

# Hoopoe Books Early Literacy Curriculum for Primary School Teachers

*Grade 6 - Book 2*

## *The Wisdom of Ahmad Shah: An Afghan Legend*

*by Palwasha Bazger Salam*



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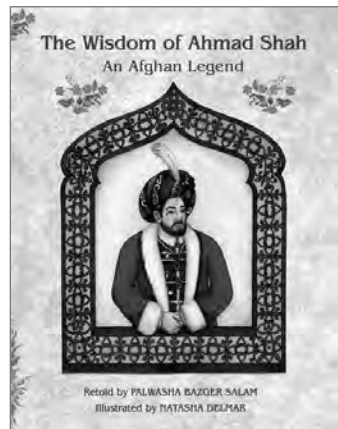
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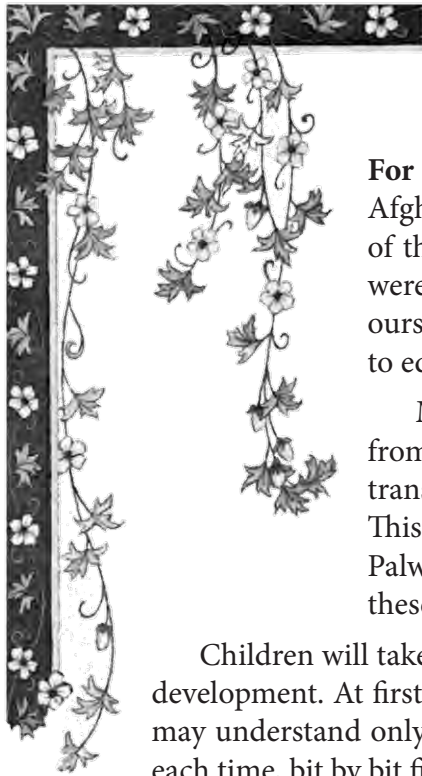


## ONCE YOU HAVE THE BOOK...

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 WISDOM OF AHMAD SHAH

### 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. Also practice reading the page at the end that tells about Ahmad Shah Durrani so that you can read that to students and show them the map when you have finished reading the story.

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

#### FIRST READING ACTIVITIES

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



*This story has been told for many, many years in Afghanistan 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. 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 Ahmad Shah Baba thinks “My people rely on me” and decides that he needs to find one man who can assist him in ruling, ask students: *What do you think Ahmad Shah Baba will do to find that man?* When students give their ideas, ask: *Why do you think so?*

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

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

*Who are the characters shown here?*

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

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

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

7. Tell students that you will now read to them about the life of Ahmad Shah Baba. Say something like this:

*Now I will read more about Ahmad Shah, who was the ruler of Afghanistan many years ago. Some of you may know of him; others may not. Listen carefully so that you will learn more than you already know about this revered ruler.*

Read the page at the end of the story about Ahmad Shah and show students the map of the Durrani Empire. When you finish, ask students which points they found to be most interesting about the king and his empire. Encourage students to share their ideas and say that all of their responses are welcome.

#### **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 Ahmad Shah Baba was “an outstanding general and a just ruler.” The third question calls for inferences—understanding things that are implied but not specifically stated. For example, the story doesn't tell us how the king was just, but we can infer from this description that he made fair laws and that he treated his people fairly even though the story doesn't say anything about the laws he imposed or the way he treated his people.

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 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 the king decides to go among his people in disguise, while others may think the most important part was when the young man sold the blade of his sword because that action turned out to be so significant. 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.
- Look over the discussion questions at the end of the book and decide which ones you will use in discussing the book with students in Step 7.
- 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.



