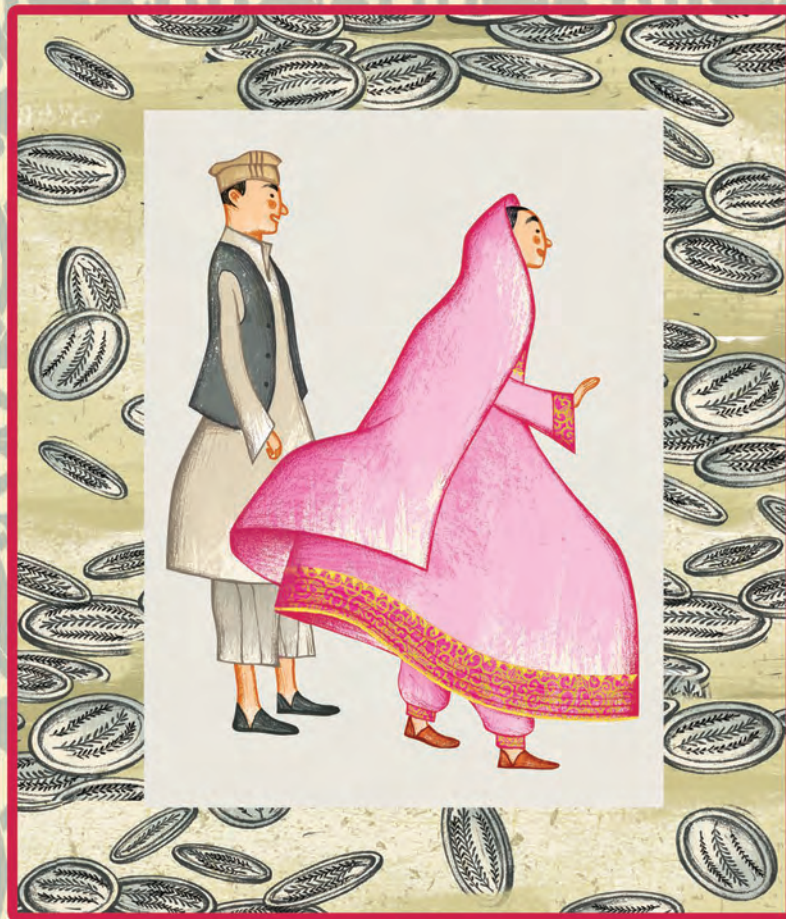


Hoopoe Books Early Literacy Curriculum for Primary School Teachers

Grade 5 - Book 2

The Stranger's Farewell

by Palwasha Bazger Salam



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HOOPOE BOOKS



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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 STRANGER'S FAREWELL</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: Vocabulary/Concepts (Analogies)	10
DAY 4: BUILDING LITERACY FURTHER (Inferences & Conclusions, Writing About Story Concepts)...	11
DAY 5: BUILDING LITERACY FURTHER (Developing Concepts, Writing About Story Concepts).....	13
ADDITIONAL LITERACY ACTIVITIES.....	15
Writing With Sentence Patterns.....	15
Vocabulary	16
Spelling	16
Grammatical Concepts (Subjects and Verbs)	17
Drawing and Retelling	18
Writing About the Story.....	19
Retelling as a Performance	19
Dramatizing the Story	20
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	

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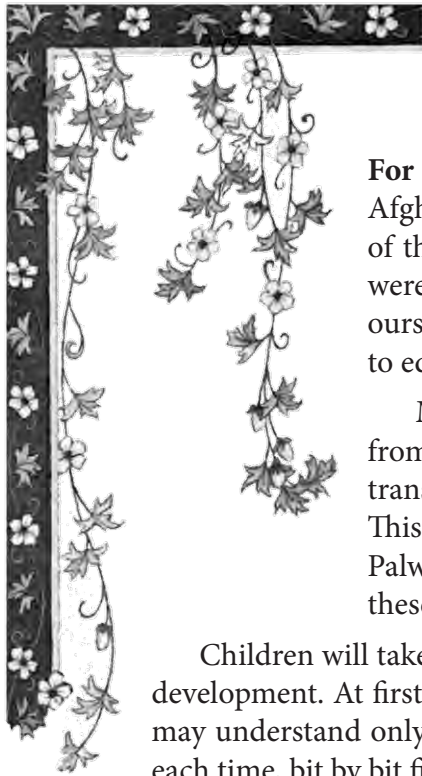


ONCE YOU HAVE THE BOOK...

