

# Hoopoe Books Early Literacy Curriculum for Primary School Teachers

*Grade 6 - Book 1*

## *The Magic Horse*

*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](http://www.hoopoebooks.com)  
Email: [hoopoebooks@ishk.net](mailto:hoopoebooks@ishk.net)

Copyright © 2017 The Institute for the Study of Human Knowledge

Text from *The Magic Horse*

copyright © 1998, 2015 The Estate of Idries Shah

Illustrations from *The Magic Horse*

copyright © 1998 Julie Freeman



## 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 MAGIC HORSE</i>	
DAY 1: FIRST READING OF THE STORY - PART 1.....	4
DAY 2: FIRST READING OF THE STORY - PART 2 .....	6
DAY 3: SECOND READING OF THE STORY .....	7
DAY 4: THIRD READING OF THE STORY: Reflecting on Key Ideas	8
DAY 5: BUILDING LITERACY SKILLS.....	9
WRITING SENTENCES WITH STORY WORDS .....	9
SEQUENCING STORY EVENTS (PART 1) .....	10
DAY 6: BUILDING LITERACY FURTHER .....	11
BUILDING VOCABULARY .....	11
SEQUENCING STORY EVENTS (PART 2) .....	11
VOCABULARY & CONCEPTS (ANALOGIES) .....	12
DAY 7: BUILDING LITERACY FURTHER .....	13
DEVELOPING CONCEPTS.....	13
WRITING ABOUT STORY CONCEPTS.....	14
ADDITIONAL LITERACY ACTIVITIES.....	15
Writing With Sentence Patterns.....	15
Vocabulary .....	16
Spelling .....	17
Grammatical Concepts.....	17
Drawing and Retelling .....	18
Writing About the Story.....	19
Retelling as a Performance .....	20
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	

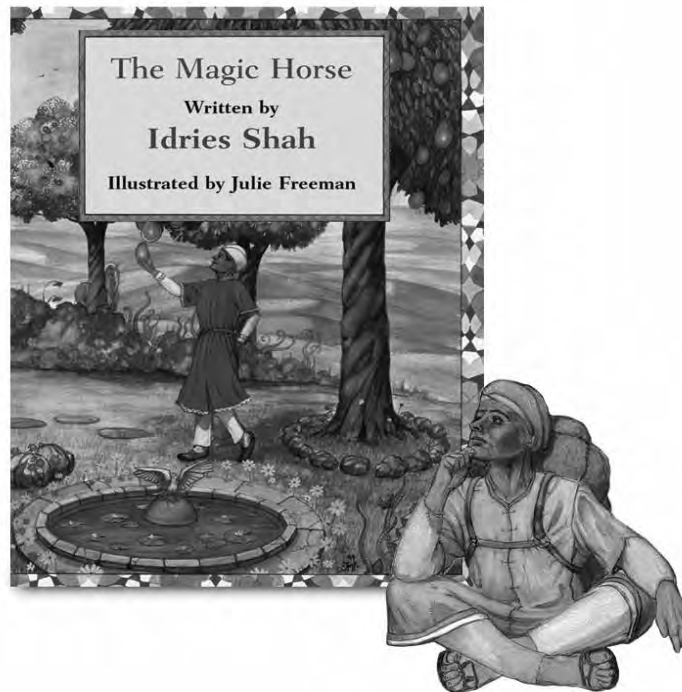
**Denise Nessel, Ph.D.**, is The Institute for the Study of Human Knowledge's Director of Early Education and an associate of the National Urban Alliance for Effective Education. She conducts workshops and seminars on effective teaching and is the author of several methods books for teachers and articles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