*Ahmad Shah Baba realized that he had little idea of the lives his people led. Why would that be important for him to know about?*

*What was significant about Ahmed Shah Baba's seeing the bird?*

*Why do you think it was necessary for Ahmad Shah Baba to wear a disguise to move among his people?*

*Why do you think Ahmad Shah Baba imposed new laws that caused hardships for the young man? What was the king trying to accomplish? Do you agree with what he did?*

*With each new law, the young man remained cheerful and figured out how to survive. What*

*do you think of his response to the hardships that befell him?*

See the "Suggested Reader Discussion Points" page at the end of the story (some of which are reprinted at the end of this guide) for more questions to encourage deeper thinking about the story. Choose some of these to include in this discussion, or use them for discussion another day.

### **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 *vexed* on the board, pronounce it, and have students say it with you. Remind students that it is used in the story to describe Ahmad Shah Baba at the beginning, when he is worried about the troubles in the land. The story says: *Although the great king was at the pinnacle of his power, he was vexed with troubles.*

2. Explain the meaning of the word, saying: *Vexed*

means very worried and frustrated. Ahmad Shah Baba was so vexed that he couldn't sleep at night.

3. Tell students a brief story about a time when you were vexed, 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 things goes wrong for me, I sometimes become vexed. For example, if I try to carry many things at once and end up dropping them all, I can be very vexed with myself. Or if I wake up late and have to rush about, I will also become vexed with myself. I don't like it when situations vex me, but sometimes, things are just too frustrating, and I end up feeling vexed!*

4. Have students work in groups of two or three to talk about situations in which they have been vexed. Ask them to use a form of the word two or three times in the telling (*vex, vexed, vexing*, 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: *pugnacious, safeguard, haggle, absorbing, disadvantage, retribution*.

### 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: shoes are used to protect the feet just as gloves are used to protect the hands. The relationship in each case is "protection for." We represent an analogy in this way and sometimes say: "Shoes are to feet as gloves are to hands." To make your thinking clear, it's important to state what the nature of the relationship is, so we will put that in parentheses.*

**shoes : feet : : gloves : hands**

*(Shoes are used to protect the feet just as gloves are used to protect the hands; the relationship is protection 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:

**water : drink : : food : eat**

*(Water is something we drink just as food is something we eat. The relationship in each case is the item and what we do with it.)*

**flour : bread : : meat : stew**

*(Flour is an ingredient in bread just as meat is an ingredient in stew. The relationship in each case is ingredient and what it is used to make.)*

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:

**soldiers : pugnacious : :  
ministers : \_\_\_\_\_**



(The expected answer is *disloyal*. The soldiers are described as pugnacious just as the ministers are described as disloyal. The relationship in each case is *the group and a characteristic of the group*.)

**water carrier : carries water : :  
cobbler : \_\_\_\_\_**

(The expected answer is *makes shoes or repairs shoes*. A water carrier's job is to carry water just as a cobbler's job is to make shoes. The relationship in each case is *the worker and the job done by the worker*.)

**cobblers : repair shoes : :  
merchants : \_\_\_\_\_**

(The expected answer is *sell goods*. A cobbler repairs shoes just as a merchant sells goods.. The relationship in each case is *the person and what the person does for a living*.)

#### **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 the disguised king first meets the man working as a cobbler, the story tells us only a few things about the young man, but we can infer quite a lot from what little we are told. What are some inferences we can make about what kind of person the young man 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 young man is cheerful (because of his radiant smile), industrious (because he has worked all day), content with his life and not likely to worry (because of his statement that he would trust in God and find another type of work if needed).

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

*When the king first meets the young man, he is in disguise. The story doesn't tell us much, but we can infer quite a lot from the words and pictures. What are some inferences we can make about what kind of person the king 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 king is thoughtful (because he wants to understand his people as much as possible), that he does not need to be the center of attention (because he is in disguise and staying in the background), and that he is willing to do whatever is necessary to learn (because he goes to a lot of trouble to disguise himself and keep his identity hidden).