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.

In this guide, you and your students can learn to make your own books for writing and illustrations. If you do not have composition books for your students, the students can use these to do the writing activities in class or at home to improve their writing skills.





INTRODUCTION TO THE HOOPOE BOOKS

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

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. This well-known tale is retold here by Afghan storyteller and teacher, Palwasha Bazger Salam, who remembers hearing it as a child. 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. Vocabulary activities should be carried out over many days to reinforce learning, but advanced students may not need as much reinforcement.

For the first two days, you will concentrate on reading and discussing the story with your students to develop their comprehension and build vocabulary. After that, you will use the book to develop other literacy skills. Two or three activities are given in the Lesson Plan for this skill building. 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 STRANGER'S FAREWELL

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 is a very old story, one that has entertained people all over the world for hundreds of years. 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. A version can be found in Idries Shah's book “Learning How to Learn.” You recall that we have read and worked with many other stories collected by Idries Shah. The author of this version is Palwasha Bazger Salam, an Afghan storyteller and teacher.

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 Aisha invites the stranger to come in their house, ask students: *What do you think will happen when the stranger enters the house?* 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.

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 but cannot give a reason to support the prediction.

Level 3: Student is able to predict an outcome that follows logically from the available information and gives a reason to support the prediction.

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 Aisha was making bean soup at the beginning of the story. The third question calls for inferences—understanding things that are implied but not specifically stated. For example, the story doesn't tell us much about the stranger at first, but we can infer from the way he greets Aisha that he is probably a nice and kind person.

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

that the most important part was when Aisha had an endless supply of coins in her pocket, while others may think the most important part was when the landowner was compelled to drink water. 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.

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.
- 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:

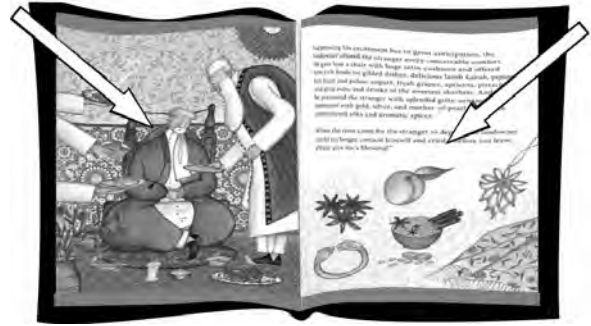
What happens on the next page?

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. 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. On this third day, you may also want to lead a discussion of as many of these questions as you have time for. This will encourage students to think more deeply about the key ideas and meanings of the story. Choose

those questions most appropriate for your children's ages. Students may have different answers to these questions, which is perfectly all right. The point of asking the questions is simply to invite students to respond to the story in their own ways.

At the beginning of the story are Alim and Aisha prepared for what happens to them? Why do you think so?

Why do you think the stranger gave Aisha the wish that he did?

Do you think the stranger knew the next thing Aisha would do? Why or why not?

Why do you think the stranger gave the landowner the wish that he did?

Do you think the stranger knew the next thing the landowner would do? Why or why not?

What do you think of the way Aisha treated the stranger in comparison to the way the landowner treated the stranger? Explain your thinking.

What was different about the way the stranger made a wish on behalf of Aisha and the way he made a wish on behalf of the landowner?

The things that happened to Aisha and the landowner because of the stranger's wishes are different in some ways and similar in others. In what ways do you think they are different and in what ways are they similar?

What do you wonder about the stranger?

Do you think Aisha and the landowner will be different in future as a result of their experience with the stranger? Why or why not?

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 reflect on any key ideas in the story, even with teacher assistance.

Level 2: Student is able to reflect to some extent on the story but does not understand key ideas.

Level 3: Student is able to reflect on the story but without making meaningful connections to his or her own life.

Level 4: Student is able to reflect on the story, can elaborate on these reflections, and can make personal connections with some aspects of the story.

BUILDING LITERACY SKILLS (DAY 3)

On Day 3, you will focus on vocabulary and concepts and will have students do other activities that you choose.

BUILDING VOCABULARY

After three experiences with the story, students will be ready to develop their vocabularies further, using words from the story as a foundation. This word-meaning activity is for that purpose. (You may wish to work with words other than the words suggested here.)

