

Hoopoe Books Early Literacy Curriculum for Primary School Teachers

Grade 3 - Book 2:

The Boy Without a Name

by Idries Shah



Written by
Denise Nessel, Ph.D.
Director of Early Education
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

For more information on Hoopoe Books,
audio materials and Teacher's Guides,
please contact:

Hoopoe Share Literacy Fund (HSLF)
548 Market St., #39187
San Francisco, CA 94104-5401 USA
www.hoopoebooks.com
Email: hoopoebooks@ishk.net

Copyright © 2017 The Institute for the Study of Human Knowledge

Text from *The Boy Without a Name*

copyright © 2007 The Estate of Idries Shah

Illustrations from *The Boy Without a Name*

copyright © 2007 Mona Caron

TABLE OF CONTENTS

INTRODUCTION TO THE HOOPOE BOOKS.....	1
PURPOSES FOR USING THE STORIES.....	1
HOW THIS GUIDE CAN HELP YOU.....	2
LESSON PLANS FOR USING THE STORIES IN THE CLASSROOM...	3
TEACHING PLAN FOR <i>THE BOY WITHOUT A NAME</i>	
DAY 1: FIRST READING OF THE STORY	4
DAY 2: SECOND READING OF THE STORY	6
DAY 3: THIRD READING OF THE STORY: Reflecting on Key Ideas	8
BUILDING LITERACY SKILLS: Vocabulary	10
BUILDING LITERACY SKILLS: Writing Sentences	11
DAY 4: BUILDING LITERACY FURTHER	
(Vocabulary, Writing Sentences).....	12
DAY 5: BUILDING LITERACY FURTHER (Vocabulary, Language	
Patterns - Adjective and Adverb Phrases).....	14
ADDITIONAL LITERACY ACTIVITIES.....	16
Writing About the Story.....	16
Vocabulary	16
Language Patterns (Dialogue Vocabulary, Dialogue Punctuation).....	17
Spelling	18
Parts of Speech (Adjectives and Adverbs).....	19
Drawing and Retelling	20
Retelling as a Performance	21
Dramatizing the Story	21
SHARING THE STORY AT HOME	23
COLLECTING STORIES FROM HOME	23
Also included in the back of this guide:	
INSTRUCTIONS FOR MAKING A SIMPLE BOOK	
STUDENT PERFORMANCE EVALUATION CHART	
CLASSROOM PERFORMANCE EVALUATION CHART	

Denise Nessel, Ph.D., is The Institute for the Study of Human Knowledge's Director of Early Education and an associate of the National Urban Alliance for Effective Education. She conducts workshops and seminars on effective teaching and is the author of several methods books for teachers and articles on literacy practices. She is also the editor of the education-oriented book *Awakening Young Minds*, published by Malor Books.

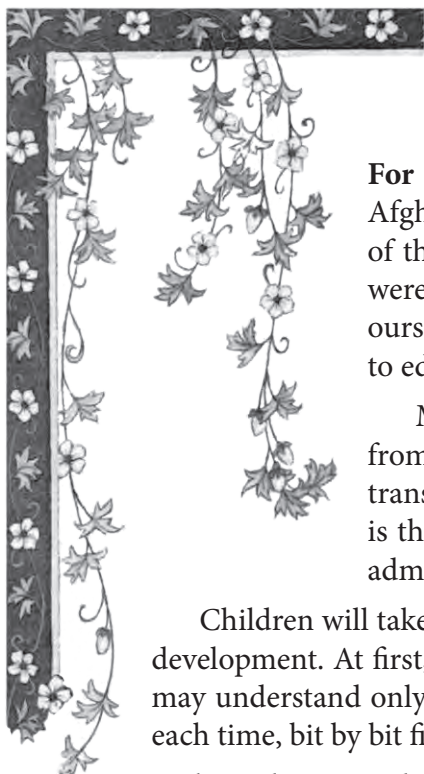


ONCE YOU HAVE THE BOOK...

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 HOOPOE BOOKS

For many, many centuries, these stories have been told here in Afghanistan and all over Central Asia and the Middle East. One or two of them may be familiar to you, or to a member of your family. They were designed not only to entertain but to teach us to better understand ourselves and our world. When schools are rare, we rely on storytelling to educate us.