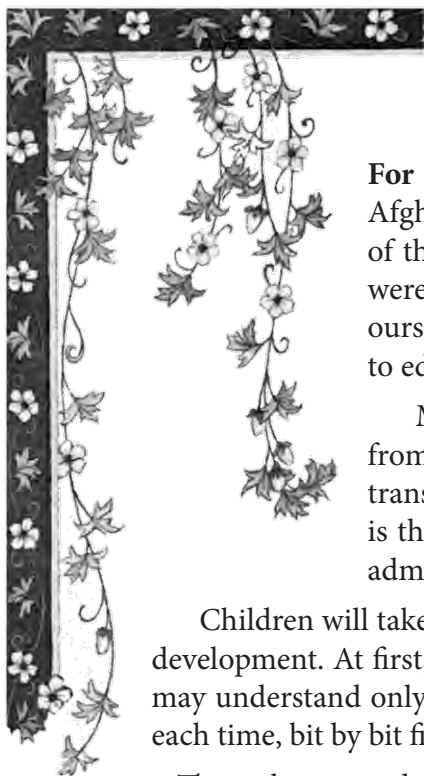


## ONCE YOU HAVE THE BOOK...

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.

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. 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. 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 MAGIC HORSE

### DAY 1: PART ONE OF THE STORY

The whole story takes about 25 minutes to read straight through. To allow time for discussion during the reading, it would be best to take two days for the first reading. This plan involves reading to the bottom of page 18 on Day 1 (“*And so the horse was put into a cupboard*”) and reading the rest of the story on Day 2.

#### TO PREPARE FOR THE LESSON



- Read the entire story ahead of time to become familiar with it.
- 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 (PART 1 OF THE STORY)

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 and surrounding areas. 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.*

*Over the next two lessons, I am going to read the story to you. 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 this first part of the story. Then we will think about what might happen in the rest of 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 King Mumkin announces a contest of interesting and useful devices, ask students: *Who do you think will enter the contest?* 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 have read to the bottom of page 18 (*“And so the horse was put into a cupboard”*), tell students they did a very good job of listening and making predictions about what might happen next.

5. Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the second part of the story soon, and ask:

*What do you think will happen to the wooden horse now?*

*What do you think will happen to Prince Tambal?*

When students give their ideas, ask: *Why do you think so?* Encourage students to discuss their

predictions in light of what they have learned so far about the various characters and events.

6. Tell the students that they will find out more when you finish the story.

### **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: PART TWO OF THE STORY

## TO PREPARE FOR THE LESSON



- Practice reading the second part of the story aloud a few times before you read it to your students so that you will know the story and will read smoothly.

- Decide on three or four places to pause and have students discuss what they think will happen next in the story.

## FIRST READING ACTIVITIES (PART 2 OF THE STORY)

1. Tell the students that today you will finish reading *The Magic Horse* but that first you want them to recall their responses to the questions you asked at the end of the lesson on Day 1:

*What do you think will happen to the wooden horse now?*

*What do you think will happen to Prince Tambal?*

2. Tell them to listen carefully to the second part to find out if their predictions were on the right track or if the story takes a different turn.

3. Read the rest of the story, stopping at the points you chose to have students make predictions and discuss why they think those predicted events will occur. Each time, 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?*

4. When you finish reading, praise students for listening attentively and discussing their thoughts. Then invite them to reflect on the story by saying:

*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 it was revealed what the horse could do, while others may think the most important part was when Tambal and the princess escaped on the horse. There are no wrong answers. What the students choose is not as important as the discussion they have about their ideas.

5. 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.

6. 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.

7. 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: 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 3: 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. Because the story is a long one and can prompt lively discussion, the focus of this lesson is entirely on reading and discussing the story. Building other skills is scheduled for Days 5 and 6.

1. Hold up the book and tell students that you will be reading the story a second time, this time all the way through. Explain that you will pause from time to time to discuss.

2. At three or four points in the story, before you turn the page, ask students:

*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 continue reading.

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 reading, open the book to the next-to-last page, where the illustration shows Prince Tambal and the princess as successors to King Mumkin. Ask them to look at those first illustrations and ask these questions:

*Who are the characters shown here?*

*What has the story told us about them?*

*What do we know that the story hasn't told us directly?*

The first two questions call for literal understandings, while the third calls for inferences—understandings that are implied but not specifically stated. Ask students what they know about the four characters mentioned on this page and what inferences they might make about the story at this end point.

