is on the map?

Where did Fatima land after the storm? [If the students need help, have the students turn to the page where Fatima was cast on a seashore near Alexandria and read the passage while the students follow in their books. When the students give their answers, point to Alexandria on the map.]

Alexandria is in Egypt which is a country in the north of Africa.

When Fatima worked for the mast-builder, they started to sail to Java. Point on the map where Java is? How long do you think it would have taken the boat to reach Java?

Continue this discussion until you come to the final destination of Fatima’s journey in China.

2. Have students take turns pointing to the map and tracing Fatima’s journey while telling what happened in the story.

3. Have this map available in the classroom for the students to use while you are working with this book.

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**Homework Suggestions:** 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. The students may want to draw their own map of Fatima’s journey in their composition books.

B. The students may want to show their family the journey that Fatima took while telling or reading them the story.

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**D. 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 *Fatima the Spinner and the Tent* 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, in a city in the Farthest West, there lived a girl called Fatima.

   It was through these adventures that Fatima realized that what had appeared to be an unpleasant experience at the time, turned out to be an essential part of the making of her ultimate happiness.

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Student is unable to retell, even with teacher assistance.</th>
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</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Student is able to retell elements of the story but the organization and structure are lacking and language is sometimes unimaginative. Recitation seems mechanical.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Student is able to retell the story, expressing all of the elements of the story. Recitation is appropriate and words are creative.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Student uses exceptionally expressive language and form to retell the story. Speaker may use humor, emotion, suspense or liveliness in the retelling.</td>
</tr>
</tbody>
</table>

E. DRAMATIZING THE STORY

Students’ can refine their comprehension of the story and can express their interpretations of it by dramatizing it informally.
Teaching Plan - Days 5 & 6

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 when 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:

   Fatima's Father    | the slave traders
   Fatima            | the heralds
   the mast-builder  | the Emperor
   miscellaneous citizens of other lands

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, “Who wants to be Fatima 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 ship, the various places where Fatima goes, China, 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:
Teaching Plan - Sharing at Home

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 Fatima the Spinner and the Tent 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 about people who learn many things from adventures like the one they are studying in class with you. Tell them 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:

Fatima learned so many things from her adventures that proved to be useful for her later in life. 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 the characters learned from their adventures.

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.

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 FATIMA THE SPINNER AND THE TENT**

**STUDENT’S NAME:** ________________________________

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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: FATIMA THE SPINNER AND THE TENT

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.
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
Book Nine: Fatima the Spinner and the Tent
Book Ten: The Magic Horse
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

kor.pubs@yahoo.com