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 BOY WITHOUT A NAME

DAY 1: FIRST READING OF THE STORY

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

TO PREPARE FOR THE LESSON



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

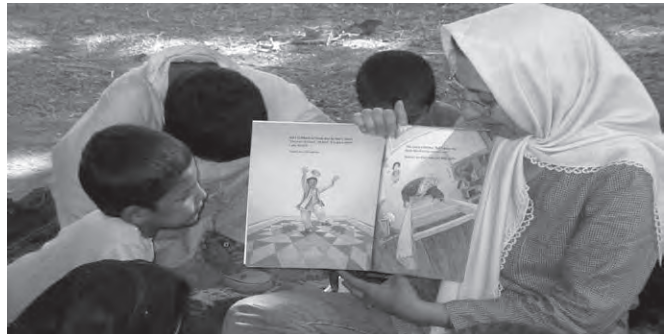
well, you demonstrate to students how to read the story effectively when they are ready to read it on their own.

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

FIRST READING ACTIVITIES

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

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



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

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

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

Now, let's start reading the story.

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

What do you think will happen next in the story?

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

For instance, at the beginning, when the wise man says, “I cannot say now, but remember, he is a very important boy and you must be careful not to give him a name,” ask students: *What do you think will happen next? Will the parents do what the wise man says?* When students give their ideas, ask: *Why do you think so?*

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

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

Who are the characters shown here?

What is happening in this part of the story?

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

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

7. As a final activity, hand a book out to each student, 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 few pages of the book, students will notice the buildings (and features of the buildings, such as doors and windows), the minaret, trees, hills, garments blowing in the breeze, a man leading a donkey, 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 does not have a name. The third question calls for inferences—understanding things that are implied but not specifically stated. For example, the book doesn't say how the boy felt about not having a name, but we can infer that he wasn't happy about it. The illustration of him sitting on the wall shows a sad look on his face, and the story tells about how he asks others to help him get a name, so we can infer how he felt.

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 sadness at not having a name is the most important because they have experienced sad-

ness at not having something that they consider important. Others may think that the most important moment is when the boy offers to give a dream to Anwar because people don't usually offer to give away their dreams. Still other students may think the magic box of wonderful dreams is the most important part of the story because it is so unusual. 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.

wise	marvelous	important
name	dream	give
house	knocked	door

- 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.



Do you think the boy's parents were right not to give their son a name? Why?

The wise man said that the boy was very important. What do you think the wise man saw in the boy?

Why do you think the wise man greeted the boys by saying, "I was expecting you"?

Why do you think the wise man chose a name for Husni instead of letting him choose one for himself?

What dream do you think Husni put into the wise man's box? Why do you think he didn't want that dream?

What wonderful dreams do you think Husni and Anwar chose from the wise man's box?

What dream would you choose from the magic box if you could?

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 student may say, "Anwar has a name that means something and I have a name that also means something").

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 has experienced wanting something very badly but had to be patient and wait for it).

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: *wise, marvelous, important*. 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 these two sentences about the story on the board while students watch:

The wise man said the boy was important.

The wise man said he would give the boy something marvelous.

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

4. Hold up (or point to) the word "wise" 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 (*important, marvelous*). 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: *name, dream, give*

Sentence: The boy said he would give a dream to get a name.

Words: *knocked, door, house*

Sentence: The boys knocked on the door of the wise man's house.

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 three sentences. Have them think of sentences they can write, or you can suggest some. Sentences they might write with these words are:

The boys went to see the wise man.

The wise man's dreams were marvelous.

The boy gave up a dream and got a name.

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 (*wise, marvelous, important, name, dream, give, house, knocked, door*) and also the sentences you worked with on Day 3:

The wise man said the boy was important.

The wise man said he would give the boy something marvelous.

The boy said he would give a dream to get a name.

The boys knocked on the door of the wise man's house.