Answers will vary, but students might mention these points: We know that King Mumkin has died, that Tambal and Princess Precious Pearl have succeeded him as rulers, and that Hoshyar is still interested in the fish. We can make some inferences, too. For example, we can infer that King



Mumkin valued and trusted Tambal in the end because he made Tambal his successor. We can infer that Tambal and Hoshyar were not enemies but respected each other's abilities. We can infer that Tambal and Precious Pearl ruled wisely and well, as King Mumkin had done. We can infer that Hoshyar continued working with the fish and being interested in other practical matters.

Praise students for making reasonable inferences and tell them that understanding literal information and making inferences are both useful forms of thinking and comprehending.

4. Tell students that they will be discussing the story further in the next lesson.

### **Assessment of Performance for Day 3: 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 literal information about the four characters and cannot make reasonable inferences.

**Level 2:** Student recalls literal information about the four characters and is able to make some simple inferences.

**Level 3:** Student is able to recall literal information about the four characters, make simple inferences, and provide support for the inferences.

**Level 4:** Student is able to recall literal information about the four characters, make inferences with some insight, and provides good support for the inferences.

## **DAY 4: THIRD READING OF THE STORY: REFLECTING ON KEY IDEAS**

Here are some suggestions for reading the story a third time. This sequence of activities should take about 30-40 minutes of uninterrupted time. Because the story is a long one and can prompt lively discussion, the focus of this lesson is entirely on reading and discussing the story. Building other skills is scheduled for Days 5 and 6.

1. Hold up the book and tell students that you will be reading the story a third time, this time all the way through. Explain that you will pause from time to time to discuss.

2. As you did for the second reading, stop at three or four points in the story, before you turn the page, and ask students: What happens on the next page? (See Day 3, Step 2 for details about conducting this step.)

3. When you finish reading, tell students they will now have a chance to think again about the part of the story they consider to be most important. Ask students to talk in twos or threes about their response to these 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 from the idea they had on Day 2, or they may have the same idea they had earlier. Allow 3-4 minutes for students to discuss their ideas.

4. 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.

5. You may also want to lead a discussion of one or more of these questions that will encourage students to think more deeply about the key ideas and 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.

*King Mumkin doesn't think much of the wooden horse but admires the mechanical fish. Why do you think this is?*

*How were the wondrous fish and the magic horse the same? How were they different? Which one do you think was the best? Why?*

*Tambal says, "I wish I knew what the good of all is. And I wish I could know what my heart's desire is." Why do you think Tambal was unsure about these things?*

*Why do you think the magician-king didn't know how to work the magic horse and ended up putting it in a cupboard?*

*When Tambal thinks that all is lost and he will never achieve his heart's desire, the wise man tells him not to give up but to keep his heart's desire constantly in mind. What do you think of this advice?*

*Of all the trials that Tambal went through, which do you think was the worst? Why do you think so?*

*What do you think it means to know your heart's desire?*

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

## **DAY 5: BUILDING LITERACY SKILLS**

On Day 5, you will focus on several literacy skills and will have students do other activities that you choose.

### **WRITING SENTENCES WITH STORY WORDS**

You can use words and phrases from the story to reinforce students' understanding of various words. Here are some activities for that purpose:

Have students compose original sentences using word pairs from the story. They can write the sentences or compose them orally and then share them with the class. For example, here are some word pairs from the story:

magic horse  
beautifully carved  
whirling palace  
easily win  
fly slowly  
horned prince

And here are some original sentences using the pairs:

*Sentries guarded the whirling palace.*

*The woodworker created a beautifully carved horse.*

You may also wish to have students look for other word pairs from the story and use them in original sentences in the same way.

#### **Assessment of Performance for Day 5: Writing Sentences with Story Words**

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

**Level 1:** Student is unable to use word pairs in sentences.

**Level 2:** Student is able to use a word pair in one sentence.

**Level 3:** Student is able to use several word pairs in sentences.

**Level 4:** Student is able to use all words pairs in sentences.

## SEQUENCING STORY EVENTS

In this activity, students put the events of the first part of the story in chronological order. This will reinforce students' understanding of the story and give them another opportunity to think about story meanings.

