

The Clever Boy and the Terrible, Dangerous Animal

by Idries Shah

Illustrated by Rose Mary Santiago



**HOPOE LITERACY CURRICULUM
TEACHER'S ACTIVITY GUIDE**

Teaching-Stories™: Learning that Lasts
Grades PreK - 1

Hoopoe Early Literacy Curriculum *Teaching-Stories: Learning That Lasts*



**A Teacher's Activity Guide for
Pre-K – 1st Grade**

The Clever Boy and the Terrible, Dangerous Animal

by
Idries Shah

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WORKSHEETS: The worksheets in this guide can be used for many of the activities. Worksheets include: paper bag puppet guides; guides for felt-board characters; color picture cards; watermelon-growing cards.



Standards

Symbols Used in this Guide:

- ◇ National Standards for Arts Education K-4
- ◇◇ National Standards for English Language Arts K-12
- ◆ National Head Start Child Outcomes PreK
- ◆◆ National Principles and Standards for School Mathematics PreK-K
- ^ National Science Education Standards K-4
- ^^ National Geography Standards K-12
- % National Head Start Program Standards
- %% National Association for Sport and Physical Education

OTHER HOOPOE BOOKS

The Boy Without a Name
The Farmer's Wife
Fatima the Spinner and the Tent
The Lion Who Saw Himself in the Water
The Magic Horse
The Man and the Fox
The Man with Bad Manners
Neem the Half-Boy
The Old Woman and the Eagle
The Silly Chicken

Other Teacher's Activity Guides

Activity Guides for PreK-1

The Farmer's Wife
The Lion Who Saw Himself in the Water
The Man with Bad Manners
The Man and the Fox
The Old Woman and the Eagle
The Silly Chicken

Lesson Plans for Grades 1 – 2

The Clever Boy and the Terrible, Dangerous Animal
The Lion Who Saw Himself in the Water
The Man with Bad Manners
The Man and the Fox
The Old Woman and the Eagle
The Silly Chicken

Lesson Plans for Grades 3 – 5

The Boy Without a Name
Fatima the Spinner and the Tent
The Lion Who Saw Himself in the Water
The Magic Horse
Neem the Half-Boy
The Old Woman and the Eagle

For information about these and other educational materials, please visit
www.hoopoekids.com



**"Through repeated readings, these stories
provoke fresh insight and more flexible thought in children."**

NEA TODAY - The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES™ FROM HOOPOE BOOKS

Where schools for children are rare, education comes primarily from stories. For many, many centuries, the peoples of Afghanistan, Central Asia, and the Middle East have told stories among themselves and to their children. Idries Shah, who came from Paghman, Afghanistan, spent 30 years of his life collecting, selecting, and translating stories from this tradition. Those he selected were Teaching-Stories created specifically to help people of all ages better understand themselves and their world. Reading or telling these stories, even today, offers much more than entertainment – though, of course, they are entertaining – and much more than a simple moral.

Shah is the author of Hoopoe Books' collection of these ancient tales written especially for children. Teaching-Stories contain, in the movement and thoughts of characters, in what happens to them, and in the challenges they face, information that informs and prepares us for similarly structured events in our own lives.

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 and adults, too, learn to understand their lives and reflect on how people think and act in various situations. These tales help us all learn to distinguish effective from ineffective patterns of thought and action. For children, these stories illustrate qualities such as self-reliance, the ability to overcome irrational fears, peaceful negotiation rather than violent confrontation, and much else.

USING THE TEACHING-STORIES

You will be able to accomplish many things by using the Hoopoe Books Teaching-Stories in your classroom including:

- ★ To allow and encourage children to absorb each Teaching-Story so that it can help them understand and prepare for analogous situations in their own lives.
- ★ To encourage children to enjoy and appreciate stories from the cultures of Afghanistan and other parts of Central Asia and the Middle East that have been told for many generations.
- ★ To guide discussions of the stories in ways that each story will help children learn to think more effectively.
- ★ To use the language patterns and vocabulary of the stories in ways that will help children learn to read and use language effectively themselves.
- ★ To give children opportunities to think about the meanings of the stories in ways that will enrich their lives.

