

# Hoopoe Books Early Literacy Curriculum for Primary School Teachers

*Grade 3 - Book 1:*

## *The Old Woman and the Eagle*

by Idries Shah



Written by  
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HOOPOE BOOKS



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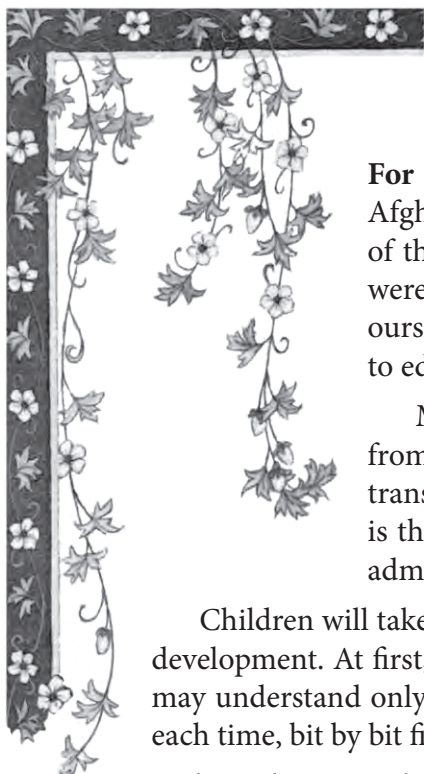


## ONCE YOU HAVE THE BOOK...

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. 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 OLD WOMAN AND THE EAGLE

### 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 author writes: “One day, an eagle was flying high in the sky and decided to stop for a rest. He swooped down and landed...” ask students: *Where do you think he lands? 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 things they see

pictured. For instance, on the first two pages of the book, students will notice the strange knives and forks, the butterflies and pigeons, and, of course, the old woman herself. They might notice where she is standing, and so on.

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 eagle lands at the old woman's house and that the woman calls the eagle a pigeon. The third question calls for inferences—understanding things that are implied but not specifically stated. For example, when the old woman called the eagle a funny pigeon, we can infer that he was offended. The book doesn't say he was offended. It only describes the eagle as “drawing himself up to his full height,” but we can infer how he felt by knowing what he did. Also, we know that the old woman can see the eagle only from her limited point of view, and so can infer that she has limited points of view on other things, too, 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 most important part is when the first eagle landed at the front door of the old woman's house. Others may think that the most important moment is when the first eagle meets the second eagle, who recognizes him. 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 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.
- |       |        |      |
|-------|--------|------|
| eagle | high   | sky  |
| funny | pigeon | you  |
| look  | beak   | bent |
- 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?*

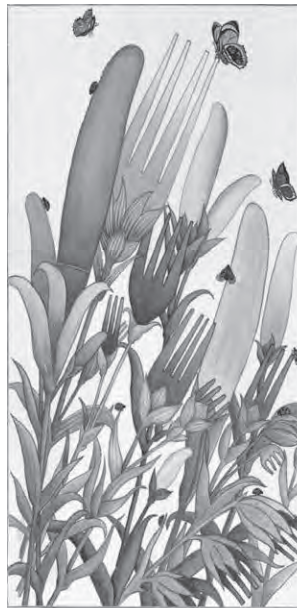
*Why was that part important to you?*

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.

*Why do you think the old woman tried to change the eagle?*

*Was it a good idea to change the eagle? Why or why not?*

*What else could the old woman have done when she thought she saw a “funny” pigeon?*

*Have you ever come across something you have never seen before? What was it? Can you remember what you thought or felt when you first saw it? What did you say or do? Do you think the old woman would have said or done the same thing? Why do you think that?*

*Do you remember when you first heard a new, unfamiliar, or unusual idea? How did you react to it?*

*Have you ever been misunderstood? How did that make you feel?*

*If someone told (tells) you to act differently or change the way you look or behave, without giving you a reason that makes sense to you, how would that make you feel?*

*Did you ever meet a person who was different from everyone you knew? In what way was he/she different? What happened?*

*How do you know when someone is behaving in a foolish way?*

*Do you think the new eagle is right to say “stay away from that silly old woman and people like her”? Why or why not?*

*Have you ever done something that reminds you of the old woman?*

*Does this story remind you of something or someone in your own life?*

### 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 woman has seen pigeons before and the student has seen pigeons before).