1. Put these story events on the board in this order without the numbers. Or put them on cards or sheets of paper that can be moved around. (The numbers are for your information, so that you can tell the correct sequence quickly. 1 is the first event; 2 is the second event, and so on.)

*Tambal uses the wooden horse to travel far and wide. (5)*

*The magician-king puts the wooden horse in a cupboard. (10)*

*Tambal escapes the magician-king's apartment. (9)*

*The ironsmith and woodworker decide to compete. (2)*

*The king gives the ironsmith a special award. (3)*

*Tambal goes to the Whirling Palace and meets the princess. (7)*

*King Mumkin announces his desire to see interesting and useful devices. (1)*

*The king asks to see the woodworker's invention. (4)*

*Tambal sets out to find his heart's desire. (6)*

*Tambal hides in the magician-king's apartment. (8)*

2. Say: *These are ten main events in the first part of the story. They are in a mixed-up order here. Let's put them in the right order from beginning to end.*

Have students first work in groups of 3 or 4 to discuss how they think the events should be ordered. Then have the class as a whole decide what the order is. Students can move the cards into the right order or put numbers after the events if they are written on the board. Students will not be able to order the events correctly at first. A good bit of discussion will be needed, so allow students time to think and talk, and let them refer to the book if they want to.

3. Once the students have agreed on the order of events and have the order correct, tell them they did very well and that in a later lesson, they will sequence the events in the second part of the story.

### Assessment of Performance for Day 5: Sequencing Story Events

*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 put any events in order.

**Level 2:** Student is able to put some events in the right order.

**Level 3:** Student is able to put many events in the right order.

**Level 4:** Student is able to put all the events in the right order.

### 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 6: BUILDING LITERACY FURTHER

On Day 6, you will focus on vocabulary and concepts and will have students do other activities that you choose.

### BUILDING VOCABULARY

After several days 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 *contraption* on the board, pronounce it, and have students say it with you. Remind students that it is used in the story to describe the things that the ironsmith and woodworker made. The story says: *Each delighted in making strange contraptions.*

2. Explain the meaning of the word, saying: *A contraption is a piece of equipment or machinery that is unusual or complex. The metallic fish and the wooden horse were both contraptions.*

3. Tell students a brief story about a time when you had or saw or made a contraption 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:

*I saw an old man once with a contraption he had made to carry things more easily. The contraption was an odd-looking cart with wheels and a clever handle that made it easy to pull. "What a fine contraption!" I thought to myself when I saw it.*

4. Have students work in groups of two or three to talk about situations in which they have seen or used or made contraptions. Ask them to use the word two or three times in the telling.

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: *compete, merits, rivalry, wondrous, impressive, masquerade.*

### Assessment of Performance for Day 6: 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.

### SEQUENCING STORY EVENTS

In this activity, students put the events of the second part of the story in chronological order. This will reinforce students' understanding of the story and give them another opportunity to think about story meanings.

1. Put these story events on the board in this order without the numbers. Or put them on cards or sheets of paper that can be moved around. (The numbers are for your information, so that you can tell the correct sequence quickly. 1 is the first event; 2 is the second event, and so on.)

*The stranger with a brilliant light gives Tambal good advice. (4)*

*King Mumkin releases the woodcarver. (9)*

*Tambal takes Jadugarzada's place and marries Precious Pearl. (7)*

*Tambal escapes from the magician-king and sets out for home. (1)*

*Jadugarzada tells Tambal to give him some of the strange fruit. (5)*

*Tambal becomes lost in the desert. (2)*

*Tambal and Precious Pearl escape on the magic horse. (8)*

*Tambal and Precious Pearl succeed King Mumkin to the throne. (10)*

*Tambal eats strange fruits that transform his appearance. (3)*

*Jadugarzada is transformed by the fruit. (6)*

2. Say: *These are ten main events in the second part of the story. They are in a mixed-up order here. Let's put them in the right order from beginning to end.*

Have students first work in groups of 3 or 4 to discuss how they think the events should be ordered. Then have the class as a whole decide what the order is. Students can move the cards into the right order or put numbers after the events if they are written on the board. Students will not be able to order the events correctly at first. A good bit of discussion will be needed, so allow students time to think and talk, and let them refer to the book if they want to.

