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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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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 for Days 1-4 since the sequence of activities are designed to allow the students to build on and further develop important reading and writing skills. Activities for Days 5-7 can be done in the order that most fits your class schedules.

The vocabulary activities on DAYS 1 and 2 should be carried over as many days as needed, 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 MAGIC HORSE

DAY 1: FIRST READING OF THE STORY

When read straight through without interaction with your students, this story takes about 26 minutes of reading time. In order to allow some time for discussion while the reading is freshest in the student’s minds, we are recommending the reading be split into two reading days to complete the entire story.

A good place to stop the first reading on Day 1 is at the foot of page 18, after reading: “And so the horse was put into a cupboard.”

TO PREPARE FOR THE LESSON

• Read the entire story ahead of time to become familiar with it.

• Practice reading the first part of 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.

• Read through the Vocabulary Activities for the First Part of the Story and have the materials ready to make an ABC Word List.
Teaching Plan - Day 1

FIRST READING: MAKING PREDICTIONS
WHILE READING PART 1 OF STORY

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 and surrounding areas. 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.

   Over the next two days, I am going to read the story to you. I will be reading the first part today. 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 part of the story I indicate. Then we will think about what might happen in the rest of the story.

   Now, let’s start reading the story.

2. Open the book and turn it around so that all the students in each 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 so that every student can get a close look at the pages you are reading before you turn the pages.)

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 King Mumkin announces a contest of interesting and useful devices, ask students:

*Who do you think will enter the contest? Who do you think will win it?* 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 reading of the first part of the book (through page 18), 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 that has been read so far.

5. 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?*

6. Then turn to the next two pages, and ask the same questions. Continue in this way through the first part that you have just read, 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.

7. Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the second part of the story in the next class and will be discussing it again.

**BUILDING READING AND WRITING SKILLS - DAY 1**

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. [moved blurb down...]
Teaching Plan - Day 1

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.

**VOCABULARY ACTIVITIES - Part 1**

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

- The Assessment for vocabulary activities can be found after the entire first reading on Day 2.

Tell the students they will be making lists of words they are learning with *The Magic Horse*. 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 *The Magic Horse* to this if they wish.)

Say to the students: *There are probably many words in this part that might be unfamiliar to you. Let’s make a list of some words we want to know and remember from that part, and then you will have a chance to add more words from the entire book later.*

1. **Students Make Their Own ABC Word List**: Demonstrate adding words to the ABC Word list by choosing a few words from the part of the story you just read, 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 first part of the story that was just read to find words they want to use and remember.** (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
Teaching Plan - Day 1

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 in the beginning the story is set “in a land in which the people were very prosperous”? If you want to know what the word “prosperous” means, you might start by reading the next sentence and ask yourself, “What does the story say the people were able to do in the land? Would those skills make the land a better place or a worse place to live and work?” Once you know the answers, you should be able to know what “prosperous” means in this part.*

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

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

5. Tell them they are welcome to add as many words to their list as they want for *The Magic Horse* 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 the first part of The Magic Horse**

<table>
<thead>
<tr>
<th>A</th>
<th>announcement, activities, award, angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>burrow, bored, benefactor</td>
</tr>
<tr>
<td>C</td>
<td>contraptions, carved, countries, citizens, cupboard</td>
</tr>
<tr>
<td>D</td>
<td>discoveries, disobey, dreamer, desire, daughter</td>
</tr>
<tr>
<td>E</td>
<td>expert, examination, engine</td>
</tr>
<tr>
<td>F</td>
<td>freight, forest, fruits, fishes</td>
</tr>
<tr>
<td>G</td>
<td>glittering</td>
</tr>
<tr>
<td>H</td>
<td>horse, Prince Hoshyar, harvesting</td>
</tr>
<tr>
<td>I</td>
<td>ironsmith, immense, impressive</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>King Mumkin, knobs, King Kahana</td>
</tr>
<tr>
<td>L</td>
<td>land, learnt</td>
</tr>
<tr>
<td>M</td>
<td>metallic, merits, magic horse</td>
</tr>
<tr>
<td>N</td>
<td>night, never</td>
</tr>
<tr>
<td>O</td>
<td>overjoyed, objects</td>
</tr>
<tr>
<td>P</td>
<td>preserving, permission, practice, plants, practical</td>
</tr>
<tr>
<td>Q</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>ruler, rivals, recognized, reports, reflection, rank</td>
</tr>
<tr>
<td>S</td>
<td>specialists, solitary, strange</td>
</tr>
<tr>
<td>T</td>
<td>Tambal, throne-room, tongueless, tools</td>
</tr>
<tr>
<td>U</td>
<td>useful, understand</td>
</tr>
<tr>
<td>V</td>
<td>value, visit</td>
</tr>
<tr>
<td>W</td>
<td>woodworker, wondrous, water, Whirling</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>
PREDICTING PART 2 OF THE STORY