**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 a friend imagines him to be very different from how he really is and tries to change him the way the old woman wanted to change the eagle).

## 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 words to use.)

2. Hold up these three words, or put them on the board: *eagle*, *high*, *sky*. Pronounce the words and have the students say them with you several times while they look at the words. Ask students to explain what each word means. If they are not sure of a meaning, explain it to them. Use the illustrations in the book, if necessary, to clarify the meanings.

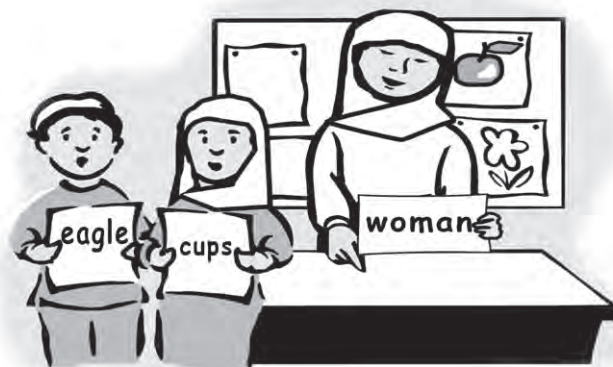
3. Write this sentence from the story on the board

while students watch:

*One day, an eagle was flying high in the sky.*

Read the sentence aloud to the class. Then have them read it with you as you point to each word. Do this two or three times until students are confident about reading the sentence.

4. Hold up (or point to) the word "eagle" and ask for a volunteer to come to the board and point to the word in the sentence. Do the same for the other two words (*high*, *sky*). Then have students read the sentence aloud once again.



5. Do Steps 1-4 with the other two sets of words and the sentences in which they are used:

Words: *funny*, *pigeon*, *you*

Sentence: *Oh, my! What a funny pigeon you are!*

Words: *look*, *beak*, *bent*

Sentence: *Just look at your beak. It's all bent!*

6. If possible, leave the words and sentences on the board to use the next day. If that's not possible, make notes for yourself so that you can put them on the board again on Day 4. (You will also use the sentences in the next activity.)



### **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 or sentences that have been taught.

**Level 2:** Student is able to recognize some words that have been taught.

**Level 3:** Student is able to recognize all the words that have been taught and can read at least one of the sentences.

**Level 4:** Student is able to recognize all the words that have been taught and can read all of the sentences.

## **WRITING SENTENCES**

On this third day, students should be ready to write some sentences from the story. This activity is for that purpose.

1. (The sentences from the previous activity should be on the board.) Have students read along with you as you read the sentences aloud. Then ask each student to choose one of the sentences to practice writing. Students can choose different sentences.

2. When all have finished, call on different students to show the sentence they have written and read it to the rest of the class. Or you may want to have students form groups of three or four and read their sentences to each other within their groups.

3. If you have time, ask students to choose another sentence to practice writing and then read to the others.

4. Have students write other sentences using words from the sentences. Have them think of sentences they can write, or you can suggest some. Sentences they might write with these words are:

*Oh, my! Look at the eagle!*

*A pigeon was flying.*

*The beak was all bent.*

When they have written new sentences, have them show their sentences to each other and read them

aloud to each other. (If students think of sentences that need more words than are contained in the sentences, supply other words so that they can write the sentences they think of.)

5. You may want to have students choose a sentence to practice until they can write it easily without looking at the sentence on the board. Then suggest they show their families at home how they can write the sentence.

### **Assessment of Performance for Day 3: Writing 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 write any of the sentences that have been taught.

**Level 2:** Student is able to write one sentence that has been taught with help.

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

**Level 4:** Student is able to write three sentences easily and 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 4: BUILDING LITERACY FURTHER

On Day 4, you will focus again on vocabulary and writing and will have students do other activities that you choose.

### TO PREPARE FOR THE LESSON



- Have ready the words you used for vocabulary on Day 3 (*eagle, high, sky, funny, pigeon, you, look, beak, bent*) and also the sentences you worked with on Day 3:

*One day, an eagle was flying high in the sky.  
Oh, my! What a funny pigeon you are!  
Just look at your beak. It's all bent!*

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

trimmed	claws	short
pulled	quite	straight
brushed	feathers	flat

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

### VOCABULARY

This activity gives students additional practice in reading words and sentences from the story.

