

Hoopoe Books Early Literacy Curriculum  
for Primary School Teachers

*Grade 1 - Book 2:*

*The Lion Who Saw Himself in the Water*

by Idries Shah



Written by  
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HOPOE BOOKS



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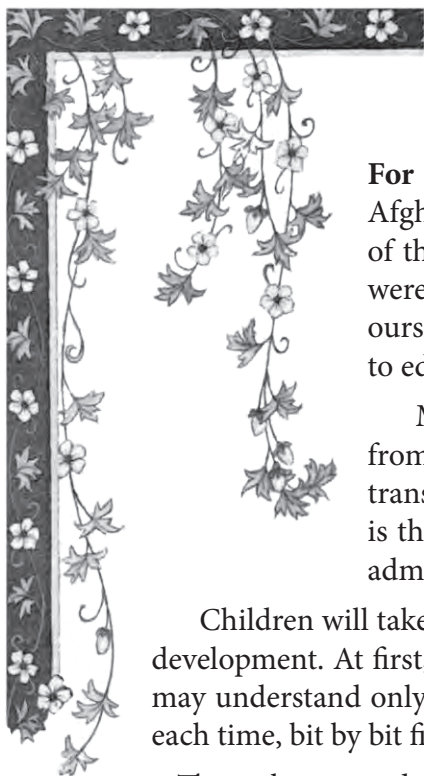


## ONCE YOU HAVE THE BOOK...

There are many valuable activities in this guide that you can do with the book.

As you read through this guide to prepare for your classes, you can select the lesson plans and activities that you are able to carry out with the supplies you have available.





# INTRODUCTION TO THE HOPOE 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.








Many of the Hoopoe stories are retold by Idries Shah, who came from Paghman, and spent 30 years of his life collecting, selecting, and translating stories from this tradition for both adults and children. He is the author of this Hoopoe book. 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 more.

## 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 comprehend and think more effectively
-  use the language patterns and vocabulary of the stories in ways that will help students learn to use language effectively themselves, both orally and in writing
-  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. For students to become good readers and writers, they need to develop their capacities in all four areas.

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 and to ask and answer questions that have no *one* correct answer helps them to develop higher-level thinking skills such as critical, logical, analytical, inferential and analogical thought. Encouraging learners to express their thoughts as they discuss the story will stimulate their thinking and help them develop the listening and speaking skills that will make their reading and writing more effective. Lively discussions are also enjoyable and will instill a love of learning in students.

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.

# 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.

For the first two days, you will concentrate on reading and discussing the story with your students to develop their comprehension and build vocabulary. On Days 3, 4, and 5, you will use the book to develop other literacy skills. Two or three activities are given in the Lesson Plan for each of these last three days. You may choose other activities, too, depending on what your students need and what you think they will enjoy doing. See ADDITIONAL LITERACY ACTIVITIES, right after the Lesson Plans, for activities to choose from.

The activities here can and should be used repeatedly because students need time and practice to develop their skills. They will learn best if you encourage them, make learning enjoyable, and accept their errors as part of the learning process. Also, because children learn at different rates, some will need more time than others to develop their skills, and this is perfectly all right.

If a student gives an incorrect response, it's best not to express disappointment or anger because that will discourage the student, and discouragement interferes with learning. Instead, say in a cordial and accepting manner: *That's a good try. Would someone else like to try?* If a student gives a response that is not wrong but is unexpected, say: *That's an interesting idea! Tell us more about what you're thinking.* It's very important to make students feel they are valued as learners. When you are warm and accepting, students will try harder and learn better.

You may have a few things to do to prepare for each 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.

Some of the activities call for using extra paper and writing implements. If these are not available, you may be able to use other surfaces and implements. For example, students can draw and write in sand or dirt with sturdy sticks. If you do not have enough space on a chalk board in the classroom, you may be able to write on the wall with thin mud or clay or some other substance that can be washed off later.

## Assessment and Evaluation

As teachers, you will want to assess and evaluate your students' progress with what you are teaching. See suggestions within the lessons and at the end of the guide for help on doing this. At the end of the book, you will find a form for individual assessment and another form for classroom assessment. These can be used to assess student performance on the various activities you do with students.



# TEACHING PLAN

## THE LION WHO SAW HIMSELF IN THE WATER

### DAY 1: FIRST READING OF THE STORY

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

#### TO PREPARE FOR THE LESSON



- Practice reading the story aloud a few times before you read it to your students so that you will know the story and will read smoothly. Read with expression! Try to use different voices for different characters. By reading

well, you demonstrate to students how to read the story effectively when they are ready to read it on their own.

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

#### FIRST READING ACTIVITIES

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

*This story has been told for many, many years in Afghanistan. Some people call it a “teaching story” because you can learn about yourself and others by hearing the story and thinking about it as we will be doing.*



*There are many versions of this story. The author of this version is Idries Shah. He was a highly accomplished man who came from Paghman. During his lifetime, he wrote many books for adults as well as children.*

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

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

*Now, let's start reading the story.*

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

*What do you think will happen next in the story?*

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



For instance, at the beginning, when Share the Lion says, “I think I’ll go and have a drink of water from the pool,” ask students: *What do you think will happen next? What do you think will happen when Share goes to the pool for water?* 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. The lion says the same thing repeatedly as he interacts with one character after another. “Grrrr!” To keep students actively involved, encourage them to repeat this with you as they catch on to the sound the lion makes.

5. 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?*

6. 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.

7. 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.

8. As a final activity, hand a book out to each student, or have several students share a copy. Ask students to go back through the book, looking carefully at the illustrations and naming the animals and scenes they see pictured. For instance, on the first few pages of the book, students will notice the jungle, the bear, the monkeys, the leopard, etc.

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 Performance for Day 1: Making Predictions**

*Levels of Progress 1 - 4: Use these levels to determine your students’ performance on the Student and Classroom Performance 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. This sequence of activities should take about 30-40 minutes of uninterrupted time.

### TO PREPARE FOR THE LESSON



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

- To prepare for Steps 5-6, you may want to organize students into pairs or groups of three at the beginning of the lesson so that they will know who they will be talking to when you give them the directions. Just have them form pairs or groups of three with the students sitting nearest to them.

### 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. Again encourage students to chime in with you when the lion repeats his call. (Grrrr!)