6. As a final activity, or you can assign this as homework, call on students who would like to predict what will happen in the second part of the story. You may want to say:

What do you think will happen to the wooden horse now that it is locked away in a cupboard?

Will Prince Tambal escape? What do you think will happen to him?

Allow the students to make their own predictions. When students give their ideas, ask: Why do you think so?

Then tell the students that they will find out if their predictions come true in the next reading when you will finish the story.

**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. Here are some possibilities.

**A.** Suggest to students that they try to remember what was read so far in the first part of the story, and to think about what will happen next. See Step 6 above on how to introduce this activity. Tell them, if they have time, they can write their ideas in their composition books and write down why they make these predictions.

**B.** They might want to illustrate their ideas in their composition books, too.
DAY 2: FIRST READING OF THE STORY

TO PREPARE FOR THE LESSON

- Practice reading the second part of the story aloud a few times before you read it to your students so that you will know the story and will read smoothly.
- Decide on three or four places to pause and have students discuss what they think will happen next in the story.
- Have a book for each student ready to be handed out.
- Read through the Vocabulary Activities for the Second Part of the Story and have materials ready to add to the Class ABC Word List.

RECALLING & MAKING PREDICTIONS - PART 2 OF STORY

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 their predictions for the rest of the story. 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.

1. Tell the students that today you will finish reading *The Magic Horse*. Before you start reading, hand a book out to each student. Have them open the book to the start of the story and ask the students to look at the 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?

2. Continue asking these questions for each 2 pages, until you reach the end of page 18, where it says: “And so the horse was put into a cupboard.” Then, you are at the part you will read today. Praise the students for remembering so much of the first part.
READING THE 2ND PART OF THE STORY

TO PREPARE FOR THE LESSON

• Have available the Class ABC Word List.

• For the Parts of Speech Vocabulary Activity, prepare pairs of words and passages from the story ahead of time.

• 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.

Hand out a book to each student. Have the students open the book at the start of the second part of the story (page 20), and tell the students to follow along in their books while you read aloud. Use the prediction and recalling suggestions in Steps 2-4 in Day 1’s activities.

Assessment of Skill Development for First Reading (Days 1 and 2):
Recalling & 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 recall any of the story that has been read or make predictions when invited or makes predictions that are not logically related to the available information.

Level 2: Student is able to recall some of the story that has been read and 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 recall most of the story that has been read and 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 able to recall all characters and events and is particularly astute in using available story information in making and justifying predictions and in using subsequent information to keep or revise the predictions.

BUILDING READING AND WRITING SKILLS - DAY 2
VOCABULARY ACTIVITIES - Part 2

1. After the reading, again have the students go back through entire book to pick out words they want to understand and use, and, now that they have the book, encourage them to look carefully at the illustrations and note the things they see pictured whose names they may wish to note down as well. For instance, on the first several pages of the book, students will notice the palace, the ironsmith’s shop, the citizens, animals, etc.
2. Have the students add more words to the class ABC Word List and to their own lists. Follow the steps in Day 1's Vocabulary Activity.

Refer to Day 1’s lesson on Determining Meanings Through Story Context on page ## to help students know word meanings.

