

Hoopoe Books Early Literacy Curriculum  
for Primary School Teachers

*Grade 2 - Book 2:*

*The Clever Boy and the Terrible,  
Dangerous Animal*

by Idries Shah



Written by  
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HOOPOE BOOKS



Published by  
Hoopoe Books  
Hoopoe Books is an imprint of  
The Institute for the Study of Human Knowledge (ISHK)  
A USA Educational Non-Profit Organization

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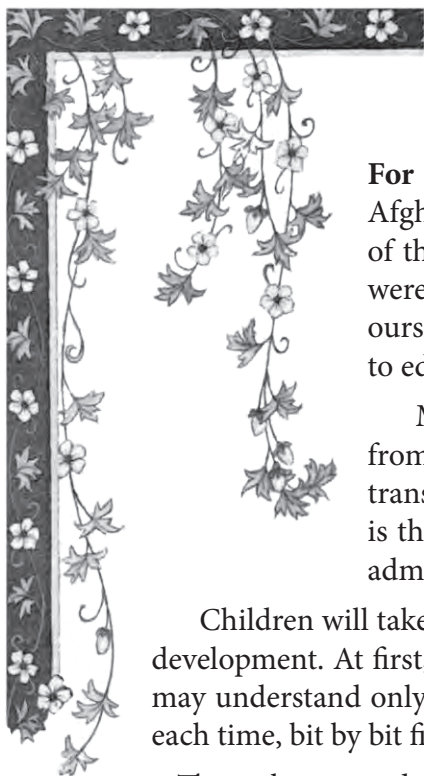


## ONCE YOU HAVE THE BOOK...

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. The vocabulary activities on DAY 2 and DAY 3 should be carried over many days or you may not need to teach more advanced students the vocabulary lessons at all.

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 CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL

### DAY 1: FIRST READING OF THE STORY

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

#### TO PREPARE FOR THE LESSON



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

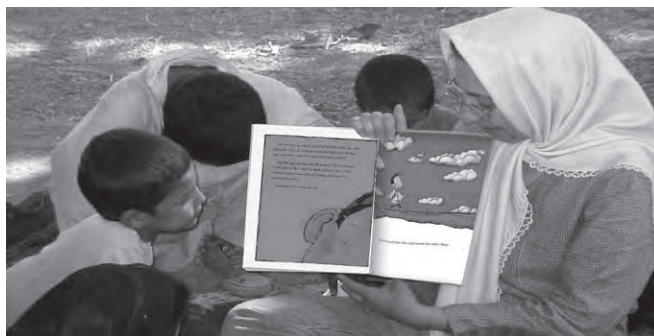
well, you demonstrate to students how to read the story effectively when they are ready to read it on their own.

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

#### FIRST READING ACTIVITIES

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

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



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

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

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

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

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

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

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



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

Or, when the boy explains that watermelons are edible (“Watermelons are very nice to eat. We’ve got lots of them in our village and everyone eats them.”), you might ask: *What do you think will happen next? Why do you think so?*

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

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

*Who are the characters shown here?*

*What is happening in this part of the story?*

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

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

and will be discussing it again.

7. As a final activity, hand a book out to each student, or have several students share a copy. Ask students to go back through the book, looking carefully at the illustrations and naming the objects they see pictured. For instance, on the first three pages of the book, students will notice the cows, the houses, the boy and the way he is dressed, as well as the clouds and the grass; later they will notice the people from the other village, etc.

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.

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 boy goes to a nearby village and finds people who are afraid of a watermelon. The third question calls for inferences—understanding things that are implied but not specifically stated. For example, when the people express fear of the watermelon, we infer that they have never seen a watermelon before and have never eaten one, even though the story doesn't say so directly.

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 boy's recognizing that the "animal" was really just a watermelon is the most important because they identify with the boy in this situation. Others may think the important part is when the boy teaches the villagers how to grow watermelons, and so on. There are no wrong answers. What the students choose is not as important as the discussion they have about their ideas.

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

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

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

9. Invite 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 7). 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.

boy	village	frightened
terrible	dangerous	animal
watermelon	knife	slice
bite		

- 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 7) 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.