3. Now engage students in drawing conclusions about the two main characters. 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 Ahmad Shah Baba and the young man has details about them both. When we put all the details together, what conclusions might we draw about rulers and the people they rule?*

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 rulers are most effective if they understand their people and if they talk to and listen to the people directly. Students might also talk about how rulers are more likely to see and hear the truth if they keep their identity hidden. Students might also say that for ordinary people it's good to be industrious, resourceful, and cheerful, like the young man, and that doing so will help to make society better and thus enable rulers do a better job. 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: *It's good to work hard.*

**Level 3:** Student is able to draw conclusions that show a reasonable understanding of one or both characters, such as *Kings are better rulers if they understand their people or Kings can learn a lot from ordinary people.*

**Level 4:** Student is able to draw substantive conclusions that show some depth of understanding, such as: *Leading the right kind of life develops the kind of character that is of critical value or What matters is not so much the circumstances that life brings but how you respond to the circumstances.*

## **WRITING ABOUT STORY CONCEPTS**

This activity will encourage students to think more deeply about the story by writing about how people respond to their life circumstances.

1. Remind students of how the young man responded to his life circumstances. Say something like this: *The young man remained industrious and resourceful even when his life took unfortunate turns. His characteristics led, in the end, to a better life for himself and to his being able to serve others.*

2. Ask students to think of examples of situations in their own lives, or in other stories, that illustrate the young man's character. Have them work in groups of two or three to share their ideas in preparation for writing. Encourage them to discuss: *How do people respond to unfortunate circumstances? What leads people to be resourceful and industrious, even in the face of bad fortune?*

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 several literacy skills and will have students do other activities that you choose.

### WRITING SIMILES

The story includes a comparison in the form of a simile, which gives you a good opportunity to help students understand this figure of speech.

1. Remind students that at the beginning of the story, the king says, "I have as much notion of their lives as an elephant has of a gnat."
2. Explain that a simile is another way to state a comparison that includes the word like or as. A simile compares things that are not like each other in many ways but are alike in a notable way. Like an analogy, a simile is a comparison, but the expression of the comparison is different.
3. Point out that in this simile, the king means he knows as much about his people as an elephant knows of a gnat—meaning he knows next to nothing. Tell them that this is a type of comparison used by many writers to make their writing interesting and their points memorable.
4. Show students these other similes by writing them on the board and reading them aloud:

*The girl ran through the field as fast as the wind.*

*The boy's hair was as black as a moonless sky.*

*Thanks to the flood, the river water was as brown as coffee.*

*The man is as thin as a fishing pole.*

*My fingers are as cold as icicles.*

5. Have students work in groups of two, three, or four to compose their own similes to share with the whole class. Give them some ideas to spark their thinking, such as:

*I'm as warm as \_\_\_\_\_.*

*We were as tired as \_\_\_\_\_.*

*The man was as tall as \_\_\_\_\_.*

*The woman was as smart as \_\_\_\_\_.*

*That chair is as comfortable as \_\_\_\_\_.*

*They work as hard as \_\_\_\_\_.*

Also encourage students to think of as many original similes as they can.

6. Have students ask their family members and neighbors for other examples of similes that they use regularly, and have them bring the examples in to class to share.

**Assessment of Performance for Day 5:  
Writing Similes**

*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 simile.

**Level 2:** Student is able to generate one or two simple similes.

**Level 3:** Student is able to generate several interesting similes.

**Level 4:** Student is able to use and generate many thoughtful, clever similes.



## SEQUENCING STORY EVENTS

In this activity, students put the events 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 king outlaws the carrying of water for others. (7)*

*Ahmed Shah Baba makes the young man his Grand Vizier. (13)*

*The new palace guard sells his metal blade and makes a wooden one. (10)*

*The king outlaws the mending of shoes. (5)*

*Ahmad Shah gets an idea from observing a bird. (2)*

*Ahmad Shah talks to a young man working as a cobbler. (4)*

*The young cobbler finds work carrying water. (6)*

*Ahmad Shah orders all woodcutters to become palace guards. (9)*

*Ahmad Shah Baba is vexed about the troubles he faces. (1)*

*A man is accused of murder. (11)*

*Ahmad Shah disguise himself and walks among his people. (3)*

*The young man's wooden sword saves an innocent man. (12)*

*The water carrier gets work as a woodcutter. (8)*

2. Say: *These are thirteen main events in 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.

### 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.

# 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 Wisdom of Ahmad Shah* 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 A SEQUEL TO THE STORY