Here is an example list of words from the second part of the text and from the illustrations in the whole book, which your students may wish to include:

Example of ABC Word List for some words and images
from the second part of The Magic Horse

A alarm, affected, asleep, astrologers
B beast, bearded wise man, buzzard
C camel, cautiously, celestial, circumstances
D desert, delirious, destiny
E elated, escort
F follow, felicitous, freezing, fountain
G gathered, galloped, grove
H horned, human
I incomparably, influences, island
J Jadugarzada, journey
K
L light, lamp
M meanwhile, message, mirage, masquerade
N nightmare, nobody
O officer
P procession, pitiless, problem
Q quest, quickly
R realizing, ruined, related
S sage, servant, strange, scorpion
T troops, traveling, terrified, tinkling
U
V vanished, veil, vase
W wedding, whispered, worse, wisdom, windows
X
Y
Z

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

a. Have students find and use pairs of words from the story in sentences to reinforce their meaning. Have them write their sentences in their composition books. If there is time, ask if any students want to read their sentences to the class. The sentences need not be the actual sentences from the story. Provide them examples of word pairs, such as:

- magic horse
- beautifully carved
- swirling palace
- easily win
- fly slowly
- horned prince

Examples of sentences using these pairs are:

The sentries guarded the swirling palace.

He created a beautifully carved horse.
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:

<table>
<thead>
<tr>
<th>Words to choose from:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wondrous</td>
<td>several</td>
</tr>
<tr>
<td>tongueless</td>
<td>curtains</td>
</tr>
<tr>
<td>servants</td>
<td>plaything</td>
</tr>
<tr>
<td>cloth</td>
<td>engine</td>
</tr>
</tbody>
</table>

"It cannot compare to the __________fish." [choose an adjective from the list]

"When he got to the king’s apartment, he hid behind some ________ and lay down to sleep." [choose a noun from the list]

---

**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.

---

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

**A.** Have students take their books home to read the story on their own or to their family if they wish.

**B.** Have students use the words from their ABC word lists to makeup sentences that include these words and write them in their composition books.
DAY 3: SECOND READING OF THE STORY

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

TO PREPARE FOR THE LESSON

• 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. Just have them form pairs or groups of three with the students sitting nearest to them.

• Prepare the audio machine, loading the CD or Cassette of the story if you have one.

SECOND READING ACTIVITIES

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 students if they had time to read the story at home by themselves or to their family.

Ask your students if anyone 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.

1. Tell students you want them to listen once more to the story. This time they should listen very carefully, because you are going to ask them questions about the story afterwards. They do not need to use their books, just listen.

2. Read the story from beginning to end. Or play an audio version if you have one.
3. When you have gone through the whole book, 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 readers and listeners will have different ideas about what is important to them as individuals and what might be the key ideas in a story. For example, some students may think Tambah’s choice of the wooden horse is the most important part, because even though it was not obviously useful like the mechanical fish, it turned out to be very important to Tambah and to the future of the Kingdom. Other students may think the bearded man telling Tambah how he can achieve his heart’s desire is the most important part. There are no wrong answers. What the students choose is not as important as the discussions they have about their ideas.

4. 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.

5. Call on one or two students to tell the whole class what they think is most important in the story and why. Encourage students to listen to each other’s ideas so that they will see how many different parts of the story can be considered important.

6. You may also want to lead a discussion of as many of these questions as you have time for to encourage students to think more deeply about the meanings of the story. Choose
those questions most appropriate for your student’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.

• King Mumkin doesn’t think much of the wooden horse, but admires the mechanical fish. Why do you think this is?

• Tambal says, “I wish I knew what the good of all is. And I wish I could know what my heart’s desire is.” Are these wishes important, do you think? Why or why not?

• King Mumkin is said to be an “enlightened” king. Do you think he is enlightened? Why or why not?

• Why do you think the ironsmith works behind high walls, keeping his work secret? What does that tell you about him?

• Why do you think the woodcarver goes off to reflect before beginning his masterpiece? What does this tell you about the woodcarver?