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

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

*Was the clever boy afraid? Why or why not?*

*How can you tell if someone is afraid?*

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

*Can one person's fear make other people afraid?*

*Is it possible to stop yourself becoming afraid? How?*

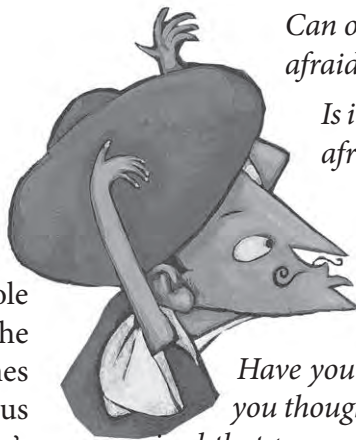
*Are there things that are really dangerous? What are they? What do you have to do to be careful of those things?*

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

*If everyone agrees something is true, is it true?*

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

*What are some things you could do that would make a difference?*



### Assessment of 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 people were afraid and student says he/she was afraid once).

**Level 4:** Student is able to recall the story well and make an analogical connection to something in his/her life and can elaborate on these feelings (e.g., the student says, like the boy in the story, he/she was able to help a friend understand something unfamiliar).

## BUILDING 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 "boy" so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. Say something like this:

*This word is BOY. You remember the boy from our story. Think of a sentence using the word "boy," for example, "The boy skipped down the road." Think*

*of another sentence using the word "boy," 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 "village." Pronounce the word and have the students say it with you several times while they look at the word. Then have the students use the word in a sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. For instance, you might say something like this:

*This word is VILLAGE. In our story the boy left his village and went to another village. Think of a sentence using the word "village," for example, "A village is like a small town." Think of another sentence using the word "village," 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**

The Teacher's Guide for *The Lion Who Saw Himself in the Water* introduced syllables in one of the activities. If students had that instruction, you can remind them of it and say they will now do a bit more with syllables. If they have not had that instruction, this activity will help them learn about this type of pattern in words.

1. Explain to students (or remind them of) 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, BOY has one syllable. Say it with me (BOY). The word VILLAGE has two syllables: VIL-LAGE. Say it with me (VIL-LAGE). And the word TERRIBLE has three syllables: TER-RI-BLE. Say it with me (TER-RI-BLE).*

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, open the book to the page that shows a row of arms and fingers pointing, and say:

*What do you see on this page? (arms) Yes! The picture shows one arm on top of another. Let's say the word together and see how many syllables we hear: ARM. How many syllables do you hear?*

When students say "one," say:

*Right! "arm" has one syllable: ARM.*

3. Repeat Step 2 with three or four other words that the students select. For example, on the same two pages they might choose, turban, moustache, beard, fingers, sleeve, and so on. 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: DANGEROUS. Say it with me: DANGEROUS. DAN-GER-OUS. 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: *boy, village, frightened, terrible, dangerous, animal, watermelon, knife, slice, bite*.

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

crowd	pocket	delicious
field	eat	seeds

- 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 (*boy, village, frightened, terrible, dangerous, animal, watermelon, knife, slice, bite*).

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 "crowd" 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.

## **WORD AND SENTENCE STUDY**

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

1. On the board, put three short sentences from the story or using words from the story, concentrating

on the vocabulary you have been teaching. For example:

*The crowd was frightened.*

*The boy cut the watermelon with his knife.*

*The watermelon had seeds.*

2. Read the sentences to the students and have them read the sentences aloud with you.

3. Demonstrate for students how to write the first sentence, pronouncing each word as you write it and reading the whole sentence when you have written it.

4. Leave your sentence on display, and have students practice writing the sentence on their own.

5. Repeat the same steps for the other two sentences.

6. Have students practice writing the sentences on their own for several days until they can write the sentences without looking at your models.

#### **Assessment of Performance for Day 4: Word and Sentence 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 sentences.

**Level 2:** Student is able to write a sentence or two with help.

**Level 3:** Student is able to write two or three sentences with help.

**Level 4:** Student is able to write three sentences independently.

## **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: *boy, village, frightened, terrible, dangerous, animal, watermelon, knife, slice, bite, crowd, pocket, delicious, field, eat, seeds.*

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

skipped	brave	kill
plant	interested	lots

- 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 (*boy, village, frightened, terrible, dangerous, animal, watermelon, knife, slice, bite, crowd, pocket, delicious, field, eat, seeds*).

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 “skipped” 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 practice writing simple sentences with words from the book.