1. Have students read aloud the sentences from the work you did on Day 3: *One day, an eagle was flying high in the sky. Oh, my! What a funny pigeon you are! Just look at your beak. It's all bent!* Have them read these two or three times to reinforce their previous learning.
2. Tell students that today they will be learning to read more words and sentences from the story. Tell them you are sure everyone will be able to learn at least one word or sentence today and that some may learn more. (See **To Prepare For the Lesson** above for the words to use.)
3. Display these three words: *trimmed, claws, short*. Pronounce the words and have the students say them with you several times while they look at the words.

Ask students to explain what each word means. If they are not sure of a meaning, explain it to them. Use the illustrations in the book, if necessary, to clarify the meanings.

4. Write this sentence from the story on the board while students watch:

*She trimmed his claws until they were quite short.*

Read the sentence aloud to the class. Then have them read it with you as you point to each word. Do this two or three times until students are confident about reading the sentence.

5. Point to the word “trimmed” and ask for a volunteer to come to the board and point to the word in the sentence. Do the same for the other two words (*claws, short*). Then have students read the sentence aloud once again.

6. Do Steps 2-5 with the other two sets of words and the sentences in which they are used:

Words: *pulled, quite, straight*

Sentence: *She pulled on his beak until it was quite straight.*

Words: *brushed, feathers, flat*

Sentence: *She brushed his feathers until they were quite flat.*

7. If possible, leave the words and sentences on the board to use the next day. If that's not possible, make notes for yourself so that you can put them on the board again on Day 5.

#### 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 or sentences that have been taught.

**Level 2:** Student is able to recognize some words that have been taught.

**Level 3:** Student is able to recognize all the words that have been taught and can read at least one of the sentences.

**Level 4:** Student is able to recognize all the words that have been taught and can read all of the sentences.

## WRITING SENTENCES

This activity gives additional practice in writing sentences from the story and composing original sentences using words from the story.

1. Some or all of the sentences from the previous activity should be on the board, along with the sentences from the Day 3 writing activity. (Use as many as you think the students can comfortably handle.) Have students read along with you as you read all the sentences aloud. Then ask each student to choose one of the sentences to practice writing.

*One day, an eagle was flying high in the sky.*

*Oh, my! What a funny pigeon you are!*

*Just look at your beak. It's all bent!*

*She trimmed his claws until they were quite short.*

*She pulled on his beak until it was quite straight.*

*She brushed his feathers until they were quite flat.*

2. When all have finished, call on different students to show the sentence they have written and read it to the rest of the class. Or you may want to have students form groups of three or four and read their sentences to each other within their groups.
3. If you have time, ask students to choose other sentences to practice writing and then read to the others.
4. Have students write other sentences using words from all the sentences (from today and from Day 3). Have them think of sentences they can write, or you can suggest some. Here are some examples:

*One day, she pulled his beak.*

*The claws were trimmed short.*

*The beak was pulled straight.*

When students have written new sentences, have them show their sentences to each other and read them aloud to each other. (If students think of sentences that need more words than are contained in the sentences, supply other words so that they can write the sentences they think of.)

5. You may want to have students choose a sentence to practice until they can write it easily without looking at the sentence on the board. Then suggest they show their families at home how they can write the sentence.

### Assessment of Performance for Day 3: Writing 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 write any of the sentences that have been taught.

**Level 2:** Student is able to write one sentence that has been taught with help.

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

**Level 4:** Student is able to write three sentences easily and 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 words you used for vocabulary on Days 3 and 4: *eagle, high, sky, funny, pigeon, you, look, beak, bent, trimmed, claws, short, pulled, quite, straight, brushed, feathers, flat.*

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

### VOCABULARY

These activities extend the vocabulary work done on Days 3 and 4 by helping students explore word meanings and increase their vocabularies with synonyms.

1. Display the word “funny.” Say it for and with students and make sure they know what it means. Ask them if they know any words that are synonyms (words that have almost the same meaning). Have them give their ideas. If they can’t think of synonyms, give them several of your own. Write “funny” and the synonym(s) on the board so that students can see them together. For example, you might say:

*The old woman said to the eagle, “Oh my! What a funny pigeon you are!” Here is the word funny. Can you think of other words that mean about the same as funny? (Possible responses are: amusing, hilarious, comical, odd, humorous.)*

Discuss with students which of the synonyms have milder meanings and which have stronger meanings. For example, “amusing” suggests mildly funny; “comical” suggests even more funny; “hilarious” suggests very, very funny. Discuss with them where they think “odd” and “humorous” (and other synonyms) would fall on this *funny* continuum. Responses do not need to be judged

right or wrong. The value of the discussion lies in helping students see nuances of meaning among a group of synonyms.