• Why do you think Tambal thought that nobody would marry him after he ate the fresh fruit and his appearance changed? Do you think appearance is important? Why or why not?

• When Tambal thinks that all is lost and he will never achieve his heart’s desire, the wise bearded man tells him not to give up but to keep his heart’s desire constantly in mind. What do you think of this advice?

• What questions do you have?

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

A. Either for themselves or with their family, have the students read the story again.

B. Have the students write down the sequence of events in the story in their notebooks and illustrate some of these events if they wish.

**Assessment of Skill Development for Day 3: Making Inferences**

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

Level 2: Student 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 make simple inferences and provides adequate support; is often somewhat general.

Level 4: Student is able to make inferences with some insight; may show some complexity. Provides effective support and is often specific.
DAY 4: REVIEW OF THE STORY FOR IMPORTANT IDEAS - Part 1

Here are some suggestions for reviewing the story with the students.

TO PREPARE FOR THE LESSON

- You may want to practice reading the story again.
- Prepare the Main Characters and Sequence of Events list as suggested in Step 1, and have it displayed in the classroom.
- Have a copy of The Magic Horse book available.
- Make sure that each student has his/her composition book (or sheets of lined paper) and a pencil to use for this activity and for homework activities.
- Please plan the activities for Days 4 and 5 to run as closely together as possible in order to benefit best from the activities. Read through both Day 4 and Day 5 activities ahead of time to help connect the activities in the most optimal way for the students.

SEQUENCING EVENTS OF THE STORY

<table>
<thead>
<tr>
<th>Homework Review: If you think there is enough time, you may want to ask your students if anyone has had time to read the story, either to themselves or to their family, or to note down the sequence of events in the story and perhaps illustrate some of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

With this activity, students are encouraged to identify and discuss the parts of the story and the main characters starting at the beginning, then the middle, then the end of the story. Sequencing of events is one of many skills that contributes to students’ ability to comprehend and examine key points in what they read, and it will be an opportunity for students to examine text and story structure, which, in turn, strengthens their writing skills.

1. Post your prepared Main Characters and Sequence of Events list in the classroom or write the list on the board so all the students can see them. Tell the students you will be talking about the sequence of events in the story and the characters from the story who participated in the events, and the list will help them think about that.
Keep this list available for students to refer to throughout the use of this book. You may want to suggest they make a copy in their composition books.

Here is an example you can use, or you can make up your own list. (NOTE: The items in the parentheses are discussion suggestions to help the students recall the story and think about the key ideas in the story. You do not have to reproduce those for the class list.)

**MAIN CHARACTERS & SEQUENCE OF EVENTS IN THE MAGIC HORSE**

**King Mumkin** (ask the students what kind of a ruler does the story say King Mumkin was.)

**Hoshyar & Tambal** (ask the students to describe what the two characters are like in the story; what does the story say about how they were different and how they were the same)

**The Contest** (ask the students what the contest was, who participated in the contest, and what each one did)

**The Mechanical Fish & The Wooden Horse** (ask the students to describe the fish and the horse; ask them think about how they were different and how they were the same)

**The Wooden Horse** (ask the students to describe what Tambal discovered about the horse, and do they think what happened to him on the horse helped him become a just ruler eventually. If so, why do they think that?)

**Hoshyar and Tambal discuss what is the good of all and how to obtain their heart’s desire** (ask the students what each prince had to say; what happened when Tambal thought about this)

**Tambal and Princess Precious Pearl meet** (ask the students how did they meet; when Tambal went to ask her father’s permission to marry her, what happened)

**King Kahana’s first reaction to the Wooden Horse** (ask the students what the king first thought of the horse; what did he do with it)

**Tambal feels almost hopeless and then is lost in the desert** (ask the students why Tambal felt almost hopeless; how did he get lost in the desert and what happened to him in the desert; how important do they think this is to the story)

**The advice that Tambal gets** (ask the students who gave the advice, what was that advice and did Tambal take that advice; how important do they think the advice was)