This story lends itself to thinking about what might happen next, after the young man becomes the king's vizier. Here are the steps to follow to encourage students to generate a sequel to the story:

1. Say to students: *What do you suppose happened after the young man became Grand Vizier and served as an advisor to the king? Imagine that a particular problem occurred in the kingdom and that Ahmad Shah asked his Grand Vizier to help him work out a solution. What would the problem be? What solution would the Grand Vizier suggest? You can use your ideas to write a sequel to this story to show how the young man served the king as the Grand Vizier.*
2. Have students meet in groups of three or four to discuss their ideas and decide on a sequel. Each student can write a different sequel, or students in a small group can collaborate to write a sequel. Or you may want to have students simply discuss their ideas for different sequels without writing.
3. Have students share their sequels with the whole class.
4. You may also want to have students talk to their families and neighbors about Ahmad Shah Durrani and find out what the adults know about him. You

may want to have students bring in additional stories from home about the revered ruler to share with the class.

### 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.

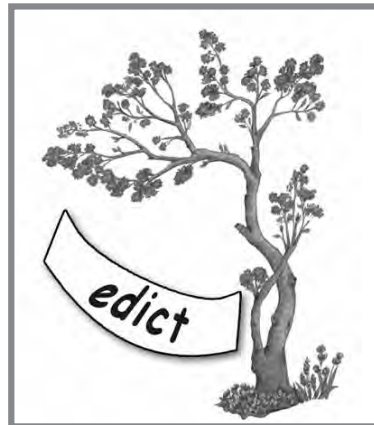
**Level 3:** Student is able to generate more than one sentence that follows a pattern.

**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 a word that describes the ministers whose behavior worried the king. Can you guess my word? (disloyal)*

*I'm thinking of a word. This word describes the king's clothes when he left the palace in disguise. Can you guess my word? (ragged)*

*I'm thinking of a word. This is word described what the old woman was doing when the young man saw her with her bucket of water. Can you guess my word? (struggling)*

*I'm thinking of a word. This is a word that means law. The king issued one of these against mending shoes, carrying water, etc. Can you guess my word? (edict)*

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 cobbler was repairing shoes when Ahmad Shah met him. Can you think of a synonym for repair? A synonym means the same as repair (Possible synonyms are fix, restore, patch, improve.)*

*Now can you think of an antonym for repair? An antonym means the opposite of repair. (Possible antonyms are break, destroy, smash, bust.)*

Other words that can be used for this activity are: *proclamation, fortune, dilapidated, embroidered.*

### 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 *king, cobbler, disguise, edict, vizier, sword* and other words, such as *bird, idea, shop, bucket*.

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 adjectives.

1. Explain to students that an adjective is a part of speech that modifies (qualifies, tells more about) nouns or pronouns. Say that in this lesson they will learn more about this particular part of speech.

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

*His magnificent empire extended from eastern Iran to northern India.*

Tell students: *The word magnificent is an adjective that modifies (qualifies or tells more about) empire. The word eastern is an adjective that modifies Iran, and the word northern is an adjective that modifies India.*

*The king was an outstanding general and just ruler.*

Tell students: *The word outstanding is an adjective that modifies general, and the word just modifies ruler.*

*Disloyal ministers, pugnacious and unruly soldiers, incompetence, and greed seemed to surround him!*

Tell students: *The four nouns in the sentence are: ministers, soldiers, incompetence, and greed. The word disloyal modifies ministers. The words*

*pugnacious and unruly modify soldiers.*

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

*He noticed a cobbler repairing a merchant's shoes. (Merchant's modifies the noun shoes.)*

*The young cobbler sat back, a radiant smile on his face.*

*(Young modifies cobbler; radiant modifies smile; his modifies face.)*

*The disguised king went into the town and found the young man sitting under the eaves of a dilapidated shed.*

*(Disguised modifies king; young modifies man; dilapidated modifies shed.)*

4. Have students generate original sentences that use adjectives 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 adjectives are in each.