1. From the 22 words from this book you have been using for vocabulary, have students generate a sentence using two or three of the words. If they are not sure what to do, give them a few examples, such as:

*The people were frightened of the watermelon.*

*The boy cut the watermelon with a knife.*

*The boy laughed at the people.*

2. Write three sentences on the board, either the examples you gave them or sentences the students made up. Read the three sentences to the students, pointing to the words as you read them. Then have them read along with you.

3. Have each student choose one of the three sentences and practice writing it.

4. When students have all written a sentence, have them get together in small groups so that they can show what they have written and have the other group members read what they have written.

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

*The boy skipped down the road.*

*The people thought the watermelon was a terrible, dangerous animal.*

*The people learned to grow watermelons.*

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 to 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 Clever Boy and the Terrible, Dangerous Animal* and to build literacy skills. You can use the activities in this section for these purposes. (Some of 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 in the early stages of reading and writing. 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.

## COMPOSING ACTIVITIES (SENTENCES)

These activities will give students practice composing sentences, orally and in writing, with words from the story and other words they may need.

1. Display the 22 words from the story you have been using for vocabulary development. Have students take turns choosing two or three of these words and using them in a sentence, with other words as needed. Composing sentences orally in this way will give students practice reading the story words and using them in meaningful sentences. Students can do this as a whole group or in groups of two or three.
2. As students compose sentences orally, write down two or three that you think would be good sentences for them to learn to write. Write your choices on the board, read them aloud (pointing to the words), and have students read along with you. Then have them choose a sentence to practice writing. If students choose different sentences, have them show each other what they have written and invite the viewer to read the sentences.
3. Generate incomplete sentences that can be completed with one of the words from the book you have been using for vocabulary development. Invite students to complete your sentences with one of the 22 words. You can say the sentences you generate,

or you can say them and write them. For example:

*At first, the people were \_\_\_\_\_. (frightened)*

*The boy cut a large slice out of the \_\_\_\_\_. (watermelon)*

*The boy said to grow watermelons, the people had to plant \_\_\_\_\_. (seeds)*

You may want to have students practice writing some of these sentences, too.

### Assessment of Performance: Composing Sentences

*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 generate a sentence with the words given.

**Level 2:** Student is able to generate sentences some of the time with help.

**Level 3:** Student is able to generate sentences most of the time without help.

**Level 4:** Student is able to generate sentences easily almost all the time.

## 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 DANGEROUS. The people in our story thought the watermelon was a terrible, dangerous animal because they didn't know what watermelons were. Can you think of a sentence using the word "dangerous"?*

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:

*In our story, the people at first were frightened. Here is the word frightened (writing). Can you think of other words that mean about the same as frightened?*

(Possible responses are: *scared, terrified, alarmed, panicked.*)

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:

*Our story is about people who eventually became interested in growing watermelons. Here is the word interested (writing). Can you think of words that mean the opposite of interested? (Possible responses are: *uninterested, bored, apathetic.*)*

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. The people in our story were afraid of this. Can you guess my word? (watermelon)*

*I'm thinking of a word. This is what the boy used to cut the watermelon. Can you guess my word? (knife)*

*I'm thinking of a word. It's the word the boy used to describe the watermelons, and it is a synonym of good or pleasing. Can you guess my word? (nice)*

*I'm thinking of a word. It's what the boy did when the people were afraid, and it is an antonym for cry. Can you guess my word? (laugh)*



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 use newly-learned words in phrases or sentences.

**Level 2:** Student is able to use some newly-learned words in phrases or sentences.

**Level 3:** Student is able to use newly-learned words in phrases or sentences.

**Level 4:** Student is always able to use newly-learned words 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. On the board, write some statements, questions, and exclamations from the story without the end punctuation marks. Call on students to come to the board and put the correct mark at the end of the sentences and then read the sentences. Make sure they understand that some sentences are statements, some are questions, and some are exclamations. (See *The Farmer's Wife* Teacher's Guide for more on these different kinds of sentences.) For example:

What a brave boy (!)

The people pointed to the field (.)

Where is the terrible, dangerous animal (?)

The boy set off at once (.)

Oh, be careful (!)

How do we get watermelons (?)

### 2. DIALOGUE

a. Review with students 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:

"That's not a terrible, dangerous animal!" laughed the boy.

"Yes it is! It is!" cried the people. "Keep away! It might bite you!"

Then the people became interested, and someone said, "Well, how do we get watermelons?"