1. Put the word *mesmerized* on the board, pronounce it, and have students say it with you. Remind students that it is used in the story to describe Aisha when she pulls coins from her pocket. The story says: *Mesmerized, Aisha repeated this action with the same result, over and over.*

2. Explain the meaning of the word, saying: *Mesmerized means completely fascinated, almost hypnotized. When Aisha was mesmerized, she stared at the coins tumbling out of her pocket, unable to look away.*

3. Tell students a brief story about a time when you were mesmerized, and use the word two or three times in the telling. The point is for students hear the word in the meaningful context that you are creating so that the word becomes familiar and they understand how it can be used. For example, you might say:

When I look at the clouds in the sky, the sight sometimes mesmerizes me. The clouds take so many different fascinating shapes, and they move in such interesting ways that they are really mesmerizing. The more I watch them, the more mesmerized I become!

4. Have students work in groups of two or three to talk about situations in which they have been mesmerized. Ask them to use a form of the word two or three times in the telling (*mesmerize, mesmerized, mesmerizing, etc.*)

5. Call on three or four volunteers to relate their situations to the whole class, again urging them to

use the word two or three times. Having different students use the word in meaningful contexts that are related to their own lives, helps learners become familiar with the word and understand its meaning in different contexts.

6. Use steps 1-5 to help students learn other unusual words from the story, such as: *hallucinating, fruition* (plans came to fruition), *circumstances, encounter, deliberate* (deliberate action), *compulsion*.

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 talk about or use the words that have been taught.

Level 2: Student is able to talk about and use 1-2 of the words.

Level 3: Student is able to talk about and use most the words.

Level 4: Student is able to talk about and use all of the words and do so with exceptional skill.

VOCABULARY AND CONCEPTS: Analogies

This activity of creating analogies can be used to further develop vocabulary, concepts, and high-level thinking in an engaging way.

1. Explain analogies to students by saying something like this and putting the example on the board:

*An analogy is a special kind of comparison. It expresses a relationship between two things in terms of a similar relationship between two other things. Here is an analogy to illustrate: **a hammer is used to pound nails just as a saw is used to saw wood.** The relationship in each case is "used for." We represent an analogy in this way and sometimes say: **Hammer is to nail as saw is to wood.** To make your thinking clear, it's important to state what the nature of the relationship is, so we can put that in parentheses.*

hammer : nail :: saw : wood

(A hammer is used to pound nails just as a saw is used to saw wood; the relationship is **used for**.)

2. Have students think of other analogies based on their own lives and experiences. Give them examples like these to stimulate their thinking. You may want to give these as partial analogies and have students complete them:

glove : hand :: cloak : shoulders

(A glove covers one's hand just as a cloak covers one's shoulders. The relationship in each case is **article of clothing and where it is worn**.)

tea : teapot :: bread : oven

(Tea is made in a teapot just as bread is made in an oven. The relationship in each case is **food/drink and where it is made**.)

3. Next, invite students to consider these partial analogies related to the story. Write these on the board and invite students to complete them. Encourage students to explain their reasoning. Accept unexpected responses if students can justify their thinking:

Aisha : bean soup ::

landowner : _____

(The expected answer is any of the things the landowner offered the stranger. Aisha offered the stranger bean soup just as the landowner offered all kinds of food and gifts. The relationship in each case is **the one who offers and what is offered**.)

giving a coin : many coins ::

taking a drink : _____

(The expected answer is **flood**. Aisha's giving of a coin led to her obtaining many coins just as the landowner's taking a drink led to a great flood. The relationship in each case is **action and the consequence of the action**.)

Aisha : kind :: landowner : _____

(The expected answer is **greedy**. Aisha is kind just as the landowner is greedy. The relationship in each case is **the person and a dominant characteristic of the person's personality**.)

Assessment of Performance: Analogies

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 to or complete the presented analogies.

Level 2: Student is able to respond to or complete at least one presented analogy.

Level 3: Student is able to respond to or complete several presented analogies.

Level 4: Student is able to respond to or complete several presented analogies and can generate or contribute to at least one original analogy.

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 on making inferences and drawing conclusions as well as having students write about experiences in their own lives that are similar to experiences portrayed in the story, and you will have students do other activities that you choose.

MAKING INFERENCES AND DRAWING CONCLUSIONS

These activities of making inferences and drawing conclusions engage students in further high-level thinking about the story.