3. When you finish reading, 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 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?*

*What do we know that the story doesn't tell us directly?*

The first two questions call for literal understandings, such as that the lion has a golden mane and he goes about saying "Grrrr." The third question calls for inferences—understanding things that are implied but not specifically stated. For example, we can infer that the lion is the king of the jungle perhaps because he is so big or because he growls so loudly that he frightens others.

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. They should also be able to make some inferences about the characters and events. 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 and will involve some inferential thinking as they make connections between the story and their own lives. Students will have different answers because there are many important parts to any story, and listeners will have different ideas about what is important to

them as individuals. For example, some students may think the lion's discovery is the most important because they have discovered that what looks real is not necessarily real. Others may think that the most important moment is when Share overcomes his fear and drinks from the pool because they have overcome fears themselves. Still other students may think the ending is the most important part of the story because they like the way the story ends. There are no wrong answers. What the students choose is not as important as the discussion they have about their ideas.

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

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

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

9. Invite students to again go through the book and name the things that are pictured in the illustrations, as you did the day before (Day 1, Step 8). This time, write what the students name on the board so that they can see the words represented. After you have 5-10 words on the list, say each one and point to it while students watch so that they can associate the oral word with its written form. If possible, leave the words on the board for use on Day 3.

### **Assessment of Performance for Day 2: Recalling & Making Inferences**

*Levels of Progress 1 - 4: Use these levels to determine your students' performance on the Student and Classroom Performance 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.



## DAY 3: THIRD READING OF THE STORY

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

### TO PREPARE FOR THE LESSON



- You may want to practice reading the story again.
- Decide where you will stop in reading the story to ask students what happens on the next page. (See Step 2.)
- To prepare for Step 4, you may want to organize students into pairs or groups of three at the beginning of the lesson so that they will know who they will be talking to when you give them the directions. Again, have them form pairs or groups of three with the students sitting nearest to them.
- In this lesson, you will also build vocabulary. To prepare:

□ Print each of these words clearly on a large card, a sturdy piece of paper, or the board. These are the best words to use today because they can be represented in drawings. (You'll do this activity later with other words.) Each word should be printed largely and clearly enough for all the students to see it when you hold it up or point to it.

lion	jungle	animals
thirsty	pool	water
mirror	face	butterfly
drink		

- Look over the lesson plan so that you are familiar with the steps to follow.
- Choose one or two other activities to do from the Additional Literacy Activities and prepare for these, too.

### THIRD READING ACTIVITIES: REFLECTING ON KEY IDEAS

1. Hold up the book and tell students that you will be reading the story a third time but that today you will pause from time to time and ask them to tell what happens on the next page.
2. At different points in the story, before you turn the page, ask this question and tell students to raise their hands if they think they know the answer:

*What happens on the next page?*

By asking students this question, you are checking to see if they remember the events in the story. Call on a different student to answer each time, and tell the others to listen carefully to that student's answer. After a student has answered, ask the others to raise their hands if they agree with the answer. This will encourage the students to listen to each other as well as to you. Also, you will be able to get an idea of how well the class has become familiar with the story and remembers the sequence of events. Whatever their answer is, say:

*Let's see if you remembered what happens next!*

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



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

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

3. When you finish the book, close it and tell students you want to see if they can remember the story without looking at the pictures. Ask students to raise their hands if they remember what happens

first in the story. Call on one student to answer, and ask students to raise their hands if they agree with that answer.

If the answer is incorrect, call on another student to tell what happens at the very beginning of the story. Again, ask the others to raise their hands if they agree with that second answer. If the answer is correct, ask students to raise their hands if they know what happens next in the story. Again, call on one student to answer and ask the others to raise their hands if they agree with that answer. Continue in this way until the students have recalled the events of the story in order.

4. 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 words to the list they generated on Day 1 (Step 8) and Day 2 (Step 9). As you did on Day 2, write the words on the board as students say them. You can add to the list you started on Day 2.

8. On this third day, you may also want to lead a discussion of one or more of these questions to

encourage students to think more deeply about the meanings of the story. Students may have different answers to these questions, which is perfectly all right. The point of asking the questions is simply to invite students to respond to the story in their own ways.



*Why were the animals afraid of the lion at the beginning of the story?*

*The lion thought the animals were silly to be afraid, and he decided to ignore them. What else could he have done to help the animals understand him and get over their fear of him?*

*Why was the lion so afraid when he saw his own face in the water? Do you think he was silly? Why or why not?*

*What finally helped the lion get over his fear?*

*Do you think the lion was brave when he drank the water? What does it mean to be brave? What did the lion mean when he said, "At last I've learned that a reflection is not the same as the real thing!"?*

*Do you know someone who is afraid of something he or she does not understand? What do you think might help the person stop being afraid?*

### Assessment of Performance for Day 3: Reflecting on Key Ideas

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

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

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

**Level 3:** Student is able to recall the story well and make a one-to-one connection in the story to events in his/her life that demonstrates an event in the story, but without much specific analogical connection or inference (e.g., the lion was afraid and he or she was afraid once).

**Level 4:** Student is able to recall the story well and make an analogical connection to something in his/her life and can elaborate on these feelings (e.g., the student says that when Share overcame his fear of his reflection by realizing what a reflection really is, it reminds her of learning to speak in front of a group of people by recognizing they are people just like her and there is nothing to be afraid of).

## BUILDING LITERACY SKILLS (DAY 3) VOCABULARY

After three experiences with the story, students will be ready to learn to read some of the words from the story. This activity is for that purpose.

1. Tell students that today they will be learning to recognize some words from the story you have been reading with them. Tell them you are sure everyone will be able to learn at least one of the words today and that some may learn more. (See "To Prepare For the Lesson" above for the 10 words to use.)

2. Hold up (or point to) the word "lion" so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. Say something like this:

*This word is LION. You remember the lion from our*

*story who was afraid at first. Think of a sentence using the word "lion," for example, "A lion is a very large animal that roars." Think of another sentence using the word "lion," perhaps one that has something to do with the story we have been reading.*

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



3. Hold up (or point to) the word "jungle." Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. For instance, you might say something like this:

*This word is JUNGLE. Do you remember that the lion and the other animals live in a jungle? Think of a sentence using the word "jungle," for example, "Some animals live in the jungle." Think of another sentence using the word "jungle," perhaps one that has to do with the story.*

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

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



line of students holding words), point to each word in turn and have students say it with you.