HOW THIS GUIDE CAN HELP YOU

This guide gives you many activities to do with *The Clever Boy and the Terrible, Dangerous Animal*. Children will get the most out of this story if you remember these points:

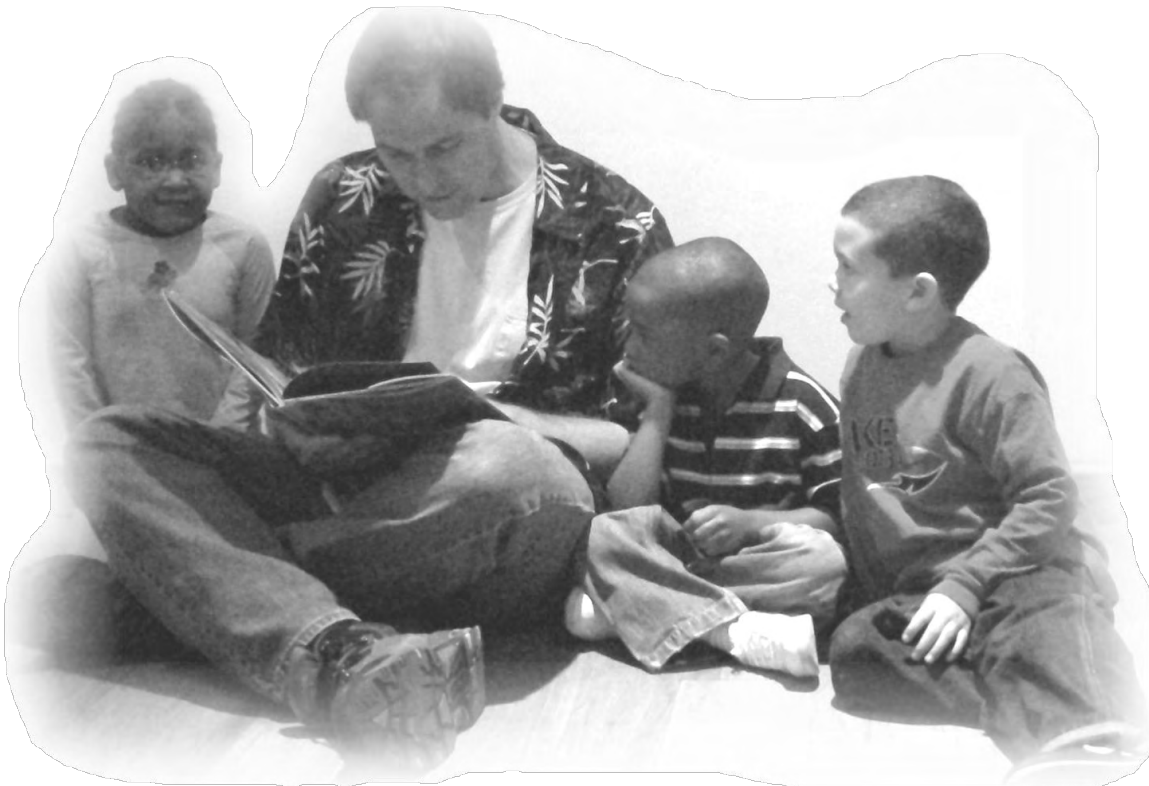
- ★ Children need to hear this story several times in order to become familiar with it and begin to understand its meanings. This guide will give you ideas for reading and rereading the stories to children in order to have them learn the stories.
- ★ Children understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging children in discussions so that they can express the meanings the stories have for them.
- ★ Children 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.
- ★ Children enjoy making a story their own by engaging in different types of activities that relate to the story. This guide will give you ideas for using center activities that will help children better understand the story.
- ★ Children will enjoy the stories even more if they share what they are learning with their families. This guide will give you ideas for having children share the stories and what they are learning at school with their families.

ACTIVITY GUIDE FOR USING THE STORIES IN THE CLASSROOM

The activity guide is designed to help you get the most from working with Teaching-Stories. This guide is organized into group activities, center activities, and activities that build home/school connections. All of the activities in this guide are tied to national education standards for PreK-1st grade.

You may have a few things to prepare for each lesson. A day or two before you use an activity, look over the plan to make sure you understand the steps and make any necessary preparations.

For more information on the Teaching-Story and its use as an educational instrument, please download the free booklet *Teaching-Stories: Learning that Lasts* from our website www.hoopoekids.com.



"These Teaching-Stories can be experienced on many levels. A child may simply enjoy hearing them; an adult may analyze them in a more sophisticated way. Both may eventually benefit from the lessons within."

Lynn Neary *"All Things Considered,"* NPR News, Washington
(An audio version of this entire program can be heard on www.hoopoekids.com)

I. GROUP ACTIVITIES



Story Synopsis

The Clever Boy and the Terrible, Dangerous Animal

Villagers are terrified of something unfamiliar that they assume is a terrible, dangerous animal. A boy, visiting from a neighboring village, helps them overcome their fears by teaching them what the object really is – a watermelon.