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

b. Ask two students to pretend to be the boy and one of the villagers. Have them make up 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:

*A person said, "You must be careful of the terrible, dangerous animal!"*

*The boy said, "That's not a terrible, dangerous animal!"*

c. Have pairs of students take turns making up questions and answers and taking turns asking the questions and giving the answers. When you write their dialogues on the board, call their attention to the punctuation so that they become familiar with the different marks.

d. Put 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 people said It's too terrible It's too dangerous*

*What a brave boy they said He's killed the terrible, dangerous animal*

#### 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 use the pattern(s) that have been taught.

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

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

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

## SPELLING

To build spelling skills, use one or more of these activities.

1. Review with students how to learn to spell words, 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.) Have them use this method to learn four or five words from the story, or more if you have time. Choose key words, such as *boy*, *watermelon*, *terrible*, *dangerous*.

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 "run" is usually a verb but can also be used as a noun (as when people build a *run* for animals or when a partnership scores a *run* in cricket). 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 here are activities to reinforce that learning. (Suggested activities for introducing these parts of speech are given in the Teacher's Guide for *The Farmer's Wife*.)

1. Put the words "boy" and "watermelon" 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). Two examples from our story are "boy" and "watermelon." These words are nouns. They name two 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: village, people, field, seeds.)*

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: "skipped," "pointed," "grow." Say:

*You'll remember that some words are used to represent actions. What are these called? (verbs) Three examples from our story are "skipped," "pointed," "grow." These are all verbs. The boy skipped down the road. The people pointed to the watermelon. The boy told the people watermelons will grow from seeds.*



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: cut, bite, laugh.)*

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 Clever Boy and the Terrible, Dangerous Animal* by drawing scenes from the story and talking about them to you and to one another. Each student will have different artistic abilities, 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 clever boy. I would like you to choose a scene from the story to draw. Which scene would you like to draw? Think about the scene and visualize it so that you will know what to put in your picture. Make sure you include many details in your drawing.*

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

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

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

- Post all the drawings on the wall of the classroom. Have three or four students take turns going up to the drawings, pointing to their own, and telling the class what their drawing depicts. Have three or four more students do the same thing each day for the next few days until all the students have talked to the class about their own drawings.
- Collect all the drawings. Choose several that represent key scenes in the story, one or two

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

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

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

#### **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 very clever boy.**

**It all happened because a lot of silly people thought something was dangerous just because they had never seen it before.**

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

3. Have students work individually or with a partner or a group to recall the events in the story and help each other decide how to tell it in their own words. Let them look again at the book if they need to. Or you may suggest that they create a sequence of sketches to use as reminders of the main scenes in the story.

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

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

### **Assessment of Performance: Retelling as a Performance**

*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 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 the story characters on the board or on a large piece of paper so that everyone can see the list:

boy              boy's mother      4-5 villagers

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, “Who

wants to be the boy in our play?” Choose a volunteer and write that student's name next to the name of the character. Continue until you have a student to play every part. Tell the actors that they will be improvising their parts. That is, they do not have to memorize the dialogue from the book but rather can use their own words.

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

4. Decide on areas of the room to use for the setting in the story (the boy's own village, the village he visits, and the field) and have the members of the audience sit facing those areas. Get the play started by telling the actors to get ready to act out the first scene. Position them as needed for the scene. Those who are not in the scene can simply stand off to the side until it is time for them to come into the scene.

Direct the actors to begin and let them improvise the scene. You may need to prompt them with lines if they are not sure what to say, but they will probably catch on quickly and will do a good job.

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

*What did the actors do quite well?*

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

*What did the audience do quite well?*

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



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

### **Assessment of 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.

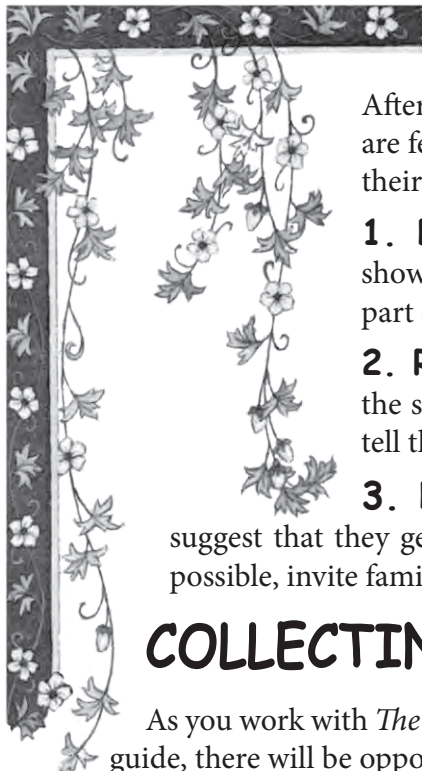
**Level 2:** Student speaks audibly but is inconsistent in using the voice of the character. Expression is mechanical.