**Jadugarzada, the Horned Prince** (ask the students what part did this character play in the story; and what he did which eventually helped Tambal to reach his heart’s desire)

**The escape of Tambal and the princess** (ask the students why the princess and Tambal had to escape their situation and what important things did they have to do in order for them to escape, such as, Tambal had to take advantage of the circumstances and pretend to be
Jadugarzada; the princess had to get the wooden horse back from her father so that they could both return to Tambal’s home

Heart’s Desire (ask the students what became of Tambal in his quest for his heart’s desire; did he achieve it; and what became of other characters in the story, such as the woodcarver, Princess Precious Pearl, and Hoshyar)

2. Point to the top item on your Sequencing list, then hold up the book to the first two pages of the story. Say:

These characters are introduced in the beginning of the story. (Then begin the discussion questions of each event or character on your list as suggested in the example above. Continue to hold up the pages in the book where the event happens or a character is introduced.)

3. Tell the students they did very well in sequencing the key events and characters in the story. Say:

While reading and discussing this story, you may have some ideas on important themes in the story. Next, we will discuss and write about one of the important ideas that this story suggests.

Then introduce the next lesson on one key element from the story: "Thinking About Choices."

| ASSESSMENT: Sequencing Events (reflecting, synthesizing, determining important ideas) |
| Level 1: Student is unable to demonstrate the ability to sequence the story or determine events and characters in the story. Gives limited or incorrect information about the story or may give information that is off topic. |
| Level 2: Student is able to sequence some of the story adequately in chronological order, such as the beginning and end, and gives some key events or characters in the story. The story may be out of sequence, or the student may include some inaccuracies on events and characters. |
| Level 3: Student is able to sequence the story in chronological order with regular consistency, states essential details on key events or characters in the story and may state at least one key theme or idea on their own. |
| Level 4: Student is able to detail the chronological order accurately and elaborates on events or characters in the story. Student infers and synthesizes key themes and ideas. |

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 4 and 5, 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 - THINKING ABOUT CHOICES

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. One aspect of The Magic Horse is about the different kind of choices we have to make, and why we make them. The story suggests that there are different and useful ways of thinking about choices. Discussing choices with your students will help them set higher goals for themselves, and think about these goals and how they can impact their life and the lives of their family and community.

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

TO PREPARE FOR THE LESSON

- Each student will need a copy of The Magic Horse, his/her composition books or sheets of writing paper and pencils.
- Have available chart paper or the board for the class discussion.
- Have the MAIN CHARACTERS & SEQUENCE OF EVENTS list available for student referral, if needed.
- Read through the lesson so that you know the steps to follow.

1. Referring to their books, have students discuss the different choices that Hoshyar and Tambal make. Remind your students that Hoshyar chose the metallic, mechanical fish, and Tambal chose the magic horse. Compare the choices, such as:
   - **Both choices are useful:** They both benefit the community.
   - **One choice is obvious, one is not:**

     Hoshyar's choice is more obvious. Hoshyar asks to oversee the manufacture of the metallic fish. He is an expert at using strange mechanical devices that can be reproduced for the obvious benefit of the community.

     Tambal's choice is not obvious; remember that most people in the story think that the magic horse is a toy. The horse is able to interpret what Tambal desires because Tambal really wants to know what is best for himself and for the good of all. Unlike the metallic fish, the horse cannot be manufactured, it was made by the woodworker after long, solitary reflection.
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 differences between Hoshyar's choice and Tambal's choice. Here is an example:

**Hoshyar's Choice**

*He was expert at making wondrous devices that people in the land would marvel about. His choice was easy to make because he felt that nothing could be more useful than a mechanical fish to delight and entertain.*

**Tambal's Choice**

*He was a dreamer who looked for value in things that other people thought were of little value. He was open to new ideas, and so he chose the horse and was able to visit many places, learn many things and finally to find his heart's desire.*

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

**A.** Ask the students to think about their heart's desire and what it might be. Then ask them to think about what choices they will need to make, and what they will need to do, to accomplish it. They can write their thoughts and ideas in their composition books.