1. Tell students that they will now engage in thinking more deeply about the inferences that can be made from the story. Remind them that inferences are understandings they can derive from a story when

the story does not tell them directly. Say something like this:

When we meet Aisha and Alim at the beginning of the story, all we learn is that they offer the stranger soup and that they offer him money when he leaves. But we can infer quite a lot from the words and pictures. What are some inferences we can make about what kind of people they are? Think about the inferences you can make and what details you are using to make the inferences.

Have students first share ideas in groups of three or four and then as a whole class. Answers will vary, and several answers can be considered acceptable. For example, they might say that the couple is welcoming, friendly, hospitable, generous, kind, or selfless. For details, they might cite the couple's friendly greeting, the immediate offer of a place to rest and food, their willingness to share whatever they have with a stranger, and so on.

2. Now tell students to do the same kind of thinking about the landowner. Say something like this:

When we meet the landowner, all we learn is that he has heard of the good fortune of the couple and that he wants the same thing from the stranger. But we can infer quite a lot from the words and pictures. What are some inferences we can make about what kind of person he is? Think about the inferences you can make and what details you are using to make the inferences.

Have students first share ideas in groups of three or four and then as a whole class. Answers will vary, and several answers can be considered acceptable. For example, they might say that the landowner is greedy, selfish, impatient, false, or scheming. For details, they might cite how the landowner dreams of the riches he will have, expresses that he will not say "enough" for quite a while, says he will give some of the riches away only to favor himself, and so on.

3. Now engage students in drawing conclusions about the story. Say something like this:

Drawing conclusions involves putting bits of information together and arriving at a final statement of some kind that ties all the bits together and that expresses something that is true about

people in general. This story about the stranger has details about Aisha and Alim and also about the landowner. When we put all the events together, what conclusions might we draw about people in general?

Have students first share ideas in groups of three or four and then as a whole class. Answers will vary, and several answers can be considered acceptable. For example, students might talk about how motivations may be more important than actions, or they might say that all actions have consequences (some good, some not so good), or they may have other ideas. The thinking and talking students do are more important than the specific ideas they raise, so praise all contributions.

Assessment of Performance: Making Inferences and Drawing Conclusions

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 draw any conclusions from details in the story.

Level 2: Student is able to draw a simple conclusion, such as: *A stranger's farewell may be good or bad.*

Level 3: Student is able to draw conclusions that show a reasonable understanding of the story, such as: *People get what they deserve* or *What you do isn't as important as why you do it.*

Level 4: Student is able to draw substantive conclusions that show some depth of understanding, such as: *The way you are determines to a large extent what happens to you* or *True generosity expects nothing in return.*

WRITING ABOUT STORY CONCEPTS

This activity will encourage students to think more deeply about the story by writing about how people's motivations and characteristics have a lot to do with the experiences they have.

1. Remind students of how the stranger was treated. Say something like this: *Aisha was kind to the stranger without expecting anything in return, while the landowner expected to get something in return for his giving.*

2. Ask students to think of examples of situations in their own lives, or in other stories, that illustrate Aisha's selfless attitude and the landowner's selfish attitude. Have them work in groups of two or three to share their ideas in preparation for writing. Encourage them to discuss: *How can you tell when someone is selfless or selfish? What leads people to be selfless or selfish?*

3. Have students write about the situations they shared in their groups. When they are finished, have them read aloud their writings to the whole class. If it is not possible for students to write, have them take turns telling the whole class about the situations they discussed in their groups.

Assessment of Performance for Day 4: Writing About Story Concepts

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 or talk about a relevant personal experience.

Level 2: Student writes or talks briefly about a relevant experience, with very few details.

Level 3: Student writes or talks about a relevant experience using some details.

Level 4: Student writes or talks about a relevant experience using many interesting details.

DAY 5: BUILDING LITERACY FURTHER

On Day 5, you will focus on important concepts and having students write about experiences in their own lives that are similar to experiences portrayed in the story, and you will have students do other activities that you choose.

DEVELOPING CONCEPTS

Here are some ways to help students elaborate on another of the important concepts in this story. To be successful with this kind of activity, students need to freely express their thoughts, knowing that all their responses will be accepted.