In an amusing way, this story illustrates how irrational fears, based on ignorance, can grow. Becoming familiar with this idea can help children deal more easily with similar fears of their own. It also illustrates that even a small child can make a difference. By sharing what the boy knows, the whole village benefits.



A. READ ALOUD



Reading books aloud to children is one of the most important things you can do. When done with skill and on a regular basis, reading stimulates development in all areas of language and literacy: listening, speaking, reading and writing. This easy-to-do activity builds a range of important cognitive and communication skills. This basic activity

addresses many standards and objectives. Reading together is also a social activity, creating a bond between the child and the reader.

Repetition Deepens Understanding

Children love to hear Teaching-Stories again and again. With each rereading, children learn what they can in accordance with their understanding. At first, a child may respond only to one character or event in the story, or understand only the most basic meaning. But with each reading, he or she will find more meanings and insights.



Standards*

Children will:

- ★ demonstrate increasing ability to attend to and understand conversations and stories.♦
- ★ show growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.♦
- ★ demonstrate progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.♦
- ★ progress in learning how to handle and care for books, knowing to view one page at a time in sequence from front to back, and understanding that a book has a title, author and illustrator.♦
- ★ begin to understand and share opinions about artistic products and experiences.♦
- ★ progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.♦
- ★ read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. ♦♦
- ★ understand there are different responses to specific artworks.♦

*See legend on Table of Contents page for description of symbols.

ACTIVITIES

1. Practice reading the story aloud a few times to perfect fluency and inflection.
2. Choose a prop to focus the children's attention and trigger prior knowledge to help comprehension. In this case it might be toy dinosaurs, lions, "monsters," felt-board characters, or puppets. (To make simple paper bag puppets and felt-board characters, see instructions in the back of this guide.)



I. Group Activities

3. Introduce the book by telling about the story, the “title,” “author” and the “illustrator” and using those important vocabulary words.
4. Read with expression, enjoyment, and enthusiasm! Remember, enthusiasm is infectious – your own enjoyment tells the children that they will enjoy reading, too.
5. After reading the story, have children choose an illustration in the book and explain why they like the picture and tell something that they think the illustrator did that was different or especially interesting to them.

ASSESSMENT

- Ask questions and encourage the children to ask questions before, during and after the story. See some discussion-starter questions in the following Discussion section.
- Invite children to recall and retell the story.



B. DISCUSSION



A discussion is more than just questions and answers. It is a back and forth sharing of thoughts and ideas. However, questions are a great way to start a discussion. Remember to listen and respond to whatever children have to say. Add to their thoughts with extension ideas, vocabulary, and genuine interest.

Ask questions that engage the child in making her/his own assessment of a situation and that encourage analogical thought (i.e., using the characters and events of the story to identify with and respond to “if this were me”). With Teaching-Stories, in particular, open-ended questions encourage analogical thinking and leave the door open for deeper levels of understanding.

Use “Wait Time” when asking questions

“Wait Time” refers to the amount of time you allow to elapse between the time you ask a question and the time a child begins to speak or the time you speak again. Waiting quietly and patiently encourages children to think before they respond. The number and quality of responses you get is likely to increase when students have time to think and formulate an answer.

Use wait times of 5 seconds or more after asking any question and after children answer questions. Remind the children that this is because you are paying close attention and thinking carefully about what they have said and that you want to be sure they have time to think and explain their views. Model and encourage this behavior in the discussion between the children.



Standards*

Children will:

- ★ apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.◊◊
- ★ use spoken, written, and visual language to accomplish their own purposes.◊◊
- ★ use an increasingly complex and varied spoken vocabulary.◆
- ★ develop increasing ability to find more than one solution to a question, task, or problem.◆

*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

Reading, writing, speaking and listening are all linked literacy activities. You might wish to use some of the following questions as group-writing prompts as well as prompts for oral discussion. (See "Group Writing" below.)

1. Before Reading - Prediction Questions

Prediction questions **activate children's prior knowledge**. This story was designed to help improve children's thinking and comprehension. It has distinct patterns of language and events that invite participatory listening and that lead to predictions about what will happen next. Before you begin reading the book, you might point to the picture on the cover and ask:

What do you think the terrible, dangerous animal is?

What do you think the clever boy will do?

2. During Reading

As you are reading the story, you might stop at critical junctures and ask children what they think will happen next.