3. Once the students have agreed on the order of events and have the order correct, praise them for their efforts.

#### **Assessment of Performance for Day 6: Sequencing Story Events**

*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 put any events in order.

**Level 2:** Student is able to put some events in the right order.

**Level 3:** Student is able to put many events in the right order.

**Level 4:** Student is able to put all the events in the right order.

## **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: **Kabul is the capital of Afghanistan just as Islamabad is the capital of Pakistan.** The relationship in each case is "capital of." We represent an analogy in this way and sometimes say: **Kabul is to Afghanistan as Islamabad is to Pakistan.** To make your thinking clear, it's important to state what the nature of the relationship is, so we can put that in parentheses.*

**Kabul : Afghanistan : :  
Islamabad : Pakistan**

*(Kabul is the capital of Afghanistan just as Islamabad is the capital of Pakistan; the relationship is capital of.)*

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:

**book : reading : : oven : cooking**

*(A book is for reading just as an oven is for cooking. The relationship in each case is the article and the action taken with the article.)*

**apples : tree : : grapes : vine**

*(Apples grow on trees just as grapes grow on vines. The relationship in each case is food and where it grows.)*

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:

**woodcarver : horse ::**

**ironsmith : \_\_\_\_\_**

(The expected answer is *fish*. The relationship in each case is **the craftsman and what the craftsman made**.)

**fish : metal :: horse : \_\_\_\_\_**

(The expected answer is *wood*. The relationship in each case is **the item and what it is made of**.)

**Hoshyar : fish :: Tambal : \_\_\_\_\_**

(The expected answer is *horse*, or *wooden horse*, or *magic horse*. The relationship in each case is **the brother and what he fancies**.)

### Assessment of Performance for Day 6: 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 7: BUILDING LITERACY FURTHER

On Day 7, you will focus on discussing concepts 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.

### 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 *heart's desire* on the board and tell students that this is an important concept in this story. Remind them that at the beginning, Hoshyar was sure of his heart's desire while Tambal discovered his heart's desire only later, with the help of the magic horse.

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

- *Just what is a heart's desire? How would you define that term?* (There is not a single right answer to this question. Students may say that it's what people want more than anything else, or what their life's dream is, or what they see the most important purpose or goal of their lives that they want to strive towards. Encourage different responses so that students will see that the concept has more than one facet.)
- *Do you know people who are like Hoshyar, sure of what their heart's desire is? Do you know people like Tambal, who are not sure? Try to give examples to illustrate the different kinds of people you have seen in your own life.*
- *Hoshyar and Tambal were similar in that they both worked towards their heart's desires, but their efforts were different. What similarities and differences do you see in the two brothers?*



3. Remind students that at the end of the story is the saying, “*Those who want fish can achieve much through fish, and those who do now know their heart’s desire may first have to hear the story of the wooden horse.*” Have students discuss this statement first in their small groups and then as a whole class. What does this mean to them? Why might this story be useful to someone who does not know their heart’s desire?

4. Suggest that students interview family members or friends and neighbors to ask people about their heart’s desire. Have them bring back what they learned to share with the whole class.

#### **Assessment of Performance for Day 7: 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 heart’s desire.

1. Tell students they will now have a chance to write about the concept of heart’s desire.

2. Have them first meet in small groups to share ideas, using these questions to guide their discussions: *Do you know what your heart’s desire is? If you do, what do you think you need to do to achieve it? If you are not sure, what is a purpose or a goal that you might work towards until you discover your heart’s desire, and how would you go about achieving it?*

3. Have students write about what 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 their own heart’s desires.

#### **Assessment of Performance for Day 7: 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 Magic Horse* 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:

The simple woodcarver came into the throne-room, carrying a parcel wrapped in coarse cloth.

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

The simple woodcarver came into the throne-room, carrying a parcel wrapped in coarse cloth.