2. Display the word “look” and follow the same steps described in Step 1. Say it for and with the students; make sure they know what it means; ask them for synonyms; give them several if they don’t know any. Write “look” and the synonym(s) on the board so that students can see them together. For example, you might say:

*In the story, the old woman says, “Just look at your beak!” and “Look at those claws!” Here is the word look. It is used here as a verb. Can you think of other words that mean about the same as look? (Possible responses are: observe, notice, view, attend to.)*

Discuss with students what else the old woman might have said to the eagle. (“Attend to your beak!” or “Observe your claws!” or “Notice those feathers!”) Discuss with them how some of these verbs sound better than others in this context and ask them which verb they prefer.

3. Do the same synonym exploration with other words from the book. Some words that lend themselves to such discussions are “swooped” and “clipped.” You may also want to have students suggest words from the book and discuss synonyms of those words.

#### 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 generate synonyms for presented words.

**Level 2:** Student is able to generate synonyms for some presented words.

**Level 3:** Student is able generate synonyms for most presented words.

**Level 4:** Student is able generate synonyms for most presented words and shows good evidence of fully understanding the concept of synonyms.

## LANGUAGE PATTERNS: VERB FORMS AND ADJECTIVE PHRASES

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 students develop familiarity with certain language patterns.

**1. VERB FORMS.** Display the word “trimmed.” Explain to students that this is a form of the word “trim” and that it is used in the story as a verb—a word that conveys action. Write other forms of the verb so that they can see how the forms are related:

*trim*  
*trims*  
*trimmed*  
*trimming*

Give students examples of how the different forms are used in sentences:

*The old woman wanted to trim the eagle’s claws.*

*The old woman trimmed the eagle’s claws.*

*The eagle was not happy when the old woman was trimming his claws.*

*I could trim an eagle’s claws, but I don’t think I would want to.*

Do the same with the words “pulled” (*pull*, *pulls*, *pulled*, *pulling*) and “brushed” (*brush*, *brushes*, *brushed*, *brushing*).

Go through the book with students to find other examples of verbs that follow the same patterns when they change forms. Examples are: *swooped*, *landed*, *figured*, *carried*, *alighted*, *returned*.

**2. ADJECTIVES.** Display the words “funny,” “short,” “straight,” and “flat.” Explain that all of these words are used as adjectives in the story—words that modify (describe, tell more about) nouns.

Ask students what words each of these adjectives modified in the story and write the adjective-noun phrases on the board:

*funny pigeon*  
*short claws*  
*straight beak*  
*flat feathers*

Then ask students which adjectives described the eagle after his eagle friend helped him, and write those adjective-noun phrases on the board:

*funny-looking eagle*  
*long claws*  
*hooked beak (or bent beak or rounded beak)*  
*tufted feathers*

(You may want to explain that the word “tuft” is used as a noun in the story and that the adjective form of the word is “tufted.”)

Finally, have students go through the book and find other adjective-noun phrases. You may want to put these on the board or just discuss them as the students find them. (Possible responses are: *old woman*, *foolish woman*, *nice beak*, *nice smooth feathers*, *lovely tuft*, *new bird*, *first eagle*, *new friend*, *silly people*, *foolish things*, *silly woman*, *own country*, *own nests*.)

### Assessment of Performance for Day 5: 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 find examples of the presented verbs and adjectives.

**Level 2:** Student is able to find examples of some presented verbs and adjectives.

**Level 3:** Student is able find many examples of the presented verbs and adjectives.

**Level 4:** Student is able find many examples of the presented verbs and adjectives and shows good evidence of fully understanding the presented patterns.

### 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 Old Woman and the Eagle* 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 children who are familiar with the alphabet and are comfortable reading and writing a fair number of words and sentences. 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.