**B.** Have the students ask a family member to tell them what their heart's desire is and what he/she will need to do (or have done) in order to accomplish it. If their family members agree, the students can write down what they say and share it with the class.

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

Level 1: Student is unable to determine any important ideas expressed in the story when asked to do so and sees no significance or relevance to his own life.

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 making choices, and can illustrate this easily with some examples in his/her life, but without great depth of thought.)

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 examines reflection before acting and taking action without reflection. This is significant to the student because it makes him/her think about how he/she sometimes reacts without thinking when a situation causes him/her to jump to conclusions.)
DAY 5: REVIEW OF THE STORY FOR IMPORTANT IDEAS - Part 2

Here are some suggestions for reviewing the story with the students for a second time.

TO PREPARE FOR THE LESSON

• Have the Main Characters and Sequence of Events list from Day 4 available for referral. In order to refresh the student’s memory of the events, if you have the time, you may want to run through the story quickly using this list before the activities start.

• For Step 1, using the story, prepare some examples of the “Two Ways To Think About Choices” (or use the examples given below). Have these examples as a hand-out for the students, or write these examples on the board or large chart paper for students to read.

• If you are choosing to do the “dialogue writing” exercise in Step 3, prepare examples on the board or chart paper.

• Have a copy of The Magic Horse book available.

• Make sure that each student has his/her composition book (or sheets of lined paper) and a pencil to use for this activity and for homework activities.

• These activities should follow Day 4’s activities as soon as possible in order to connect the key ideas in the story.

DETERMINING IMPORTANT IDEAS - MAKING OUR OWN CHOICES

Remind the students that the story of The Magic Horse has many important ideas, and that in the last exercise they discussed one key idea about the choices the characters in the story had to make. Tell your students that today’s discussion topic builds on that last exercise and that today’s discussion topic is Making Our Own Choices.

1. TWO WAYS TO THINK ABOUT CHOICES

So that students begin to understand the difference between the two ways of thinking, and that for most situations both ways are needed, hand out the prepared sheet of examples, or use the examples written on the board or paper. Say:

*As the story shows, choices are made through two kinds of thinking: logical thinking and intuitive thinking.*

*“Logical Thinking” is where something is thought as a consequence of what has happened before.*
“Intuitive Thinking” expresses an understanding of a whole situation.

Here are some examples of these two types of thinking using characters from the story.

ON BECOMING A TEACHER

Hoshyar’s Choice (logical thinking)
“I admire teachers and I think they do important work, so I wish to be a teacher. Therefore I will work hard at school and go to college. I will study many subjects well so that I can teach them to my students.”

Tambal’s Choice (intuitive thinking)
“When I’m a teacher, I need to develop an understanding of my students and how they feel about learning, so that I can help those who have difficulties that get in the way of their ability to learn.”

ON BECOMING A DOCTOR

Hoshyar’s Choice (logical thinking)
“I wish to be a doctor, because I hate to see people who are sick and have no one to help them. So I will work hard at school and go to college. I must study many subjects, for example, human biology, mathematics, chemistry, all of which will help me achieve my goal.”

Tambal’s Choice (intuitive thinking)
“To be a good doctor I think I will need to develop an understanding of other people and what they need in order to help me intuit (or feel) how best to relate to them especially when they find it hard to express themselves.”

ON BECOMING A POET

Hoshyar’s Choice (logical thinking)
“I like to write poetry and I wish to become a very good poet, so I must learn to write well, build up my vocabulary, and also study the poetry written by Afghanistan’s famous poets.”

Tambal’s Choice (intuitive thinking)
"To become a good poet, I will need to spend a lot of time on my own, practicing my craft and reflecting on what really matters to me so that I will eventually be able to work creatively.”

2. Tell the students to think how the story of The Magic Horse allows us to reflect on using a combination of both logical thinking and intuitive thinking to make our important choices in life. This way of thinking helps to keep us from making choices based on wrong assumptions. Using the examples above in Step 1 as a guide, ask the students to come up with ideas of their own about how to use both ways of thinking in making important
Teaching Plan - Day 5

choices. Have students discuss their ideas with a partner. Then, if they wish, have students tell their examples to the class.