The loving mother walked into the kitchen, holding a bowl filled with ripe berries.

Explain that the second sentence is about a mother, not a woodcarver, so the first "rule" of the activity is to change the subject. Also point out the similarities in the two sentences, noting that the phrase after

the comma in each case is an adverb that tells more about the verb (*came* in the first sentence, *walked* in the second.)

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 fisherman. We'll start with that as the subject. Then we need a verb and a prepositional phrase to tell what the fisherman did:*

*The skilled fisherman \_\_\_\_.*

Have students suggest how to end the sentence in a way that follows the pattern. (One response might be "...waded into the river, clutching a basket made of sturdy reeds.")

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

5. Point out different parts of the model sentence and ask students to identify the corresponding parts 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 king, whose name was Kahana, had a beautiful daughter called Precious Pearl.

When he got to the king's apartment, he hid behind some curtains and lay down to sleep.

**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. I. This is a word that described the wondrous fish made by the ironsmith. Can you guess my word? (metallic)*

*I'm thinking of a word. My word is used in the*

*story to describe the woodworker who at first was forgotten. Can you guess my word? (humble or simple)*

*I'm thinking of a word. This is a word that describes the magician-king when he could not figure out how to work the horse. Can you guess my word? (baffled)*

*I'm thinking of a word. This is a word that described the grove where Tambal ate the fruit and fell asleep. Can you guess my word? (enchanted)*

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 knobs on the wooden horse were concealed. Can you think of a synonym for concealed? A synonym means the same as concealed. (Possible synonyms are: hidden, out of sight, unseeable.)*

*Now can you think of an antonym for concealed? An antonym means the opposite of concealed. (Possible antonyms are: visible, viewable, in sight, perceptible.)*

Other words that can be used for this activity are: *cunning, wondrous, parcel, glittering, provisions.*

**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 *magic*, *expert*, *honors*, *palace*, *fruit*, *desert* and other words, such as *fish*, *horse*, *rider*, *fly*.

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 adverbs.

1. Explain to students that an adverb is a part of speech that modifies (qualifies, tells more about) verbs, adjectives, and other adverbs. Say that in this lesson they will learn about these words.

2. Put these statements on the board and explain the adverb in each one:

*Their ruler was unusually enlightened.*

Tell students: *The word enlightened is an adjective that describes ruler. The word unusually is an adverb that modifies (qualifies or tells more about) enlightened. How enlightened is the ruler? He is not mildly enlightened; he is **unusually** enlightened. Enlightened is an adjective.*

*More swiftly than light, the horse rose into the air.*

Tell students: *The word rose is the verb in the sentence. The word swiftly modifies (qualifies or tells more about) rose. How did the horse rise into the air? It rose **swiftly**. Swiftly is an adverb. And the word more modifies swiftly. It is also an adverb. The horse rose **more** swiftly than light.*

*My heart's desire would surely reject me!*

Tell students: *Would reject is the verb. The word surely modifies (qualifies or tells more about) would reject. To what degree would he be rejected? He would not possibly be rejected, but would **surely** be rejected.*

3. Put other sentences on the board and have students try to identify the adverb or adverbs 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 adverbs.) Here are some sentences you might use:

*He **usually** spends several hours with her.*  
(*Usually* modifies the verb *spends*.)

*Never was a man worse equipped for a journey.*  
(*Worse* modifies the adjective *equipped*.)

*He may recover his wits eventually.*  
(*Eventually* modifies the verb *may recover*.)

4. Have students generate original sentences that use adverbs in the way they have been discussing. 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: Adverbs**

*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 adverbs in the provided sentences.

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

**Level 3:** Student is able to identify several adverbs in the provided sentences.

**Level 4:** Student is able to identify all the adverbs in the provided sentences.

## **DRAWING AND RETELLING**

Students can refine their comprehension of *The Magic Horse* 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.