### Assessment of Performance: Adjectives

*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 adjectives in the provided sentences.

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

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

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

## DRAWING AND RETELLING

Students can refine their comprehension of *The Wisdom of Ahmad Shah* 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 wisdom of Ahmad Shah. 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. 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.*
2. 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.*
3. 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 young man was thinking when he heard the edict that mending shoes was no longer allowed or when he was taken to the palace to be a guard. Or you could write what the king was thinking when he issued one of the edicts that created hardship for the young man.*

**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:

Some two hundred and fifty years ago the great King Ahmad Shah Durrani ruled Afghanistan.

And Ahmad Shah Baba, the father of modern Afghanistan, realized that he had found his Grand Vizier, a man with the qualities he needed to help him run his empire, rule his people justly, and improve their lives.

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 time in class before they try to perform outside the classroom. The practicing can take place over the course of a week or two.

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

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

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

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

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

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

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



## DRAMATIZING THE STORY

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

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

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

the young man

Ahmad Shah Baba

the old woman with the water bucket

the old man carrying wood on his back

palace guards

the accused man

townspeople

Go through the characters one at a time and ask for volunteers to play the part. For instance, say, “*Who wants to be the young man in our play?*” Choose a volunteer and write that student’s name next to the name of the character. Continue until you have a student to play every part. Tell the actors that they will be improvising their parts. That is, they do not have to memorize the dialogue from the book but rather can use their own words.

3. Explain that as a class, you will be performing the play more than once and that others will get a chance to be actors the next time. Say that everyone who is not going to be in the play has an equally important part to play as a member of the audience. Explain that you are the “director” of the play and will be



giving them prompts and suggestions to get them started and to make the performance go smoothly but that you want them to interpret the play in their own way. That is, they should use their own words, gestures, and movements as they act out each scene.

4. Decide on areas of the room to use for the setting in the story (the cobbler's hut, the palace, 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**

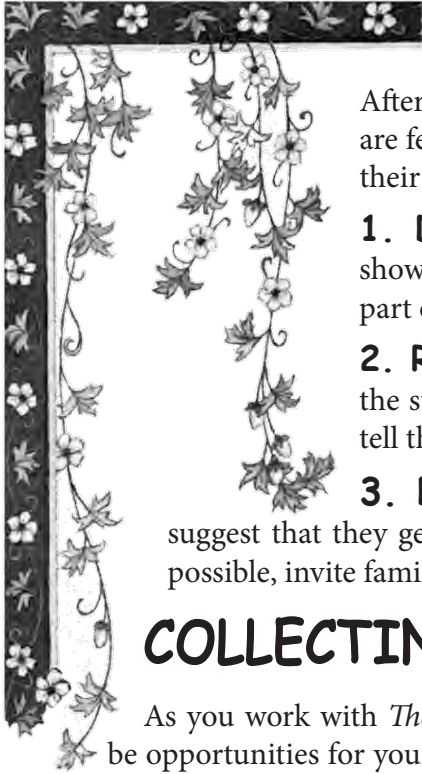
*Levels of Progress 1 - 4: Use these levels to determine your students' performance on the Student and Classroom Performance Charts provided in the back of this guide.*

**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 Wisdom of Ahmad Shah* 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 Wisdom of Ahmad Shah is 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.