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

fortunately	expecting	cushions
magic	box	absolutely
patience	wonderful	forever

- 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: *The wise man said the boy was important. The wise man said he would give the boy something marvelous. The boy said he would give a dream to get a name. The boys knocked on the door of the wise man's house.* 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: *fortunately, expecting, cushions*. 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 these sentences on the board while students watch:

Fortunately, the wise man was expecting the boys.

The boys sat on cushions at the wise man's house.

Read the sentences aloud to the class. Then have them read 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 “fortunately” 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 (*expecting, cushions*). 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: *magic, box, absolutely*

Sentence: **The magic box was absolutely full of names.**

Words: *patience, wonderful, forever*

Sentences: **The wise man said, “Patience!”**

Another box had wonderful dreams.

The boy had his name forever.

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 six sentences aloud. Then ask each student to choose one of the sentences to practice writing.

The wise man said the boy was important.

The wise man said he would give the boy something marvelous.

The boy said he would give a dream to get a name.

The boys knocked on the door of the wise man's house.

Fortunately, the wise man was expecting the boys.

The boys sat on cushions at the wise man's house.

The magic box was absolutely full of names.

The wise man said, "Patience!"

Another box had wonderful dreams.

The boy had his name forever.

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:

The wise man gave the boys a box of dreams.

The wise man had boxes of names and dreams.

The boy gave up a dream and got a name.

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.

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

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: *wise, marvelous, important, name, dream, give, house, knocked, door, fortunately, expecting, cushions, magic, box, absolutely, patience, wonderful, forever.*

- 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 “marvelous.” 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 “marvelous.” and the synonym(s) on the board so that students can see them together. For example, you might say:

The wise man said that one day he would give the boy something marvelous. Here is the word marvelous. Can you think of other words that mean about the same as marvelous? (Possible responses are: *unusual, wonderful, fantastic, amazing, stupendous, fabulous.*)

Discuss with students which of the synonyms have milder meanings and which have stronger meanings. For example, “unusual” suggests mildly interesting; “marvelous” suggests even more impressive; “stupendous” suggests truly amazing. Discuss with them where they think “wonderful” and “fantastic” (and other synonyms) would fall on this *really good*

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 “cushions” 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 “cushions” and the synonym(s) on the board so that students can see them together. For example, you might say:

In the story the boys go to see the wise man, and they sit on cushions at his house. Here is the word cushions. Can you think of other words that mean about the same as cushions? (Possible responses are: *seats, pillows, pads, hassocks.*)

Discuss with students where else they might see cushions and what they might look like. What size might cushions be? What are the best kinds of cushions? (There are no right or wrong answers. The purpose of the discussion is to explore synonyms and increase students’ understanding of the various synonyms.)

3. Do the same synonym exploration with other words from the book. Some words that lend themselves to such discussions are “house,” “door,” and “give.” 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: ADJECTIVE AND ADVERB 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 students develop familiarity with certain language patterns.

1. **ADJECTIVE PHRASES.** Display the phrase “important boy.” Explain to students that “important” is used in the book as an adjective—a word that the wise man uses to describe the boy. Ask students for other things that can be described as important and put these phrases on the board next to “important boy.” Some examples might be:

<i>important girl</i>	<i>important book</i>
<i>important house</i>	<i>important tree</i>
<i>important road</i>	<i>important idea</i>

Do the same explorations with the words “magic box” (*magic carpet, magic wand, magic mirror, magic mountain*); “wonderful dreams” (*wonderful dog, wonderful food, wonderful town, wonderful people*); and “wise man” (*wise grandparents, wise aunts and uncles, wise teachers*).

2. ADVERBS MODIFYING ADJECTIVES.

Display these phrases on the board:

very, very important boy
absolutely full of names
after that, forever and ever

Explain that “very,” “absolutely,” and “forever and ever” are all used as adverbs in the story—words that modify verbs or other parts of speech and that usually tell *when, where, how, in what way, or to what extent*. (All of these adverbs modify adjectives. The adverb “very” tells to what extent the boy is important; “absolutely” tells how or to what extent the box is full; “forever and ever” work together to tell when.)

Then ask students to think of other examples of how these words are used as adverbs, and put their ideas on the board to view and discuss. Some examples might be: *very hungry* (How hungry? Very

hungry!); *absolutely empty* (How empty? Absolutely empty!); *they lived happily forever and ever* (When did they live happily? Forever and ever!).