3. Have students write a dialogue or write down their ideas about thinking in more than one way to make important choices. If students are unfamiliar with writing dialogue, you may want to have some examples on chart paper or the board. They can share their writing with the class if they wish.

4. 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.

5. If students choose to perform their dialogues, you may wish to have them take turns on different days until all who want to participate get a chance to do so.

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

A. Ask the students to think about the choices they will need to accomplish their goals, especially the ones that are most important to them. 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 on Day 4. Have them head one column “My Goals” and head the other column “My Choices” where they list what they think are the choices that will help them do what they need to do to achieve the goals.

B. Remind the students they may have thought about other important ideas, inferences, or meanings in the story and want to write them in their composition books. They can illustrate their ideas, if they want.

**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 helps to show how people need to make choices for everything that is important in their lives, and the student recalls making some choices which might be important 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 types of thinking that one needs to do in order to make choices, and that he/she will use not only logical thinking, but also intuitive thinking in their major choices in life.)
DAY 6: INDEPENDENT READING

**Homework Review:** If you have time, you may ask the students if anyone wishes to read what they have written in their composition books regarding the last discussion topic: **Choices needed to meet goals and attaining the heart’s desire.** 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 Steps **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.
- Have books available for each student or groups of students.
- Prepare the audio machine, loading the CD or Cassette of the story if you have one.
- For Step **B3**, have paper and pencils or the student’s composition books available for each student.
- Read through the lesson so that you know the steps to follow.

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.

**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. If there is not enough time to read the entire story in one lesson, you may want to split the story into two sections like we did on DAY 1 and DAY 2. If this is done, we suggest that you start the second lesson by asking the students to recall what happened previously.

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.

### Determining Other Important Ideas

As a final activity, ask the students, that since these stories have many important ideas, are there any other ideas in the story that they would like to discuss with the class. They may want to write down their ideas in their composition books. They can illustrate their ideas, if they want. (If time is short, this important activity can be completed at home.)

Tell your students that if other ideas, inferences or meanings do not occur to them immediately, then they may well do so later on, now that they know the story so well and will remember it. Encourage your students to repeat this exercise with other traditional stories in the Hoopoe series and elsewhere. Suggest that they read the stories and then tell them to family and friends and, thus, help to revive this valuable Afghan tradition.

### DAYS 7 and 8

For Days 7 and 8, 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 *The Magic Horse* 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, please 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 *The Magic Horse* by drawing scenes from the story and talking about them to you and to one another. Each student will have different artistic abilities, and this exercise will encourage all students, regardless of their artistic abilities, to engage in retelling the story in a fun and individual way. No assessment is necessary for this activity. Here are the steps to follow.

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

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

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

   *Think about the story of The Magic Horse. 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:
Teaching Plan - Days 7 and 8

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

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

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

B. WRITING ABOUT THE STORY

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

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

1. Have the students imagine that they are Tambal and write about what they most desire for themselves, their family and their country. This can be something students write just for themselves, or, if they wish, they can share with their friends, family and the class.

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, Tambal and Princess Precious Pearl are the rulers of the land, and Prince Hoshyar continues to be entranced by his choice of the wondrous fish. What adventures can you imagine will happen next to these characters?

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 what Tambal might be thinking after he becomes hopelessly lost in the desert. (Then, read the following aloud to the students.)

   "What have I done?" Tambal sobbed. "How did I ever get myself into this mess? I should never have chosen the woodcutter's horse! What made me do it? Perhaps I only made the choice to be different from my brother? I really don't know why I thought the woodcutter's idea was such a good one - it doesn't make any sense at all when I think about it now. What an idiot I was! Perhaps it's just stupid to think that you can really find and be with your heart's desire - yet I know my heart's desire is the Princess Precious Pearl, that won't change - but look at me now, what possible chance is there that I will ever be with her?