### WRITING ABOUT THE STORY

These activities give students practice composing brief, original accounts in response to the story. The purpose of the activities is to encourage self-expression and also to give students opportunities to use some of the vocabulary, language patterns, and ideas in the book. Use more than one of these activities if students are interested in writing and are comfortable writing. If students are not sure how to begin their accounts, you may want to use the starter sentences suggested here:

1. *Decide which character in the story is your favorite (the old woman, the eagle, or the eagle's friend). Describe the character and explain why that character is your favorite. You may want to begin the story like this: My favorite character in the story is \_\_\_\_.*
2. *Retell the story in your own words, being sure to include the old woman, the eagle, and the eagle's friend.*
3. *Imagine that there is a sequel to this story—another story that begins where this one ends.*

*Think about what might happen next to the eagle. You may want to begin the story like this: After the eagle went back to his nest, he had another adventure...*

#### Assessment of Performance: Writing About 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 is unable to respond in writing to the story.
- Level 2:** Student is able to write about the story with teacher help.
- Level 3:** Student is able to write about the story with minimal help.
- Level 4:** Student is able to write about the story with minimal help and good fluency.

### VOCABULARY

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



1. Establish a place on the board or on a wall called **Our New Words**. Tell students you need their help deciding what words should be displayed there. Periodically, have them suggest an interesting word to add to the display. The word can come from a book the class is reading or can be any word that relates to the students' schoolwork or daily life outside of school. Discuss the word's meaning with students and use it in one or more sentences so that they hear it in meaningful context. This is primarily an activity to expand students' listening and reading vocabularies, but you can encourage them to use these words in their writing, too.

2. 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. It's what the old woman trimmed short with her clippers. Can you guess my*



word? (the eagle's claws)

*I'm thinking of a word. My word is what the old woman brushed smooth on the eagle's head. Can you guess my word? (tuft, or feathers)*

*I'm thinking of a word. This is a word that starts with F and is what the eagle's friend called the old woman. Can you guess my word? (foolish)*

*I'm thinking of a word. It's how the eagle felt when the old woman changed the way he looked. Can you guess my word? (sad)*

3. Play "Synonyms and Antonyms" with words from the story. Say a word from the story and invite students to think of at least one synonym and one antonym for your word. For example, you might say:

*In our story, the woman didn't like the eagle's beak because it was bent. Can you think of a synonym and an antonym for bent? A synonym means the same as bent, and an antonym means the opposite of bent. (Possible synonyms are: crooked, hooked, curved; possible antonyms are: straight, uncurved, unbent.)*

**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 generate or use words.

**Level 2:** Student is able to generate or use some words.

**Level 3:** Student is able to generate and use some words.

**Level 4:** Student is able to generate and use words easily and fluently.

## LANGUAGE PATTERNS

The more language patterns students are familiar with, the greater their ability to use language with ease. These activities help students develop familiarity with certain language patterns.

### 1. HYPERBOLE

In this story, the old woman tells the eagle, "I've lived for more years than you've got feathers in your wings." This is an example of hyperbole—a

humorous exaggeration that the old woman uses to say that she is older than the eagle.

- Explain the concept of hyperbole to students, emphasizing the humor and the exaggeration, and give them other examples: *He said he was so tired he could sleep for six months. He's so thin, he'd disappear if he stood behind a tree.*
- Invite students to ask their families and neighbors for other examples of hyperbole that they use or hear regularly. Have them bring the examples from home and share them with the class.

### 2. STORY OPENINGS

This story begins with an unusual opening: *Once upon a time, when cups were plates and when knives and forks grew in the ground....*

- Explain to students that the reference to cups and knives and forks suggests that the story happened a very long time ago. Ask them if they know of any other ways that such stories begin, and have them share what they know. (Possible responses are: *A long time ago.... In the olden days.... Many, many years ago....*)
- You may also want to have students ask their family members what kinds of story openings they know of from their past experience listening to or telling stories. Post the examples students bring in on the classroom wall. This can be an ongoing collection of folktale openings that reflect the experiences of the students' families.

**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 understand the patterns that have been discussed.

**Level 2:** Student shows understanding of the patterns that have been discussed.

**Level 3:** Student understands and uses the patterns that have been discussed.

**Level 4:** Student understands and uses the patterns that have been discussed 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 a combination of key words, such as *eagle*, *pigeon*, *beak*, *claws* and other words, such as *said*, *because*, *sure*, *that*.

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 from the book. 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. These activities assume that students have had some experience with the concept of parts of speech.