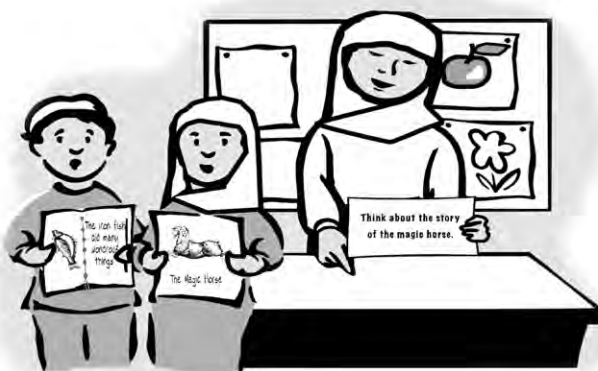
1. Organize students into pairs. (Have three students in one group if there is an odd number in the class.)
2. Hold up the book so that students can see the cover. Say:

*Think about the story of the magic horse. 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. Have the students write about what they most desire for themselves, their family, and their country. This can be something students write just for themselves, or, if they wish, they can share with

their friends, family, and the class.

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, Tambal and Princess Precious Pearl are the rulers of the land, and Prince Hoshiyar continues to be entranced by the wondrous fish. What adventures can you imagine will happen next to these characters? Write a sequel to this story that starts where this one ends.*

5. Say to students: *Choose a character from the story and write what that character might have been thinking at a specific point in the story. For example, you could write what the ironsmith was thinking when the king gave him honors, what the woodworker was thinking when he was tied to a tree, or what Tambal was thinking when he was hiding in the magician-king's apartment.*

#### **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:

Once upon a time - no so very long ago -  
there was a land in which the people were...

The saying is: “Those who want fish can  
achieve much through fish, and those who  
do not know their heart’s desire may first  
have to hear the story of the wooden  
horse.”

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. Because the story is long, you may want to have small groups of students divide the story up and have each one tell a different part. Have students work together to recall the events and help each other decide how to tell the story 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. Give students time to practice with each other, either for individual retellings or group retellings. 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:

King Mumkin  
Prince Tambal  
Prince Hoshyar  
the ironsmith  
the woodworker  
King Kahana  
Princess Precious Pearl  
Prince Jadugarzada  
the bearded wise man  
the prince's escort (the camel train)  
citizens of the lands, court people, servants, etc.

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, "*Who wants to be Tambal 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 (King Mumkin's palace and court, the Whirling Palace, the desert, 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.*

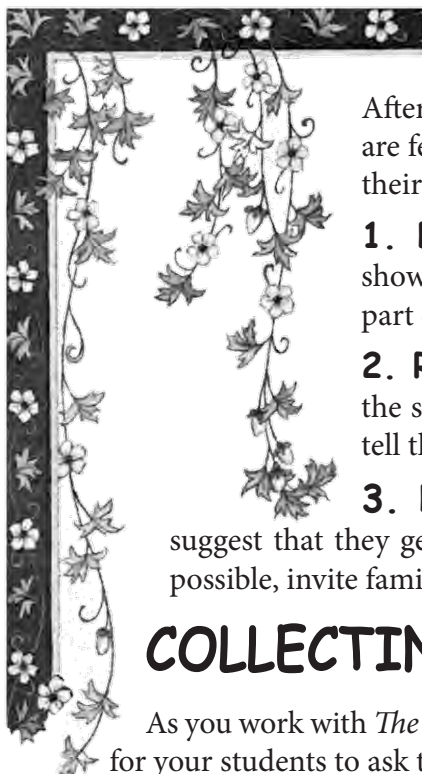
**Level 1:** Student speaks inaudibly, lacks expression while performing, and does not remember the character's actions or speech.