1. Write *consequences* on the board and tell students that another important concept reflected in this story is that of the consequences that result from actions we take. Remind them of the consequences that resulted from Aisha's kindness (abundant riches) and those that resulted from the landowner's greed (abundant water). Explain that all actions have consequences; sometimes we are pleased with the consequences and sometimes we aren't.

2. Have students meet in groups of three or four to discuss these questions first in their groups and then as a whole class:

- *Do we always know what the consequences of our actions will be? Why do you think we almost always know? Or why do you think we don't always know? Try to give examples to illustrate what you think.*
- *Can we control the consequences of our actions? If we can, how can we do that? If we can't, why can't we? Try to give examples to illustrate what you think.*
- *Can we control our actions? If we can, how can we do that? If we can't, why can't we? Try to give examples to illustrate what you think.*

3. Explain that when a person complains about a life situation, some people will say, "You've made your bed, now lie in it." (Or substitute a similar saying that expresses the idea that people should accept the consequences of their actions.) Ask students to talk

in their groups about this statement. Do they agree with it? Disagree? Agree or disagree, depending on circumstances? Then have them share their ideas with the whole group.

4. Suggest that students interview family members or friends and neighbors to ask what people think about actions and consequences. Have them talk about one or more of the questions discussed in class and then bring back what they learned to share with the whole class.

Assessment of Performance: Developing Concepts

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 discuss the concept or give examples to support what they say.

Level 2: Student is able to discuss the concept and give at least one supporting example.

Level 3: Student is able to discuss the concept and give several supporting examples.

Level 4: Student is able to discuss the concept, give supporting examples, and give a particularly relevant example to support their own thoughts about actions and consequences.

WRITING ABOUT STORY CONCEPTS

This activity will encourage students to think more deeply about the story by writing about the concept of consequences.

1. Remind students what they discussed regarding actions and consequences portrayed in the story and they have observed in their own lives. Tell students they will now have a chance to talk and write about actions and consequences.

2. Have students first meet in small groups to recall and share ideas, using these questions to guide their discussions: What are the actions and consequences they are thinking of? Did aspects of the individual's personality lead to a particular action and consequence? How did the individual respond to the consequences? Are there any

similarities between the real life situations and the two situations in the story?

3. Have students write about the situations they shared in their groups. When they are finished, have them read aloud their writings to the whole class. If it is not possible for students to write, have them take turns telling the whole class about the examples of actions and consequences that they thought of.

Assessment of Performance for Day 5: Writing About Story Concepts

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 or talk about a relevant personal experience.

Level 2: Student writes or talks briefly about a relevant experience, with very few details.

Level 3: Student writes or talks about a relevant experience using some details.

Level 4: Student writes or talks about a relevant experience using many interesting details.

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 Stranger's Farewell* 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 WITH SENTENCE PATTERNS

One way to help students improve their writing abilities and become more aware of grammar is to have them use sentences from the story as models for their own writing. The idea is to write a sentence that follows the same grammatical pattern as the original. Here are the steps to follow:

1. Put a sentence from the story on the board (or one that is slightly revised for this activity). Choose one with a grammatical structure that you think will be appropriate for the students. Here is an example:

Aisha was at the stove, stirring bean soup.

2. Show students how to write a new sentence that follows the same pattern as the original. For example:

Aisha was at the stove, stirring bean soup.

Ahmed was in the garden, picking green vegetables.

Explain that the second sentence is about Ahmed, not Aisha, so the first "rule" of the activity is to change the subject. Also point out the similarities in the two sentences, noting that "at the stove" is a prepositional phrase telling where Aisha was and "in the garden" is the same kind prepositional phrase telling where Ahmed was. Similarly, "stirring bean soup" and "picking green vegetables" are the same kind of phrase in each sentence.

3. Work with students to write a third sentence (with your writing on the board). Say something like this:

Now let's write a sentence with the same pattern about a weaver. We'll start with the name of the weaver. Let's call her Rabia. Then we need a phrase to tell where she is:

Rabia was at her loom, ____.

Have students suggest how to end the sentence in a way that follows the pattern. (One response might be "weaving bright cloth.")

4. Have students work in groups of two or three to generate other sentences that follow the same pattern. You can have students do this orally or put their sentences in writing.

5. Point out the two key phrases in the model sentence and ask students to identify the corresponding phrases in the sentences they created. (Not all students will be able to do this, but having all the sentences follow the model will help them understand.)