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

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

7. Keep the word cards you used for this activity so that you can use them again. If you wrote the words on the board, either keep them on the board or make a list for yourself so that you can write them on the board again.

### **Assessment of Performance for Day 3: Vocabulary**

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

**Level 1:** Student is unable to recognize words that have been taught and cannot use them in phrases or sentences.

**Level 2:** Student is able to recognize some words being taught and can use some in phrases and sentences.

**Level 3:** Student is able to recognize most words being taught and can use most in phrases and sentences.

**Level 4:** Student is easily able to recognize words being taught and can readily use them in phrases or sentences.

## **STUDYING WORD PATTERNS: SYLLABLES**

As students acquire a reading vocabulary (words that they have learned to recognize in print), they can use the words they know to learn about spelling and

sound patterns in words. This activity prepares them for learning to understand the concept of syllables.

1. Explain to students the concept of syllable as a part of a word that contains one vowel sound and give them examples by saying something like this, exaggerating the syllables when you say them:

*Some words have one syllable and some have more than one syllable. For example, BIRD has one syllable. Say it with me (BIRD). The word LION has two syllables: LI-ON. Say it with me (LI-ON). And the word ELEPHANT has three syllables: EL-E-PHANT. Say it with me (EL-E-PHANT).*

2. Now open the book to a page that has several things pictured and have students point to different things, say their names, and decide with you how many syllables they hear. For example, say:

*What do you see on this page? (Tiger) Yes! There's a tiger. Let's say it together and see how many syllables we hear: TI-GER. How many syllables do you hear?*

When students say "two," say:

*Right! "Tiger" has two syllables: TI-GER.*

3. Repeat Step 2 with three or four other words that the students select. With each word, have students say it with you and decide how many syllables they hear. Exaggerate the pronunciation, if you need to, so that they can hear the correct number of syllables.

4. Give students a word and ask them to say it together and decide how many syllables the word has. For example, say:

*I'll say a word. Then you say it with me and decide how many syllables it has. Here's the first word: MONKEY. Say it with me: MONKEY. MON-KEY. How many syllables do you hear?*

If students do not respond with the right number, tell them how many syllables the word has and have them say the word with you. Then give them a different word and see if they can tell how many syllables the word has.

### Assessment of Performance for Day 3: Syllable Recognition

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

**Level 1:** Student is unable to identify number of syllables in a one- or two-syllable word.

**Level 2:** Student can identify the number of syllables in some one- or two-syllable words.

**Level 3:** Student can identify the number of syllables in one- and two-syllable words and in some words with three or more syllables.

**Level 4:** Student easily identifies syllable numbers in words of one, two, three or more syllables.

### ADDITIONAL LITERACY ACTIVITIES

If you have time for more activities, choose one or two different activities from the section entitled **Additional Literacy Activities**.

## DAY 4: BUILDING LITERACY FURTHER

On Day 4, you will focus again on vocabulary and word patterns and will have students concentrate on the alphabet and do other activities that you choose.

### TO PREPARE FOR THE LESSON



- Have ready the 10 words you used for vocabulary on Day 3: *lion, jungle, animals, thirsty, pool, water, mirror, face, butterfly, drink.*

- Have these words ready to display also, either on cards or on the board:

mane	golden	frightened
run	angry	reflected

- Have ready a display of the alphabet. If possible, put all the letters on a large chart so that it can remain posted in the room. That way, students will be able to look at the letters every day, which will help them become familiar with the letters.

- Choose additional activities to do from the **Additional Literacy Activities** section, and prepare for these as needed.

### VOCABULARY

This activity reinforces the vocabulary work done on Day 3 and introduces new words. First, display again the 10 words that you used on Day 3 (*lion, jungle, animals, thirsty, pool, water, mirror, face, butterfly, drink*).

1. Point to each of the 10 words and have students raise their hands if they know the word. Then call on a student to say the word. Ask the others to raise their hands if they agree. If students cannot identify a word right away, tell them what it is and assure them that, with more practice, they will learn it. Point to each word two or three times to reinforce students' learning.

2. Hold up (or point to) the new word "mane" so that everyone can see it and follow the steps you used on Day 3 with the first 10 words. (Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly.) Call on two or three students to say the sentence they thought of. Then, if the word is on a card, put the word on the wall or have one of the students stand next to you, holding the word so that everyone can see it.

3. Continue in this way with the rest of the new words for today.

4. When you have presented all six of the new words, mix them up and have the students say the words again, one at a time, when you point to them.

5. Now mix up the new words with first set of 10 words and have students say the words as you point to them. Do this two or three times (or more if the students are enjoying the activity).

6. Have students practice saying all 16 words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.

7. Keep all the word cards you used for this activity so that you can use them again. If you wrote the words on the board, either keep them on the board or make a list for yourself so that you can write them on the board again.

#### **Assessment of Performance for Day 4: Vocabulary**

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

**Level 1:** Student is unable to recognize words that have been taught and cannot use them in phrases or sentences.

**Level 2:** Student is able to recognize some words being taught and can use some in phrases and sentences.

**Level 3:** Student is able to recognize most words being taught and can use most in phrases and sentences.

**Level 4:** Student is easily able to recognize words being taught and can readily use them in phrases or sentences.

### **ALPHABET AND WORD STUDY**

These activities will reinforce students' knowledge of the alphabet and will help students learn to write words from the story. (This is a very basic writing activity that can be used repeatedly over time to help students become familiar with writing words. It is similar to the spelling activity in the Additional Literacy Activities except in this basic activity, students do not cover up the word before the write it.)

1. Display the complete alphabet in the classroom so that students will be able to see the letters every day. This will help them become familiar with the letters.

2. Make students can say or chant the letters in order you point to them (*alef, bey, pey...*). (See the Grade 1 Teacher's Guide for *The Farmer's Wife* for suggestions.)

3. Demonstrate for students how to write a word from the story. These steps work well:

a. Put the word "lion" on the board. (Either write it, or put up a card with the word on it.)

b. Point to the word, say it once, and have students say it with you.

c. Say the letters in the word in order, pointing to each as you say it.

d. Write the word on the board, saying the letters as you form them.

e. Point to the letters you wrote, one by one, and say them.

f. Say the word again.