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 give examples of the presented parts of speech.

Level 2: Student is able to give examples of some presented parts of speech.

Level 3: Student is able to give many examples of the presented parts of speech.

Level 4: Student is able to give many examples of the presented parts of speech and shows evidence of fully understanding the concepts.

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 Boy Without a Name* 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 boy without a name, his parents, his friend, the wise man). 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 boy without a name, his parents, his friend, and the wise man.*
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 boy now that he has a name and now that he and his*

friend have special dreams. You may want to begin the story like this: After Husni and Anwar left the wise man's house ...

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' school work 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 wise man said he would give the boy. He said he would give

him something _____. Can you guess my word? (marvelous)

I'm thinking of a word. My word is what Husni put in the wise man's box after he got his name. Can you guess my word? (a dream)

I'm thinking of a word. This is what came out of the first box the wise man opened. Can you guess my word? (names)

I'm thinking of a word. It's how long Husni kept his name. Can you guess my word? (forever)

3. Play "Synonyms and Antonyms" with words from the story. Say a word from the story and invite students to think of synonyms, or antonyms, or both for your word. For example, you might say:

In our story, the wise man had a box with many names in it. Can you think of a synonym for "box"? A synonym means the same as box. (Possible synonyms are: container, casket, case, chest, receptacle.)

In our story, the wise man said that the boy was very important. Can you think of an antonym for "important"? An antonym means the opposite of important. (Possible antonyms are: insignificant, lowly, minor, trivial.)

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. DIALOGUE VOCABULARY

- a. Explain to students that in this story, different words are used to indicate that someone is talking. For example, the words "told," "said," and "replied" are used at the beginning.
- b. Show students the sentences in the book or put them on the board:

"This is a very, very important boy," he told them...

"All right," said his parents...

"I cannot say now," replied the wise man...

- c. Have students look through the book to see other examples of dialogue and notice whether "said" is used or some other word is used instead. (Besides "said," they will find: *asked, replied, continued, saying, cried out*). If possible, have them look at other story books, too, to see what other words are used instead of said.

2. DIALOGUE PUNCTUATION

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

- a. Explain to students that dialogue in stories is punctuated in a particular way and that it's important to understand how this is done so that when they write dialogue they will understand the punctuation that's needed.
- b. Show students these sentences in the book or put them on the board:

The wise man said, "Come in, Nameless and Anwar!"

"How did you know who we were?" they asked.

"I know many things. And, besides, I was expecting you," said the wise man.

- c. Call students' attention to how the quotation marks, commas, and other marks of punctuation are used.
- d. Write these sentences on the board without punctuation, and have students discuss how they should be punctuated, using the first three sentences as examples. Ask them to do this for now without looking back at the book:

Hooray Hooray he said I've got a name I am Husni

Then Anwar cried out But I want the dream that Husni promised me

Patience my boy said the wise man

Students may not know for sure how to punctuate the second set of sentences, but having them figure it out, using the first three sentences as examples, is a good thinking activity.

- e. Have students find the sentences in the book and compare their actual punctuation with what they thought, making corrections to their work as needed.

3. WRITING DIALOGUES

Have students write simple dialogues based on events in their own lives. Suggest that they use said and other words to indicate that someone is talking, and remind them to do their best to punctuate the dialogue correctly.

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 *name*, *dream*, *magic*, *box* and other words, such as *have*, *down*, *give*, *hear*.

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. RECOGNIZING PHRASES AS PARTS OF SPEECH

- a. Explain to students that individual words can be parts of speech and that groups of words can also be parts of speech. For example, as they learned earlier in this sequence of lessons, the word “important” in “important book” is a single word used as an adjective, and the word “absolutely” in “absolutely full” is a single word used as an adverb.
- b. Put these statements on the board, marking the bold-face prepositional phrases so that they stand out. Explain that each marked phrase is either an adjective phrase or an adverb phrase. (Use the suggested wording if it’s helpful.)