6. Continue the activity with other sentences. Here are two more possibilities, or choose other sentences from the book that you prefer:

The happy couple counted the silver coins.

The landowner rushed out and dashed after the figure.

Assessment of Performance: Writing With Sentence 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 generate a sentence that follows the pattern.

Level 2: Student is able to generate a sentence that follows the pattern, with help.

Level 3: Student is able to generate more than one sentence that follows a pattern.

Level 4: Student is able to generate numerous sentences that follow different patterns.

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. This is what the stranger did right after he made his wish to Aisha. Can you guess my word? (disappeared)

I'm thinking of a word. My word is used in the story to describe Aisha when she pulled coin after coin out of her pocket. Can you guess my word? (mesmerized)

I'm thinking of a word. This is what Aisha's and Alim's friends and neighbors became after the couple's lives changed. Can you guess my word? (curious)

I'm thinking of a word. This is how the landowner felt when the stranger stated his wish for him. Can you guess my word? (disappointed)

Do this activity in the spirit of a game. If a student does not guess correctly, praise the attempt and invite others to try. Have students take turns giving

hints to words and having the others guess.

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 landowner was greedy for more than he had. Can you think of a synonym for greedy? A synonym means the same as greedy. (Possible synonyms are: covetous, avaricious, grasping, acquisitive.)

Now can you think of an antonym for greedy? An antonym means the opposite of greedy. (Possible antonyms are: generous, bountiful, munificent, unselfish, bighearted.)

Other words that can be used for this activity are: *entered, refresh, delicious, amazement, ornaments.*

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 guess words or generate synonyms or antonyms.

Level 2: Student is able to guess a word or generate a synonym or an antonym.

Level 3: Student is able to guess some words or generate some synonyms and antonyms.

Level 4: Student is able to guess many words and generate many synonyms, and antonyms.

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 *stranger, coins, landowner, water, wish, enough* and other words, such as *garden, soup, path, visit*.

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.

GRAMMATICAL CONCEPTS

Grammatical concepts can be difficult for students to learn because the concepts are abstract and varied. Because of this, students can easily get confused about these concepts. They need lots of examples to understand a concept and a good facility with language. These activities focus on subject and verbs.

1. Explain to students that sentences may have more than one subject or more than one verb and that in this lesson they will learn about these kinds of sentences.

2. Put these statements on the board:

The stranger stood up and stepped towards the door.

Tell students: *The subject is stranger. The sentence has two verbs: stood up and stepped.*

She reached into her pocket, took out a silver coin, and handed it to Alim.

Tell students: *The subject is she. The sentence has three verbs: reached, took, and handed.*

She took it out and put it on the table.

Tell students: *The subject is she. The verbs are took and put.*

The landowner looked outside a window of his mansion and saw a flash of green turning the corner.

Tell students: *The subject is landowner. The verbs are looked and saw.*

3. Put other sentences on the board and have students try to identify the subject and verb in each. If they do not identify these correctly, accept their errors and simply give them the correct answer. (This is a difficult concept to learn and requires a lot of experience with subjects and verbs.) Here are some sentences you might use:

He begged, insisted, and finally persuaded the stranger to accept.

(Subject: *he*; Verbs: *begged, insisted, persuaded*.)

He gave him a chair with huge satin cushions and offered him rich foods on gilded dishes.

(Subject: *he*; Verbs: *gave, offered*.)

He planned to count his money first thing in the morning and spent the night awake.

(Subject: *he*; Verbs: *planned, spent*.)

He lowered the bucket, pulled it up full of water, and took a large gulp.

(Subject: *he*; Verbs: *lowered, pulled, took*)

4. Have students generate original sentences that have different numbers of subjects and verbs. You may have them put these in writing or generate them orally. Choose two or three of the sentences, put them on the board, and have the class decide together what the subjects and verbs are in each.

Assessment of Performance: Subjects and Verbs

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

Level 1: Student is unable to identify any of the subjects or verbs in the provided sentences.

Level 2: Student is able to identify one or two subjects or verbs in the provided sentences.

Level 3: Student is able to identify several subjects and verbs in the provided sentences.

Level 4: Student is able to identify all the subjects and verbs in the provided sentences.

DRAWING AND RETELLING

Students can refine their comprehension of *The Stranger's Farewell* 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 stranger's farewell. 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. (If students have used the books they created using the instructions in the back of this guide, have 4-5 students stand holding their drawings in front of the class. Ask the rest of the class to help decide where the students should stand to be in the correct order.)