4. Have students write the word themselves, following the steps you showed them.

Repeat these activities with the word "pool" and "looked" until students can say the letters of "lion," "pool," and "looked" correctly and can write those three words from the story correctly.

#### **Assessment of Performance for Day 4: Alphabet and Word Study**

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

**Level 1:** Student is unable to write any words.

**Level 2:** Student is able to write some letters in words with help.

**Level 3:** Student is able to write some words correctly.

**Level 4:** Student is able to write words easily and correctly.

### **ADDITIONAL LITERACY ACTIVITIES**

If you have time, you can also use your choice of other activities from the **Additional Literacy Activities** section.

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.



## DAY 5: BUILDING LITERACY FURTHER

On Day 5, you will focus again on vocabulary, word patterns, and alphabet study. You will also choose to do other activities with the students.

### TO PREPARE FOR THE LESSON



- Have ready the 16 words you used for vocabulary on Days 3 and 4: *lion, jungle, animals, thirsty, pool, water, mirror, face, butterfly, drink, mane, golden, frightened, run, angry, reflected.*

- Have these words ready to display also, either on cards or on the board:

furry	shouting	shining
another	laugh	reflection

- Have ready a display of the alphabet, as on Day 3. (If possible, put all the letters on a large chart so that it can remain posted in the room. Looking at the letters every day will help students become familiar with them.)
- Have ready writing supplies for the students.
- Choose additional activities to do from the **Additional Literacy Activities** section, and prepare for these as needed.

### VOCABULARY

This activity reinforces the vocabulary work done on Days 3 and 4 and introduces new words. First, display again the 16 words that you used on Day 4 (*lion, jungle, animals, thirsty, pool, water, mirror, face, butterfly, drink, mane, golden, frightened, run, angry, reflected*).

1. Point to each of the 16 words and have students raise their hands if they know the word. Then call on a student to say the word. Ask the others to raise their hands if they agree. If students cannot identify a word right away, tell them what it is and assure them that, with more practice, they will learn it. Point some words more than once if students seem to need more practice with them.

2. Hold up (or point to) the new word “furry” so that everyone can see it and follow the steps you used on

Days 3 and 4 with the first 16 words. (Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly.) Call on two or three students to say the sentence they thought of. Then, if the word is on a card, put the word on the wall or have one of the students stand next to you, holding the word so that everyone can see it.

3. Continue in this way with the rest of the new words for today.

4. When you have presented all six of the new words, mix them up and have the students say the words with you again, one at a time, when you point to them.

5. Now mix up the new words with 16 words from Days 3 and 4 and have students say the 22 words with you as you point to them. Do this two or three times (or more if the students are enjoying the activity).

6. Have students practice saying all the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it. You may want to have students work in pairs on this practice.

7. Keep all the word cards you used for this activity so that you can use them again. If you wrote the words on the board, either keep them on the board or make a list for yourself so that you can write them on the board again to reinforce student learning.

#### Assessment of Performance for Day 5: Vocabulary

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

**Level 1:** Student is unable to recognize words that have been taught and cannot use them in phrases or sentences.

**Level 2:** Student is able to recognize some words being taught and can use some in phrases and sentences.

**Level 3:** Student is able to recognize most words being taught and can use most in phrases and sentences.

**Level 4:** Student is easily able to recognize words being taught and can readily use them in phrases or sentences.

## WRITING

These activities will help students learn to write simple sentences. They involve saying and writing a sentence with the three words they learned to write on Day 4.

1. Put the three words from Day 4's writing activity on the board: *lion, pool, looked*. Have then say the words with you. Then tell students they will learn to write a sentence with these words: *The lion looked into the pool*.

2. Write the words of the sentence one by one on the board, stopping after each one to say the word.

3. When you have written the sentence, read it back to students, pointing to the words as you read them. Point out the period that you wrote at the end of the sentence, too. Leave the sentence on the board as a model for students to use.

4. Have students write the sentence themselves and, when they finish, have them read the sentence aloud, pointing to each word.

5. If you have time, repeat these steps with other short sentences that use some of the same words, such as:

*The lion said "Grrr."*

*The lion was afraid.*

*The lion drank from the pool.*

6. Use this same activity over several days until students are easily able to write three or four sentences. Encourage them to practice writing the sentences at home, too. It will probably take students several days, or longer, to be able to easily be able write three or four sentences with ease.

### Assessment of Performance for Day 5: Writing

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

**Level 1:** Student is unable to write the sentences from the lesson.

**Level 2:** Student is able to write at least one sentence from the lesson with ease.

**Level 3:** Student is able to write two or three sentences from the lesson with ease.

**Level 4:** Student is able to write all sentences from the lesson with ease.

### ADDITIONAL LITERACY ACTIVITIES

If you have time, you can also use your choice of other activities from the **Additional Literacy Activities** section.

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.

# ADDITIONAL LITERACY ACTIVITIES

At any time in the lesson sequence, or after you have finished the five days of lessons, you may want to do other literacy activities with the class to deepen the students' understanding of *The Lion Who Saw Himself in the Water* and to build literacy skills. You can use the activities in this section for these purposes. (Some of them are part of the lesson plans above but can be used again at any time.) These are most appropriate for young children who are just beginning to read and write. Choose the ones that you think are best for your students. You can do any of these activities more than once if you think the students need more practice and will enjoy the repetition.

## THINKING ACTIVITIES: SORTING AND MATCHING

To help students developing thinking and language skills, engage them in these game-like activities.

1. **Arranging, sorting, describing.** Prepare, or have students draw, pictures on sturdy cards of several of the animals mentioned or pictured in the story—especially the ones that the students have been naming in the first three readings of the story, such as lion, monkey, bear, tiger, bird, rhinoceros, camel, etc. Use these cards for any of these activities:

- a. Have children work together to arrange the cards in a row from small to large, talking about the animals as they do this sorting. Then have them mix the cards up and arrange them again, this time from large to small.
- b. Put all the card sets together, face down. Have students take turns selecting one card at random, holding it up, and describing it orally in detail, noting its size, features, and colors. When all the students have had a turn, put all the cards back in a pile, mix them up, and have students do the selecting and describing again.
- c. Have students sort the cards into any categories that make sense to them, such as by size, color, or features. The cards can be sorted several

times, each time using different categories. Have children explain why they put the cards into the categories they did.