*A very wise man came **to the house**.*

(“To the house” is a prepositional phrase that tells where the man came. Because “came” is a verb and the phrase tells where the man came, it functions as an adverb.)

*He was a boy **without a name**.*

(“Without a name” is a prepositional phrase that describes the boy. Because “boy” is a noun and the phrase describes boy, it functions as an adjective.)

*His friend lived **in the next house**.*

(“In the next house” is a prepositional phrase that tells where the friend lived. Because “lived” is a verb and the phrase tells where the friend lived, it functions as an adverb.)

*He opened the lid **of the box**.*

(“Of the box” is a prepositional phrase that describes the lid. Because “lid” is a noun and the phrase describes lid, it functions as an adjective.)

- c. Have students go through the book and find other prepositional phrases that function as adjectives and adverbs. Some examples are:
*...**in a country far from here** there lived a boy*
(two adverb phrases telling where he lived)

***On the day** he was born...*
(adverb phrase telling when he was born)

*...it means “Nameless” **in the language of that country***
(two adjective phrases; “in the language” describes nameless and “of that country” describes language)

*See what I have **in my magic boxes***
(adverb phrase telling where)

2. WRITING ADJECTIVE AND ADVERB PREPOSITIONAL PHRASES

Have students write their own sentences, using prepositional phrases as adjectives and adverbs. They can use the sentences in the activity above as models for their own writing. For example, these sentences below are like “A very wise man came to the house” in that they have the same structure and end with a prepositional phrase that functions as an adverb:

*A very old lady stood **at the door**.*

*A young boy ran **up the hill**.*

*The girls played **under the tree**.*

*Many birds sat **on the branch**.*

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 find and generate sentences that follow the models.

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

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

Level 4: Student is able to find and generate many sentences that follow the models.



DRAWING AND RETELLING

Students can refine their comprehension of *The Boy Without a Name* 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 boy without a name. 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, long, long, long ago, in a country far from here, there lived a boy who had no name.

And after that, forever and ever, Husni had a name, and the two boys, Husni and Anwar, always had wonderful dreams.

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:

boy	boy's parents
Anwar	wise man

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 home, the wise man's house, and Anwar's house) 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

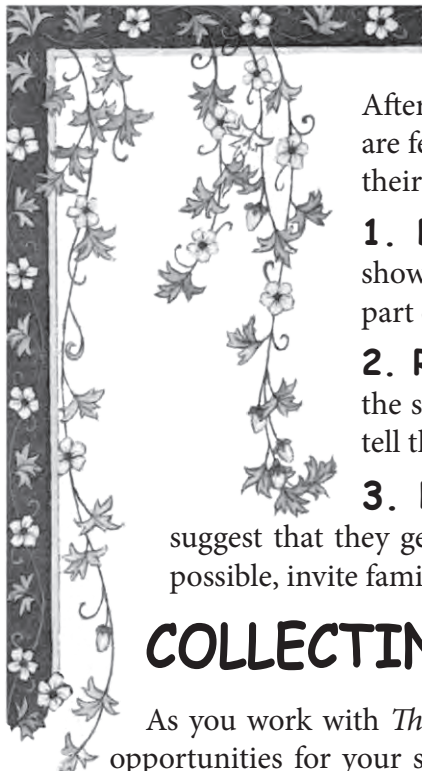
Levels of Progress 1 - 4: Use these levels to determine your students' performance on the Student and Classroom Performance Charts provided in the back of this guide.

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 Boy Without a Name* 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 everyone dreams and that their family members probably have dreamt many wonderful or amazing dreams like the ones they are studying in class with you. Tell them that you would like them to find out about some of those dreams by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have had many dreams from the time they were children. Say something like this:

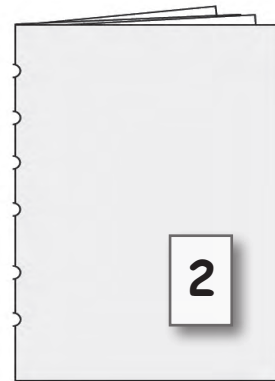
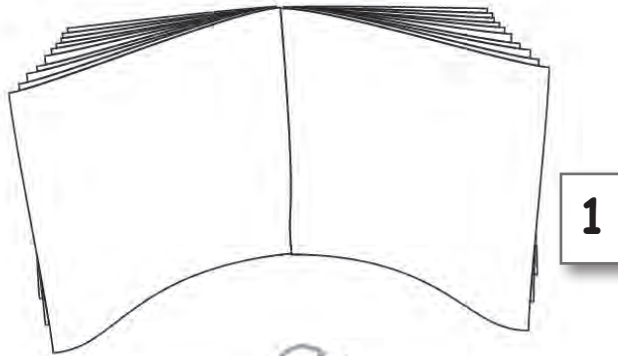
At the end of the story, it says that the two boys, Husni and Anwar, always had wonderful dreams. Do you have wonderful dreams? Or do you know someone who has wonderful dreams? Let's see if we can find people to remember some of the wonderful dreams they had when they were children or that they had at some other time in their lives.

Here is your assignment: Ask the people in your family and neighborhood about the wonderful dreams they have had. Ask them to tell you a favorite dream that you can share with others. Write it down as best you can, or learn it well enough to tell it, and bring it into class.

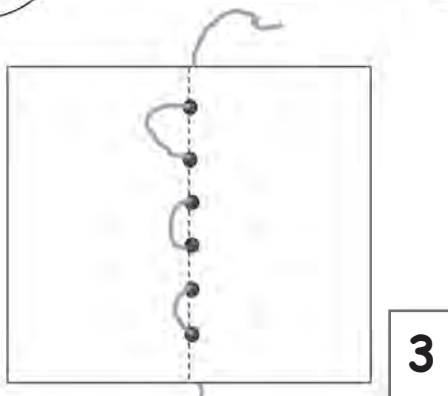
2. Give students a week or two to talk to people at home and find out about any dreams family members remember. When the students bring in stories, here are some activities to do with these stories:
 - Have students draw pictures to illustrate the dreams, talk about the pictures in the class, and then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

Instructions for Making a Simple Book

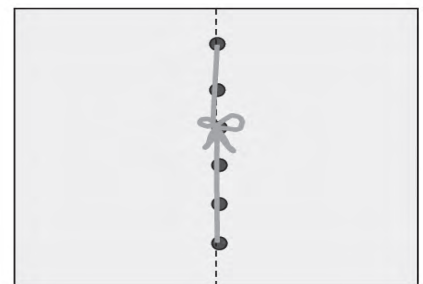
Fold pieces of paper in half all at once.



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.



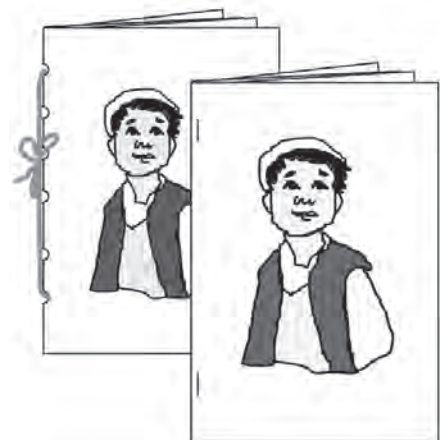
Pull the string ends tightly, and tie securely.

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 Boy Without a Name*

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 (Adjectives, Adverbs)				

ADDITIONAL LITERACY ACTIVITIES

Writing About the Story				
Vocabulary				
Language Patterns (dialogue)				
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 BOY WITHOUT A NAME

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

NUMBER OF STUDENTS IN CLASS: _____

PERFORMANCE LEVEL*

SKILLS WITHIN LESSONS:	1	2	3	4
DAY 1: Making Predictions				
DAY 2: Recalling & Making Inferences				
DAY 3: Reflecting on Key Ideas				
DAY 3: Developing Vocabulary				
DAY 3: Writing Sentences				
DAY 4: Developing Vocabulary				
DAY 4: Writing Sentences				
DAY 5: Developing Vocabulary				
DAY 5: Language Patterns (Adjectives, Adverbs)				

ADDITIONAL LITERACY ACTIVITIES

Writing About the Story				
Vocabulary				
Language Patterns (dialogue)				
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