- Collect all the drawings. Organize them in

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

**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.

WRITING ABOUT THE STORY

If students can write fairly well, they can refine their comprehension of the story by writing about it in different ways. Here are some writing activities you might want the students to do. Use more than one of these, if you think the students will be interested.

1. Write a summary of the story, telling of only the main events.
2. Say to the students: *Decide which character in the story is your favorite. In writing, describe the character and explain why that character is your favorite.*
3. Say to the students: *Does something about this story remind you of something or someone in your own life? Write about how the story and your own life are similar.*
4. Have the students imagine that there is a sequel to this story – another story that begins where this one ends – and think about what might happen in

that next story and write the sequel. Say:

At the end of the story, Aisha and Alim are leading comfortable lives, but water has covered all of the landowner's possessions. What might happen next to Aisha and Alim or to the landowner?

If time is limited, you can ask students to do these writing exercises at home.

**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 not able to write about the events or the characters.

Level 2: Student is able to write a little about the events and characters with teacher help.

Level 3: Student is able to write about the events and the characters and gives several good details.

Level 4: Student is able to write at length about the events and the characters, showing a good understanding of the story.

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:

Long, long ago, in a land as far from here as the sun, yet as near to you as your breath, if you had wandered to the outskirts of a certain town, you would have come across a small house set in a well-tended garden.

They say before the week was out, water covered the whole town and the land around for miles and miles.

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 sketches to use as reminders of the main scenes in the story.

4. Organize students into small groups to practice, each taking 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.) The audiences should listen attentively and should prompt the teller if the teller forgets something. Make sure each student practices two or three times in class before they try to perform outside the classroom. The practicing can take place over the course of a week or two.

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

Assessment of Performance: Retelling as a Performance

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

Level 1: Student is unable to retell, even with teacher assistance.

Level 2: Student is able to retell elements of the story but the organization and structure are lacking and vocabulary and fluency are limited.

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

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



DRAMATIZING THE STORY

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

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

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

Aisha

Alim

the stranger

the landowner

townspeople

the landowner's employees

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

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

What did the actors do quite well?

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

What did the audience do quite well?

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

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

Assessment of Performance: Dramatizing the Story

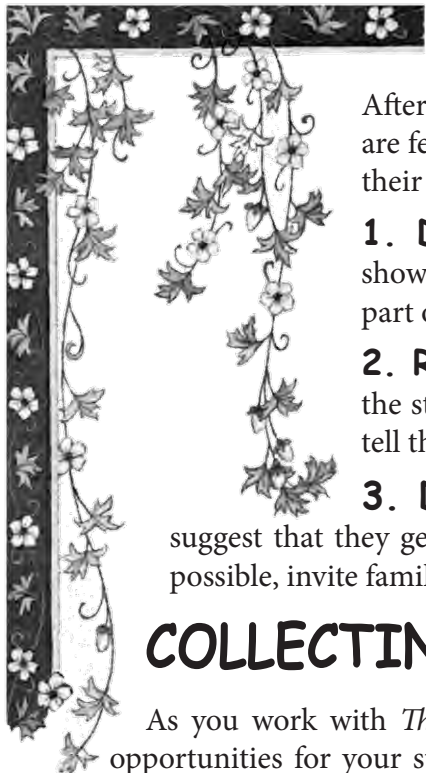
Levels of Progress 1 - 4: Use these levels to determine your students’ performance on the Student and Classroom Performance Charts provided in the back of this guide.

Level 1: Student speaks inaudibly, lacks expression while performing, and does not remember the character’s actions or speech.

Level 2: Student speaks audibly and portrays the correct actions and speech but lacks expression while performing.

Level 3: Student speaks clearly, portrays the correct actions and speech, and is expressive in words and actions.

Level 4: Student portrays the correct actions and speech, uses very expressive 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 Stranger's Farewell* in the ways suggested in this guide, there will be opportunities for your students to ask their families about similar folktales with which they are familiar.