2. **Matching.** Prepare, or have students draw, pairs of cards that illustrate at least 8 different characters and objects in the story, such as: lion, butterfly, pool, green plants, elephant, tiger, bird, monkey. Make two cards for each that are the same, that is, two lion cards, two pool cards, and so on. Have students use these cards to play “Concentration.” (Shuffle the cards and lay them face down into four rows and four columns. Students take turns turning up two cards and naming what they see on the card. If the pictures match and the student names them correctly, the student keeps the pair. If the pictures don't match, the student puts the cards back in their original place.) The purpose of the game is for players to remember where the various pictures are so that they can get as many pairs as possible. (The winner is the one with the most pairs.) When a game is over, reshuffle the cards and play again.

3. **Counting and naming.** Open the book and count the number of elements on the two facing pages, naming the things as they count. For example, how many animals on the pages? How many edible objects on the pages? How many red things on the pages? Then have students count and name the same number of things in the classroom.

### Assessment of Performance: Sorting and Matching

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

**Level 1:** Student is unable to sort or match items in the various games.

**Level 2:** Student is able to sort and match items some of the time.

**Level 3:** Student is able to sort and match items most of the time.

**Level 4:** Student is able to sort and match items easily almost all the time.



## WRITING ABOUT THE STORY (A GROUP STORY)

1. To help students write about the story, have them start by telling key parts of the story in their own words. Guide them to remember and work with them to compose a brief version of the story. You'll want to end up with four or five sentences so that the text will not be too long for students to read and write on their own. Say something like this:

*We are going to retell key parts of the story, and I will write what we decide on the board. What happened first in our story?*

2. As students talk, decide what to put on the board, using their words as much as possible. Continue in this way until you have a brief retelling that might be something like this:

*The lion was thirsty. He found a pool but saw another lion in the water. He was afraid to drink. A butterfly told him not to be afraid. Finally, he drank. And he learned a lesson.*

3. When you have a story like this on the board, read it aloud to students, pointing to the words as you read. Then have them read it with you once or twice and invite one or two students to come to the board and read it individually, with your help as needed. If possible, leave the story on the board so that students can read it again on their own.

4. Some students may want to make their own copy of the story on their own paper. They can then read the class story again, on their own, and can take it home to read to their families.

5. If students enjoy this activity, do it two or three more times, each time generating a somewhat different story. Here's another example:

*The animals were afraid of the lion and ran away. Then the lion was afraid when he thought he saw another lion in the water. The butterfly said a lion was not in the water. That helped the lion stop being afraid.*

Creating different group stories will help students understand how to compose their own version of a story and will also create different stories for students to practice reading and writing.

### Assessment of Performance: Group Story

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

**Level 1:** Student is unable to contribute to or read the group story with help.

**Level 2:** Student contributes to the group story and reads it with help.

**Level 3:** Student contributes to the group story and can read it without help.

**Level 4:** Student contributes to the group story and reads it easily without help.

## ALPHABET STUDY

To learn the alphabet, students need enjoyable repetition and practice seeing, saying, and writing the letters.

1. Have a display of the complete alphabet in the classroom so that students will become familiar with the letters by seeing them every day.

2. Have students learn to say the letters in order (*alef, bey, pey...*). Demonstrate how to do this first, then invite them to say the letters in order with you, then have them practice on their own. This will be especially fun—and will enhance learning—if you use a song or a chant as the basis for the recitation.

3. Have students say the letters with you while you point to each one and then say them without your help as you point to each one. This will help students learn to associate the names of the letters with the way the letters are written.

4. To reinforce learning, point to or write a letter and ask students what it is. Wait until most or all have raised their hands. Then call on a student to say the letter. Repeat with other letters.

5. To reinforce learning, point to a letter on a page in *The Lion Who Saw Himself in the Water* and ask students what it is.

6. Have students work in pairs to look through their books and find examples of one or more letters. Have them share what they find with classmates by pointing to a letter and saying the letter name.

7. Choose a letter to work with. On the board, demonstrate how to write the letter, in its different forms, and have students do the same with their own writing supplies. If possible, show them one or more forms of the letter as it is used in a book.

8. Repeat Step 7 with several other letters of the alphabet, each time demonstrating, having students write on their own, and (if possible) showing them how the letter is used in a book.

9. Use this same activity over several days until you have had students learn each letter, in its different forms. Encourage students to practice writing the letters at home, too. It will probably take students several weeks, or longer, to be able to easily be able write all the letters

Repeat these activities each day until students can easily recite the alphabet without looking at the letters, can say the letters while you point to them in order, can easily identify letters when you point to them at random, and can identify letters in the context of the book.

#### **Assessment of Performance: Alphabet Study**

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

**Level 1:** Student is unable to say or write the letters of the alphabet.

**Level 2:** Student is able to say and write some letters of the alphabet with help.

**Level 3:** Student is able to say all the letters in order with help.

**Level 4:** Student is able to say and write all the letters in order without help.

## **VOCABULARY**

These activities will help students increase their vocabularies. One or more can be done each day.

1. Choose a word from the book and write it on the board or on a large card. Say it to and with the

students and make sure they know what it means. Ask students to think of a sentence using the word, and call on several students to give their sentences. For example, say:

*Here is the word WATER. The lion in our story saw himself in the water. Can you think of a sentence using the word "water"?*



2. Play "What's This Word?" game. Put a number of words on the board or on large cards. These should be words you have discussed with students. Have students take turns coming up and pointing to a word that they know. The others in the class must raise their hands if they know the word. The student who chose the word calls on a classmate to say the word. Then another

student takes a turn coming up and pointing to another word. And so on, as long as students are enjoying the game.

3. Choose a word from the book that has one or more synonyms. Write it on the board or on a large card. Say it for and with the students and make sure they know what it is. Ask them if they know any words that are synonyms, that is, words that have almost the same meaning. Have them give their ideas. If they can't think of synonyms, give them one or two. Write the first word and the synonym(s) on the board so that students can see them together. For example, you might say:

*When the lion growled at the other animals, they became frightened and ran away. Here is the word frightened (writing). Can you think of other words that mean about the same as frightened? (Possible responses are: scared, alarmed, terrified, petrified.)*

You may want to display synonyms in clusters on the wall and review them periodically. The main purpose of the activity is to introduce students to a variety of words. They do not have to learn to read all the synonyms. Being introduced to them this way will make the words easier to learn later.