## SOME SUGGESTED READERS' DISCUSSION POINTS

*(See other discussion points in the book.)*

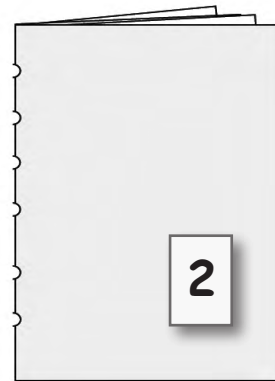
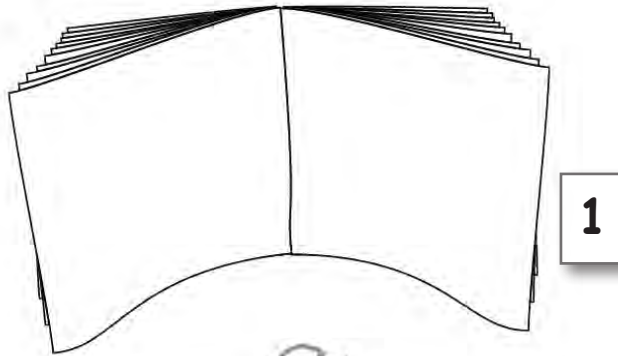
- What qualities do you think the young woodcutter has? See if you can come up with at least five qualities. (Examples of appropriate qualities for the woodcutter are: patience, perseverance, courage, generosity, integrity, optimism, faith, intuition.)
  - How were these qualities useful for (a) the woodcutter and (b) King Ahmad Shah?
  - Would these qualities be useful for your own life – why do you think so?
  - Give examples of situations where each of the qualities you think the young man has could be useful for you at home, in school, and/or in your future life as an adult.
  - What qualities do you think King Ahmad Shah has? See if you can come up with at least five qualities. (Examples of Ahmad Shah's qualities are: sagacity, perceptiveness, intelligence, empathy, intuition, courage, humility, faith, resolve, fairness and responsibility.)
-



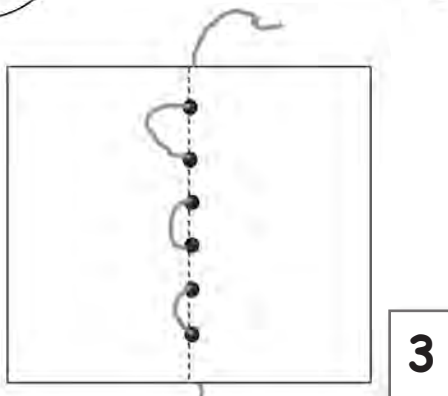


# Instructions for Making a Simple Book

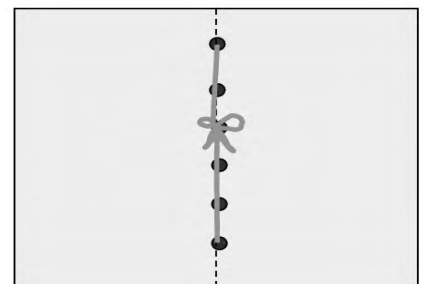
Fold pieces of paper in half all at once.



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 Wisdom of Ahmad Shah*

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: Building Vocabulary				
DAY 3: Vocabulary & Concepts (Analogies)				
DAY 4: Making Inferences & Drawing Conclusions				
DAY 4: Writing About Story Concepts				
DAY 5: Writing Similes				
DAY 5: Sequencing Story Events				

### ADDITIONAL LITERACY ACTIVITIES

Writing a Sequel to the Story				
Vocabulary				
Spelling				
Grammatical Concepts (Adjectives)				
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 WISDOM OF AHMAD SHAH

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: Building Vocabulary				
DAY 3: Vocabulary & Concepts (Analogies)				
DAY 4: Making Inferences & Drawing Conclusions				
DAY 4: Writing About Story Concepts				
DAY 5: Writing Similes				
DAY 5: Sequencing Story Events				
ADDITIONAL LITERACY ACTIVITIES				
Writing a Sequel to the Story				
Vocabulary				
Spelling				
Grammatical Concepts (Adjectives)				
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:
  - Making Inferences, Story Sequencing & 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

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