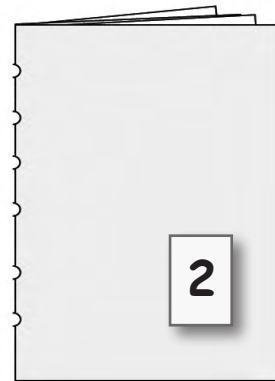
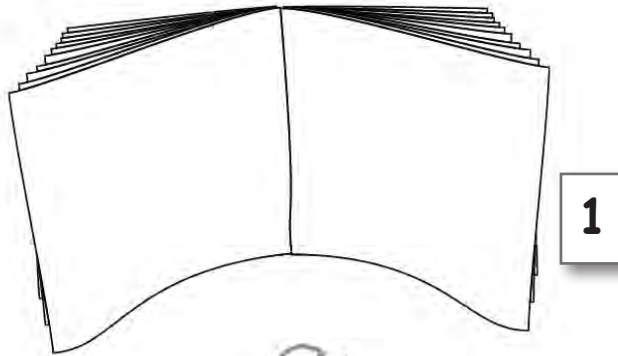
1. Tell students that their family members probably know many stories about people who learn many things from adventures like the one they are studying in class with you. Tell them that you would like them to find out about some of those stories by interviewing their family members, especially parents, grandparents, aunts, uncles, and other adults that may have heard folktales or teaching stories when they were children. Say something like this:

The story of the stranger's farewell is an ancient tale from the Afghan tradition. Here is your assignment: Ask the people in your family and neighborhood about the folktales and teaching stories that they know. Ask them to tell you their favorite story. Write it down as best you can, or learn it well enough to tell it, and bring it into class.

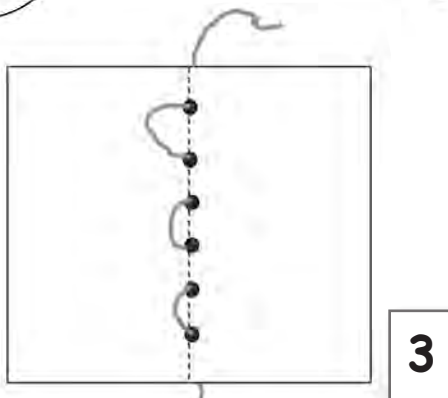
2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:
 - Have students draw pictures to illustrate the stories, talk about the pictures in the class, and then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

Instructions for Making a Simple Book

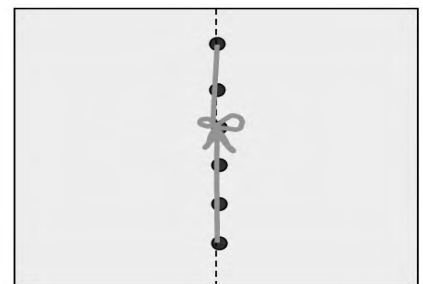
Fold pieces of paper in half all at once.



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



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



Pull the string ends tightly, and tie securely.

Alternative Binding Methods:

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

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

Sewing: Use a sturdy needle and thread to sew the pages together at the fold. (Please keep needles safely out of reach of young children.)

You and your students may find other binding solutions that work better than any of these!



Example of stapled binding

STUDENT PERFORMANCE EVALUATION

for *The Stranger's Farewell*

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: Vocabulary & Concepts (Analogies)				
DAY 4: Making Inferences & Drawing Conclusions				
DAY 4: Writing About Story Concepts				
DAY 5: Developing Concepts				
DAY 5: Writing About Story Concepts				

ADDITIONAL LITERACY ACTIVITIES

Writing With Sentence Patterns				
Vocabulary				
Spelling				
Grammatical Concepts (Subjects and Verbs)				
Drawing and Retelling				
Writing About the Story				
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 STRANGER'S FAREWELL

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: Vocabulary & Concepts (Analogies)				
DAY 4: Making Inferences & Drawing Conclusions				
DAY 4: Writing About Story Concepts				
DAY 5: Developing Concepts				
DAY 5: Writing About Story Concepts				
ADDITIONAL LITERACY ACTIVITIES				
Writing With Sentence Patterns				
Vocabulary				
Spelling				
Grammatical Concepts (Subjects and Verbs)				
Drawing and Retelling				
Writing About the Story				
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 & Concepts
- 🍇 DAYS 4-5: BUILDING LITERACY FURTHER:
 - Developing & Writing About Concepts
- 🍇 ADDITIONAL LITERACY ACTIVITIES:
 - Writing with Sentence Patterns
 - More Vocabulary & Spelling
 - Grammatical Concepts
 - Writing About the Story
 - 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

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