4. Choose a word from the book that has one or more antonyms. Write it on the board or on a large

card. Say it to and with the students and make sure they know what it is. Ask them if they know any antonyms, that is, words that have the opposite meaning. Have them give their ideas. If they can't think of antonyms, give them one or two. Write the first word and the antonym(s) on the board so that students can see them together. For example, you might say:

*At one point, the lion shouts very loudly at the other animals because they don't understand him. Here is the word loud (writing). Can you think of words that mean the opposite of loud? (Possible responses are: soft, quiet, silent, peaceful.)*

5. Play "I'm Thinking of a Word" game. Give students clues to a word you're thinking of and invite them to guess what the word is. Then let students have a turn at thinking of words for the others to guess. For example:

*I'm thinking of a word. This creature told the lion not to be silly, that no one was in the water. Can you guess my word? (butterfly)*

*I'm thinking of a word. This is what the lion saw when he looked in the water and what you see when you look in a mirror. Can you guess my word? (reflection)*

*I'm thinking of a word. It is a synonym for mad. Can you guess my word? (angry)*

*I'm thinking of a word. It is an antonym for loud. Can you guess my word? (quiet)*

6. Establish a place on the board or on a wall for the **Word Of The Day**. Periodically, write an interesting word on the board or on a large card and make it the word of the day. The word can come from a book you are reading with the class or can be any word you choose. Explain the word's meaning to students and use it in one or more sentences so that they hear it in meaningful context. They do not need to learn to read or write these words. This is just an activity to expand students' listening vocabularies and will make the words easier to learn later.

### Assessment of Performance: Vocabulary

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

**Level 1:** Student is unable to recognize words that have been taught and cannot use them in phrases or sentences.

**Level 2:** Student is able to recognize words being taught and can use some in phrases and sentences.

**Level 3:** Student is able to recognize words being taught and can use some in phrases.

**Level 4:** Student is able to recognize words being taught and can use them in phrases or sentences.

## LANGUAGE PATTERNS

It is useful for students to understand that many patterns are discernible in language. The more patterns they are familiar with, the greater their ability to use with language with ease. These activities help beginning readers and writers develop familiarity with certain language patterns.

### 1. STATEMENTS, QUESTIONS AND EXCLAMATIONS

a. Put examples of statements and questions on the board. For example, here are some that are related to *The Lion Who Saw Himself in the Water*:

**They all started to run away.**

**Why are you running away?**

**He was too afraid to drink.**

**Wasn't he a funny lion?**

Explain to the students that some of these statements are "telling sentences" (giving information) and some are "questions" (sentences that express what the speaker wants to know). Explain how the end punctuation is different, pointing to the periods and the question marks).

b. Have students work in pairs to look through the book and find examples of regular sentences and questions. They do not need to be able to read the sentences, only notice the differences because of the end punctuation.



c. If you have done the activity with statements and exclamations (see the Teacher Guide for *The Farmer's Wife*), have students go through the book again and find examples of exclamations.

d. Write some statements, questions, and exclamations on the board without the end punctuation marks. Call on students to come to the board and put the correct mark at the end of the sentences.

## 2. DIALOGUE

a. Explain that when characters speak to each other in stories, the exchanges are called "dialogue" and special marks are used to show this kind of language. The marks are also used to show when a characters are saying something to themselves. Put these examples on the board to illustrate:

*The animals said, "What are you doing looking in the water and not having a drink?"*

*"Oh, dear me!" he said to himself.*

Point out how the quotation marks are used in each sentence to set off the words that are being spoken or thought.

b. Ask two students to have a short dialogue in which the first asks a question that the second answers. Write what they say on the board to illustrate how to write the dialogue. For example:

*Ali said, "How are you, Hamid?"*

*Hamid said, "I'm fine, Ali. Thank you for asking."*

c. Have pairs of students take turns repeating this same series of questions and answers, taking turns asking the questions and giving the answers. When you write their dialogues on the board, call their attention to the quotation marks, the question marks and the periods so that they become familiar with these forms of punctuation.

d. Put some of these statements on the board without the punctuation. Call on students to come to the board and write the punctuation in the right places. For example:

*The animals said What are you doing looking in the water*

*Oh dear me he said to himself*

### Assessment of Performance: Language Patterns

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

**Level 1:** Student is unable to recognize or use the pattern(s) that have been taught.

**Level 2:** Student is able to recognize and use the patterns that have been taught with teacher help.

**Level 3:** Student is able to recognize and use the patterns that have been taught independently most of the time.

**Level 4:** Student is able to recognize and use the patterns that have been taught independently and with ease.

## SPELLING

To build spelling skills, choose several words from the book that students worked with during the lessons, such as: *lion, pool, water, laugh*.

1. Have students practice spelling the words individually, using the study method described in the Teacher's Guide for *The Farmer's Wife*. (Look at the word, close your eyes and say the word aloud while trying to visualize the word, look at the word again, cover the word up and write it, compare with original, repeat until you can write the word correctly three times in a row without looking at the word.)

2. After students have learned several words, give them a "quiz" to see if they are retaining what they have learned. Make sure that the words are not posted in the room or cover them up if they are on display. Call out the words, one at a time, and have students write them. Then write the words on the board and have them check their spelling.

3. Repeat steps 1 and 2 with other words. Most students will be able to learn three or four words at one time (over the course of several days) but will have trouble trying to learn more.

4. Every few weeks, give students a “quiz” based on a selection of all the words they have been practicing. (See Step 2.)

### **Assessment of Performance: Spelling**

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

**Level 1:** Student is unable to spell the words that have been taught.

**Level 2:** Student is able to spell some of the words that have been taught with teacher help.

**Level 3:** Student is able to spell most of the words that have been taught most of the time.

**Level 4:** Student is able to spell the words that have been taught independently and with ease.

## **PARTS OF SPEECH**

Parts of speech are often difficult for students to learn because the concept is abstract. Also, some words can be used as different parts of speech. For example, the word “pool” is usually a noun but can also be used as a verb (as when people *pool* their resources to accomplish a task). Because of this, students can easily get confused about parts of speech. They need lots of examples to understand the various parts of speech, and this learning will be easier when they are able to write fluently. Nouns and verbs are the best parts to focus on with young children, and suggested activities for introducing these are given in the Teacher’s Guide for *The Farmer’s Wife*. Here are activities to reinforce that learning:

1. Put the words “lion,” “water,” and “butterfly” on the board. Say:

*Do you remember that besides using language, we can also talk about language and understand how words are used in different ways? Some words are used to name things. What are these called? (nouns). Three examples from our story are “lion,” “water,” and “butterfly.” These words are all nouns. They name three different things.*

2. Ask students for other nouns that are used in the book. Say:

*You’ll remember that nouns usually name people and places and things. What are some other nouns that are used in our story? (Expected responses are: jungle, mane, hair, coat, animals, friends.)*

3. Ask students to name things they can see in the room (floor, door, board, books, chalk, etc.), and point out that those words are also nouns.