### 1. ADVERBS IN THE STORY

a. Display the words "never," "high," "so," "quite." Explain that all of these words are used as adverbs in the story—words that modify (tell more about) verbs or other parts of speech. Adverbs give information such as: when, where, how, in what way, or to what extent.

b. Display these four sentences to show the four adverbs as they appear in the story. Use the words suggested here to explain how adverbs function in sentences. You may want to call students' attention to these sentences in the book, or you may want to put these sentences on the board.

**The old woman had never seen an eagle.**

Say: *When had the old woman seen an eagle?* (She had *never* seen an eagle.)

**An eagle was flying high in the sky.**

Say: *Where was the eagle flying?* (He was flying *high* in the sky.)

**"If you're so sure that I'm a pigeon,..." said the eagle.**

Say: *To what extent was the old woman sure?* (She was *so* sure.)

**She trimmed his claws until they were quite short.**

Say: *In what way were they short?* (They were *quite* short.)

c. Show students how other adverbs are used in the story. Some examples are:

*all* in “*all bent*”

Say: *Bent to what extent?* (All bent)

*all* in “*all messed up*”

Say: *Messed up to what extent?* (All messed up)

*quite* in “*quite straight*”

Say: *Straight to what extent?* (Quite straight)

*quite* in “*quite flat*”

Say: *Flat to what extent?* (Quite flat)

*so* and *much* in “*so much better*”

Say: *How much better?* (So much better)

## 2. ADVERBS ALL AROUND

Have the words from Activity 1 on display (*never*, *high*, *so*, *quite*). Have students generate statements that are modeled after the sentences in the book that you used in Activity 1. You may wish to write the model sentences (below) on the board, too, which show other ways to use the four target adverbs. Say something like this:

*We have been learning about these four adverbs. Let's see if we can think of ways to use these words in sentences like the ones in the book. Let's start with this sentence: The old woman had never seen an eagle. Another sentence that uses “never” in the same way is this: I have never seen a \_\_\_\_\_. Try to complete that sentence with a word that makes the sentence true for you.*

Repeat the same directions three more times, using these sentences as models to give students practice using the target adverbs in other contexts:

*A \_\_\_\_\_ was flying high above our heads. (Use another type of bird here.)*

*Why are you so sure that I am a(an)\_\_\_\_\_? (Use another noun here, such as “student” or “brother.”)*

*She \_\_\_\_\_ until it was quite short. (Use a phrase such as “cut my hair” here)*

### 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 generate sentences that follow the models.

**Level 2:** Student is able to generate at least one sentence that follows a model.

**Level 3:** Student is able to generate two sentences that follow the models.

**Level 4:** Student is able to generate at least four sentences that follow the models.



## DRAWING AND RETELLING

Students can refine their comprehension of *The Old Woman and the Eagle* 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 eagle and the old woman. 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, when cups were plates and when knives and forks grew in the ground, there was an old woman who had never seen an eagle.**

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

the old woman	2-3 pigeons
the eagle	the eagle's friend

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, “Who wants to be the old woman 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 old woman's house and area around it, the eagle's nest) 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.*

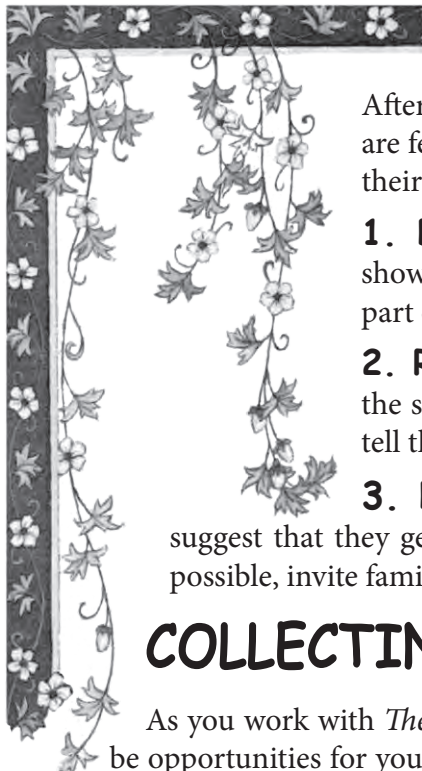
**Level 1:** Student speaks inaudibly, lacks expression while performing, and does not use the voice of the character, even with teacher assistance.

**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 Old Woman and the Eagle* in the ways suggested in this guide, there will be opportunities for your students to ask their families about similar folktales with which they are familiar.