   "But then it was so wonderful to be able to ride on the wooden horse and go anywhere I wanted, and I was quite proud of the fact that I was the only one who believed the woodworker! The magic horse took me to many different places, and I thought I had learned so much about life and people from all I had seen and experienced on those journeys. But, now, look at me!

   "Fine, so I have found my heart's desire, but obviously I have no real idea how to stop her from marrying the son of the other magician-king, let alone find my way out this desert. I shouldn't have been distracted by all that was going on in her country. I should have gone straight to her father's apartment and talked to him. Instead, what did I do? I get there too late and then I fall asleep! Why didn't the horse wake me up, for goodness sake? What
kind of a magic horse is it! I suppose I am lucky to have escaped with my life, but I’ve been wandering around in this desert now for days and I am totally lost. I have no water and no food, how on earth can I survive another night of sand storms? Wait a minute -- what is that in the distance, is it another mirage? Am I dreaming? It looks very much like a garden, there are green trees...there must be water!

Assessment of Skill Development: Writing About the Story
Level 1: Student is not able to demonstrate an ability to write about the events and the feelings and thoughts of the characters.
Level 2: Student demonstrates some ability to write about the events and the feelings and thoughts of the characters. Teacher assistance is required on imagining the possible outcome of the situation being written about.
Level 3: Student is able to write about the events and the feelings and thoughts of the characters and gives many essential details to describe the possible outcome of the situation(s) he/she is writing about.
Level 4: Student is able to write about the events and the feelings and thoughts of the characters, as well as to elaborate on his/her own thoughts, showing an understanding of the story and revealing what he/she has learned from the situation being described.

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

- Have a copy of The Magic Horse book for each student or group of students.

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

   Once upon a time - not so very long ago - there was a land in which the people were very prosperous.

   The saying is: “Those who want fish can achieve much through fish, and those who do not know their heart’s desire may first have to hear the story of the wooden horse.”

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 or use the MAIN CHARACTERS & SEQUENCE OF EVENTS list from Day 4 if
they need to. Or you may suggest that they create a sequence of sketches to use as reminders of the main scenes in the story.

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

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

**Assessment of Skill Development: Retelling as a Storyteller**

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

**D. DRAMATIZING THE STORY**

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

Students do not need elaborate costumes or props. They just speak the parts of the characters and use gestures and movements as they act out the scenes, or they may make simple props to use. As the “director,” you will probably need to give them prompts and suggestions, but 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:
Teaching Plan - Days 7 and 8

King Mumkin
Prince Tambah
Prince Hoshyar
the ironsmith
the woodworker
plus, citizens of the lands, court people, servants and councillors to the kings and princes
King Kahana (the magician king)
Princess Precious Pearl
Prince Jadugarzada
the bearded wise man
the king's escort (camel train)

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, "Who wants to be Tambah 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 (King Mumkin’s palace and court, the Whirling Palace, the desert, etc.) and have the members of the audience sit facing those areas. Get the play started by telling the actors to get ready to act out the first scene. Position them as needed for the scene. Those who are not in the scene can simply stand off to the side until it is time for them to come into the scene. Direct the actors to begin and let them improvise the scene. You may need to prompt them with lines if they are not sure what to say, but they will probably catch on quickly and will do a good job.

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

What did the actors do quite well?
What might the next group of actors do to make the play even better?
What did the audience do quite well?
What might the audience do the next time to make the play even better?

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

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

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

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

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

SHARING THE STORY AT HOME

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

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

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

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

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

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

As you work with The Magic Horse 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 make important choices like the one they are studying in class with you and that you would like them to find out about some of those stories by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have heard folktales or teaching stories when they were children. Say something like this:

   Prince Tambal in the story made a careful choice to help him get his heart’s desire. 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 people learned that the choices they make can affect the rest of their lives.

   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 THE MAGIC HORSE

**STUDENT'S NAME:**

<table>
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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 MAGIC HORSE

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.
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Book Eight: Neem the Half-Boy
Book Nine: Fatima the Spinner and the Tent
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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,
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Phone number: 0093 (0)785 206 443