4. Now put these words on the board: “shout,” “run,” “drink.” Say:

*You’ll remember that some words are used to represent actions. What are these called? (verbs) Three examples from our story are “shout,” “run,” and “drink.” These are all verbs. The lion shouts at the other animals. They run away. The lion drinks the water.*

5. Ask students for other verbs that are used in the book. Say:

*Verbs are used to represent actions. What are some other verbs that are used in our story? (Expected responses are: look, found, went, leaned, reflected.)*

6. To reinforce this learning, call attention to specific nouns and verbs periodically so that students will gradually learn the concepts. For example, when you tell them to tell them to wash their hands, point out that “wash” is a verb and “hand” is a noun.

### **Assessment of Performance: Parts of Speech**

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

**Level 1:** Student is unable to recognize or identify parts of speech.

**Level 2:** Student is able to identify some of the words that have been taught in terms how they can be used as parts of speech.

**Level 3:** Student is able to identify most of the words that have been taught in terms of how they can be used as parts of speech.

**Level 4:** Student is easily able to identify the words that have been taught in terms of how they can be used as parts of speech.

## DRAWING AND RETELLING

Students can refine their comprehension of *The Lion Who Saw Himself in the Water* by drawing scenes from the story and talking about them to you and to one another. Each student will have different artistic abilities, but this exercise will encourage all students, regardless of artistic abilities, to engage in retelling the story in a fun and individual way. No assessment is necessary for this activity, but you may want to informally assess students' level of success with these activities. Here are the steps to follow.

1. Organize students into pairs. (Have three students in one group if there is an odd number in the class.)
2. Hold up the book so that students can see the cover. Say:

*Think about the story of the lion who saw himself in the water. I would like you to choose a scene from the story to draw. Which scene would you like to draw? Think about the scene and visualize it so that you will know what to put in your picture. Make sure you include many details in your drawing.*

3. Have students tell their partners which scene they are going to draw and what they are going to put in their picture. Talking about what they will draw will encourage students to plan their drawings and to think of which details to include.
4. Hand out paper and drawing tools such as pencils or crayons and let students draw their pictures. You may want to walk around as they are drawing and ask them to tell you about what they are drawing and why they chose to draw that. You may also encourage the students to talk to one another about the story and about what they are drawing.
5. When students have finished their drawings, do one or more of these activities:
  - Post all the drawings on the wall of the classroom. Have three or four students take turns going up to the drawings, pointing to their own, and telling the class what their drawing depicts. Have three or four more students do the same thing each day for the next few days



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

- Collect all the drawings. Choose several that represent key scenes in the story, one or two from the beginning, one or two from the middle, and one or two from the end. Post these selected drawings on the wall in a random order and have the students decide what the correct order is. Move the drawings as the students suggest until everyone is satisfied that they are in the right order.

Over the next few days, choose a different set of pictures each day from the original set of drawings and again have the students decide on the correct order in which to arrange them.

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



**Assessment of Performance:  
Drawing and Retelling**

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

**Level 1:** Student is not able to draw events from the story or retell the story in the right order.

**Level 2:** Student is able to draw some events from the story and can retell some parts of the story.

**Level 3:** Student is able to draw some events from the story and can retell most of the story in the right order.

**Level 4:** Student is able to draw some events from the story and can retell all the key events in the story in the right order.

## RETELLING AS A PERFORMANCE

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

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

**Once upon a time there was a lion.**

**And everybody lived happily ever after.**

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 Performance:  
Retelling as a Performance**

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

**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 vocabulary and fluency are limited.

**Level 3:** Student is able to retell the story with some fluency, including most of the key elements.

**Level 4:** Student is able to retell the story, including all of the key elements and speaking with ease and enthusiasm.

## DRAMATIZING THE STORY

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

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

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

lion	butterfly	tiger
bird	elephant	camel
(and other animals that you and the students choose)		

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, "Who wants to be the lion 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 jungle, the pool of water) 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 Performance: Dramatizing the Story**

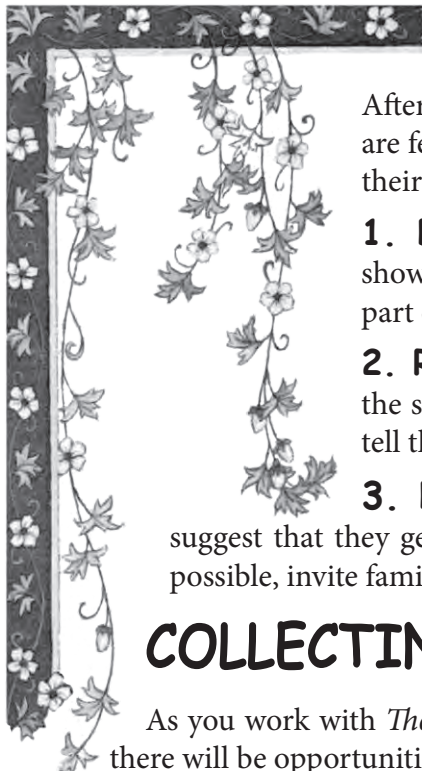
*Levels of Progress 1 - 4: Use these levels to determine your students' performance on the Student and Classroom Performance Charts provided in the back of this guide.*

**Level 1:** Student speaks inaudibly, lacks 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 mechanical.

**Level 3:** Student speaks clearly, using the voice of the character, and can be heard and understood. Expression is fluent and lively.

**Level 4:** Student uses exceptionally expressive and fluent language and creates a lively interpretation of the character.



## SHARING THE STORY AT HOME

After students have completed any of the “Additional Literacy 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. 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.
- 3. Dramatizing the story:** If several students live near one another, suggest that they get together outside of school to act out the story for their families. Or, if possible, invite family members to come to the school to see a performance of the play.