**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 Magic Horse* 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 magic horse 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.*

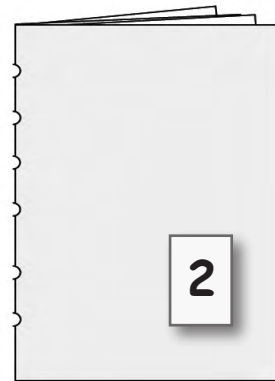
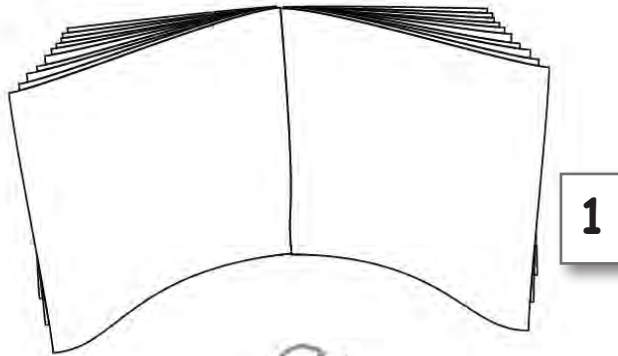
2. Give students a week or two to talk to people at home and find out about any stories family members have. When the students bring in stories, here are some activities to do with these stories:
  - Have students draw pictures to illustrate the stories, talk about the pictures in the class, and then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



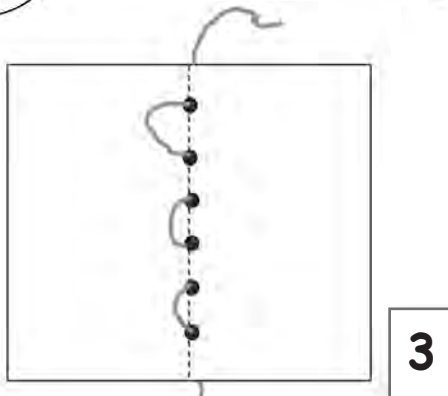


# Instructions for Making a Simple Book

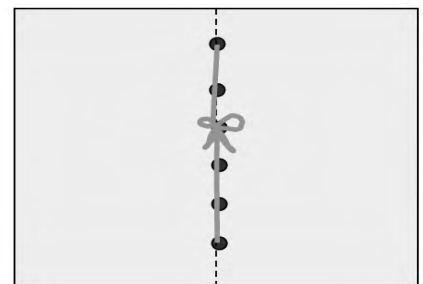
Fold pieces of paper in half all at once.



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 Magic Horse*

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

PERFORMANCE LEVEL

SKILLS WITHIN LESSONS:	1	2	3	4
DAY 1: Making Predictions (Part 1)				
DAY 2: Making Predictions (Part 2)				
DAY 3: Recalling & Making Inferences				
DAY 4: Reflecting on Key Ideas				
DAY 5: Writing Sentences with Story Words				
DAY 5: Sequencing Story Events				
DAY 6: Building Vocabulary				
DAY 6: Sequencing Story Events				
DAY 6: Vocabulary and Concepts (Analogies)				
DAY 7: Developing Concepts				
DAY 7: Writing About Story Concepts				

### ADDITIONAL LITERACY ACTIVITIES

Writing With Sentence Patterns				
Vocabulary				
Spelling				
Grammatical Concepts (Adverbs)				
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 MAGIC HORSE

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 (Part 1)				
DAY 2: Making Predictions (Part 2)				
DAY 3: Recalling & Making Inferences				
DAY 4: Reflecting on Key Ideas				
DAY 5: Writing Sentences with Story Words				
DAY 5: Sequencing Story Events				
DAY 6: Building Vocabulary				
DAY 6: Sequencing Story Events				
DAY 6: Vocabulary and Concepts (Analogies)				
DAY 7: Developing Concepts				
DAY 7: Writing About Story Concepts				

## ADDITIONAL LITERACY ACTIVITIES

Writing With Sentence Patterns				
Vocabulary				
Spelling				
Grammatical Concepts (Adverbs)				
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
  - 🍎 DAYS 1 & 2: FIRST READING OF THE STORY
  - 🍎 DAY 3: SECOND READING OF THE STORY
  - 🍎 DAY 4: THIRD READING OF THE STORY
  - 🍎 DAY 5: BUILDING LITERACY SKILLS:
    - Writing & Sequencing the Story
  - 🍎 DAYS 6 & 7: BUILDING LITERACY FURTHER: More Sequencing, Vocabulary, Developing Concepts, Making Analogies
  - 🍎 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

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