**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 Clever Boy and the Terrible Dangerous Animal* in the ways suggested in this guide, there will be opportunities for your students to ask their families about similar folktales with which they are familiar.

1. Tell students that their family members probably know how to make or do many things like the ones they are studying in class with you. Tell them that you would like them to find out about some of those abilities by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have acquired these abilities when they were children. Say something like this:

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

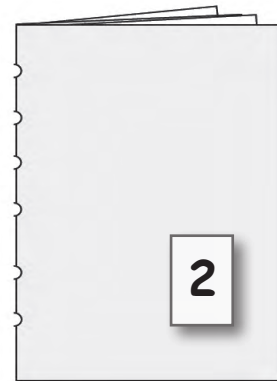
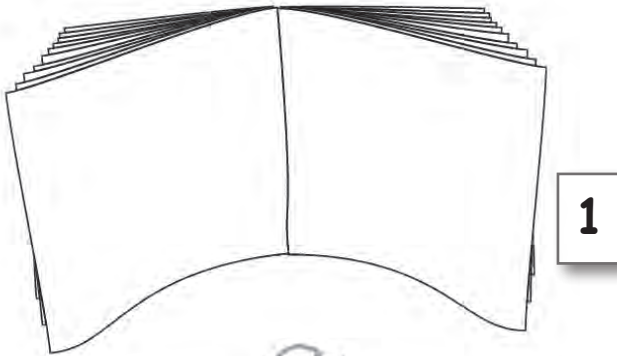
*Here is your assignment: Ask the people in your family and neighborhood about something they are able to do or produce. Ask them to both show you and tell you the steps for doing that activity or for making that thing. Write it down as best you can, or learn it well enough to tell it, and bring it into class.*

2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:
  - Have students draw pictures to illustrate the stories, talk about the pictures in the class, and then take them home to show the people who told them the stories.
  - Have students write the stories in their own words, draw pictures to go with them, and make simple books to give to the adults from whom they received the stories. (See next page for instructions on making a simple book.)
  - Invite some of the adults to come to the school to share their stories with the whole class.

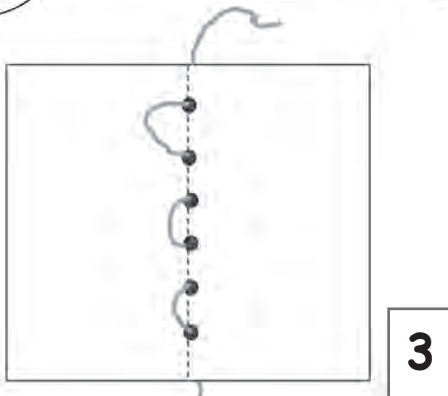


# Instructions for Making a Simple Book

Fold pieces of paper in half all at once.



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



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



Pull the string ends tightly, and tie securely.

## Alternative Binding Methods:

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

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

**Sewing:** Use a sturdy needle and thread to sew the pages together at the fold. (Please keep needles safely out of reach of young children.) You and your students may find other binding solutions that work better than any of these!



Example of stapled binding

# STUDENT PERFORMANCE EVALUATION

for *The Clever Boy and the Terrible, Dangerous Animal*

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: Word and Sentence Study				
DAY 5: Developing Vocabulary				
DAY 5: Writing (sentences)				

## ADDITIONAL LITERACY ACTIVITIES

Composing (sentences)				
Vocabulary				
Language Patterns (statements, questions, etc.)				
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 CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL

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

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

PERFORMANCE LEVEL\*

<b>SKILLS WITHIN LESSONS:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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: Word and Sentence Study				
DAY 5: Developing Vocabulary				
DAY 5: Writing (sentences)				

## **ADDITIONAL LITERACY ACTIVITIES**

Composing (sentences)				
Vocabulary				
Language Patterns (statements, questions, etc.)				
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, Word & Sentence Study
    - Writing
  - 🍎 ADDITIONAL LITERACY ACTIVITIES:
    - Composing (Sentences)
    - Further 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)