## COLLECTING STORIES FROM HOME

As you work with *The Lion Who Saw Himself in the Water* in the ways suggested in this guide, there will be opportunities for your students to ask their families about similar folktales with which they are familiar.

1. Tell students that their family members probably know many stories like the ones 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:

*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.*

*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.*

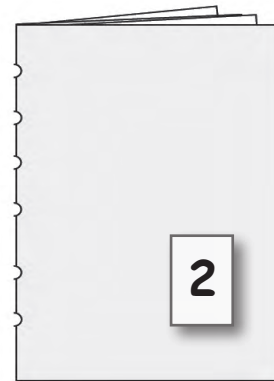
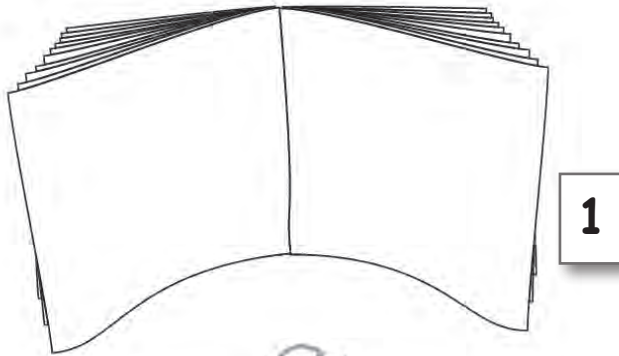
2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:

- 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.

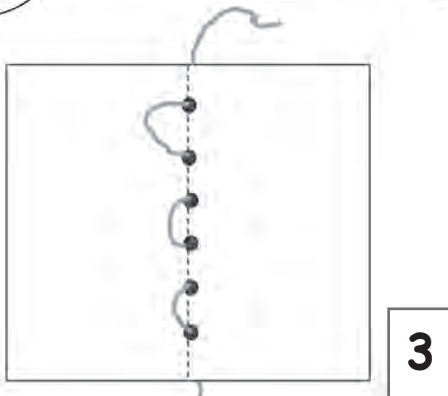


# Instructions for Making a Simple Book

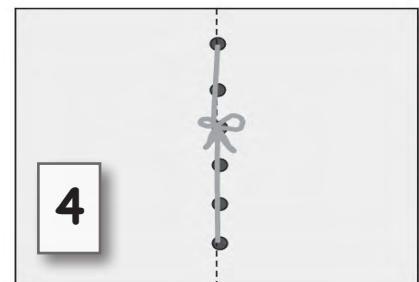
Fold pieces of paper in half all at once.



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!



Example of stapled binding

# STUDENT PERFORMANCE EVALUATION

## for *The Lion Who Saw Himself in the Water*

STUDENT'S NAME: \_\_\_\_\_

PERFORMANCE LEVEL

SKILLS WITHIN LESSONS:	1	2	3	4
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 3: Reflecting on Key Ideas				
DAY 3: Developing Vocabulary				
DAY 3: Syllable Recognition				
DAY 4: Developing Vocabulary				
DAY 4: Alphabet and Word Study				
DAY 5: Developing Vocabulary				
DAY 5: Writing (simple sentences)				

### ADDITIONAL LITERACY ACTIVITIES

Sorting and Matching				
Writing (Group Story)				
Alphabet Study				
Vocabulary				
Language Patterns				
Spelling				
Parts of Speech				
Drawing and Retelling				
Retelling as a Performance				
Dramatizing the Story				

This chart can be reproduced and used to keep track of students' progress on the skills you are teaching. Please refer to the Assessment of Performance information at the end of each day's lesson for descriptions of the four levels of performance.



# CLASSROOM PERFORMANCE EVALUATION

Teacher: \_\_\_\_\_ Class ID: \_\_\_\_\_

Date: \_\_\_\_\_

Hoopoe Book title used: THE LION WHO SAW HIMSELF IN THE WATER

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

NUMBER OF STUDENTS IN CLASS: \_\_\_\_\_

PERFORMANCE LEVEL\*

SKILLS WITHIN LESSONS:	1	2	3	4
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 3: Reflecting on Key Ideas				
DAY 3: Developing Vocabulary				
DAY 3: Syllable Recognition				
DAY 4: Developing Vocabulary				
DAY 4: Alphabet and Word Study				
DAY 5: Developing Vocabulary				
DAY 5: Writing (simple sentences)				

## ADDITIONAL LITERACY ACTIVITIES

Sorting and Matching				
Writing (Group Story)				
Alphabet Study				
Vocabulary				
Language Patterns				
Spelling				
Parts of Speech				
Drawing and Retelling				
Retelling as a Performance				
Dramatizing the Story				

\* Calculate the total number of students reaching each level.







## THESE TEACHER GUIDES INCLUDE:

- 🍎 INTRODUCTION TO THE HOOPOE BOOKS
  - 🍎 PURPOSES FOR USING THE STORIES
  - 🍎 HOW THIS GUIDE CAN HELP YOU
  - 🍎 DAY 1: FIRST READING OF THE STORY
  - 🍎 DAY 2: SECOND READING OF THE STORY
  - 🍎 DAY 3: THIRD READING OF THE STORY
    - BUILDING LITERACY SKILLS: Vocabulary & Syllables
  - 🍎 DAYS 4-5: BUILDING LITERACY FURTHER:
    - Vocabulary & Alphabet Study
    - Writing
  - 🍎 ADDITIONAL LITERACY ACTIVITIES:
    - Thinking Activities (Sorting, Counting and Matching)
    - Further Alphabet & Word Study, Vocabulary, & Writing
    - Language Patterns
    - Spelling
    - Parts of Speech
    - Drawing and Retelling
    - Retelling as a Performance
    - Dramatizing the Story
  - 🍎 SHARING THE STORY AT HOME
  - 🍎 COLLECTING STORIES FROM HOME
- Also included in the this guide:*
- INSTRUCTIONS FOR MAKING A SIMPLE BOOK
  - STUDENT PERFORMANCE EVALUATION CHART
  - CLASSROOM PERFORMANCE EVALUATION CHART



For more information on Hoopoe Books, Teacher's Guides, ideas for classroom activities, audio materials, go to

[www.hoopoebooks.com](http://www.hoopoebooks.com)