1. Tell students that their family members probably know many stories about birds and other animals 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 had many experiences with animals from the time when they were children. Say something like this:

*When the old woman first meets the eagle we are told that “The old woman took a long hard look at the eagle and said, ‘Oh my, what a funny pigeon you are!’ She figured he was a pigeon, you see, because although she had never seen an eagle, she had seen lots of pigeons.” All of you probably know someone in your family or in your neighborhood who knows a lot about birds or other animals – how they look and how they behave. Maybe they even know about a bird or animal you have never seen before.*

*Here is your assignment: Ask the people in your family and neighborhood to tell you what they know about birds and other animals. Ask them to tell you about their favorite bird or other animal or an animal you have never seen before. Write it down as best you can, or learn it well enough to tell it, and bring it into class.*

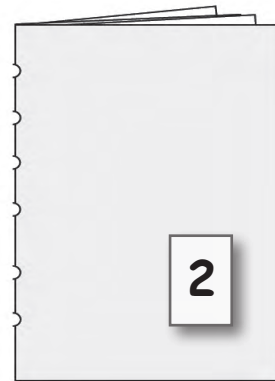
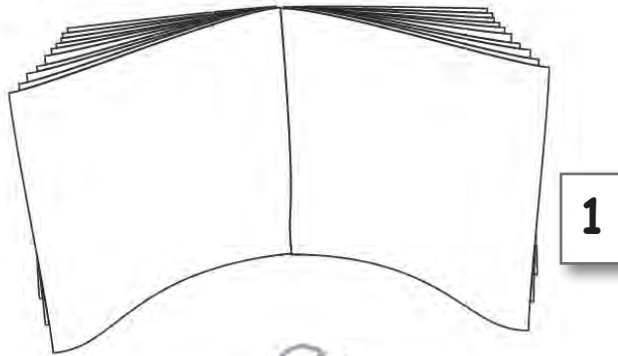
2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:
  - Have students draw pictures to illustrate the stories, talk about the pictures in the class, and then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



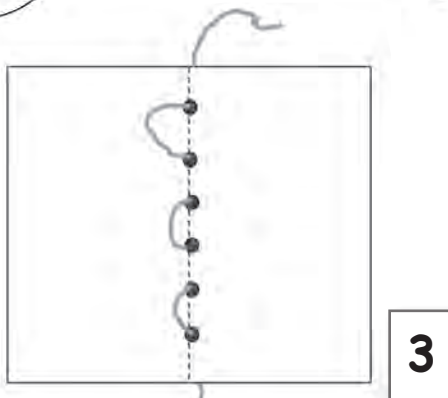


# Instructions for Making a Simple Book

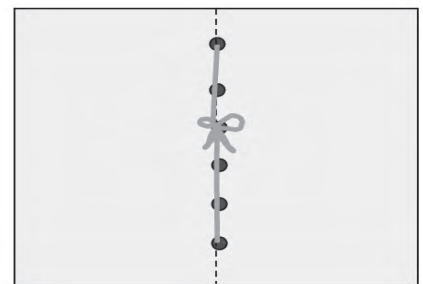
Fold pieces of paper in half all at once.



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 Old Woman and the Eagle*

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: Writing Sentences				
DAY 4: Developing Vocabulary				
DAY 4: Writing Sentences				
DAY 5: Developing Vocabulary				
DAY 5: Language Patterns (Verbs, Adjectives)				

### ADDITIONAL LITERACY ACTIVITIES

Writing About the Story				
Vocabulary				
Language Patterns (hyperbole, story openings)				
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 OLD WOMAN AND THE EAGLE

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: Writing Sentences				
DAY 4: Developing Vocabulary				
DAY 4: Writing Sentences				
DAY 5: Developing Vocabulary				
DAY 5: Language Patterns (Verbs, Adjectives)				
<b>ADDITIONAL LITERACY ACTIVITIES</b>				
Writing About the Story				
Vocabulary				
Language Patterns (hyperbole, story openings)				
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 & Writing Sentences
  - 🍎 DAYS 4-5: BUILDING LITERACY FURTHER:
    - Vocabulary, Writing,
    - Language Patterns
  - 🍎 ADDITIONAL LITERACY ACTIVITIES:
    - Writing About the Story
    - Further Vocabulary & 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)**