When the boy is on his way to the village. ("Then he skipped down the road towards the other village.")

What do you think will happen when he gets to the village? Why do you think so?

When the people are pointing to the terrible, dangerous animal. ("And when the boy looked where they pointed, he saw a very large...")



I. Group Activities

What do you think the people are pointing to? Why do you think so?

When the boy discovers that the dangerous animal is really a watermelon.

What do you think the boy will do now? Why do you think so?

When the boy explains that watermelons are edible. ("Watermelons are very nice to eat. We've got lots of them in our village and everyone eats them.")

What do you think will happen next? Why do you think so?

3. After Reading - Developing Comprehension

Discussing the story after reading enables children to deepen their understanding of the characters and events. Here are some questions you may want to ask to help children develop their comprehension of the story. Choose the questions you wish to use. You do not have to use all of them.

What did the clever boy's mother say when he asked her if he could go to see the other village? Why did she say that?

Why did the clever boy decide to go see the other village?

What was the terrible, dangerous animal?

What did the clever boy do with the piece of watermelon he cut?

Why did the clever boy laugh so hard when he saw what the people were pointing to?

How did the people react when the clever boy took a bite out of the watermelon?

Why did they think he was a terrible, dangerous boy?

Why did the clever boy think that the people were so silly?

Why did the clever boy teach the people to grow watermelons?

4. After Reading - Reflecting on the Story

Invite children to reflect on and interpret events in the story with questions like the ones below. Again, you do not have to use all of them, but choose some that will initiate discussion and reflection.

What was your favorite part of this story? Why? What was your favorite picture? Why?

What does this story make you think about?

What questions do you have about the story?

Why did the people think that the clever boy was brave?

Can a watermelon really hurt someone?

Was the clever boy afraid of the watermelon? Why or why not?

How can you tell if someone is afraid?

Why were the people afraid of the melon?

Why did the people think that the watermelon was actually a terrible, dangerous animal?

Do you think that the people were silly? Why or why not?

Do you think that laughter can sometimes make a situation less scary? Why or why not?

5. After Reading - Exploring Analogies

Invite children to relate events, characters and situations in the story to themselves, to similar elements in other stories and to elements in the world around them. Thinking analogically in this way helps children better understand themselves and others. Here are some suggestions for questions to stimulate this kind of thinking:

Have you ever been afraid of something just because other people were afraid of it?

Have you ever been afraid of something that you'd never seen before? How did you react?

Have you ever been scared of something that turned out to be really good like the watermelon?

Have you ever thought someone was silly because they didn't understand something?

How can you tell if something is really dangerous?

Have you ever been attacked by a watermelon? (kids love FUNNY)

Now that you know the story of The Clever Boy and the Terrible, Dangerous Animal, what might you do if you saw something you've never seen before now?

Did you ever know about something that an adult didn't know about?

Have you ever done something clever like the clever boy?

Have you ever helped somebody the way that the clever boy helped the village people?

Has anyone ever shown or told you something that surprised you and helped you?

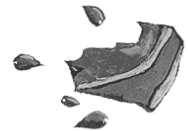
Would you ever like to go to a different village like the clever boy?

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

Does this story remind you of another story you have heard?



C. ORDERING



Standards*

Children will:

- ★ show progress in understanding and following simple and multiple-step directions. ♦
- ★ show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. ♦
- ★ understand and represent commonly used fractions, such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$. ♦♦

*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Have cards with pictures of several events in the story. Have children use the book to help them put the pictures in the order they appear in the story. Then encourage them to do it without the book. **(Some cards to cut and laminate are included in this guide.)**
2. Have pictures of a growing watermelon and have children order the pictures from beginning (the seed) to a full-grown watermelon. **(Some pictures you can use included in this guide.)**
3. Help children make Chilled Watermelon Soup (see recipe). Note whether children can identify a cup vs. a half-cup when asked. Note which children need reminding of the ingredients to continue with the activity.

Chilled Watermelon Soup

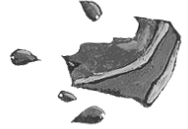
- 1 watermelon, seeded and rind removed
- 1 cup apple juice
- 1 cup cranberry juice
- 1 cup 1% plain yogurt
- $\frac{1}{2}$ cup chopped fresh mint

- Puree watermelon in food processor and transfer to large bowl (adult supervision needed with this step).
- Add juices and mix with whisk until well incorporated.
- Beat in yogurt and mint.
- Chill and serve.





D. GROUP WRITING



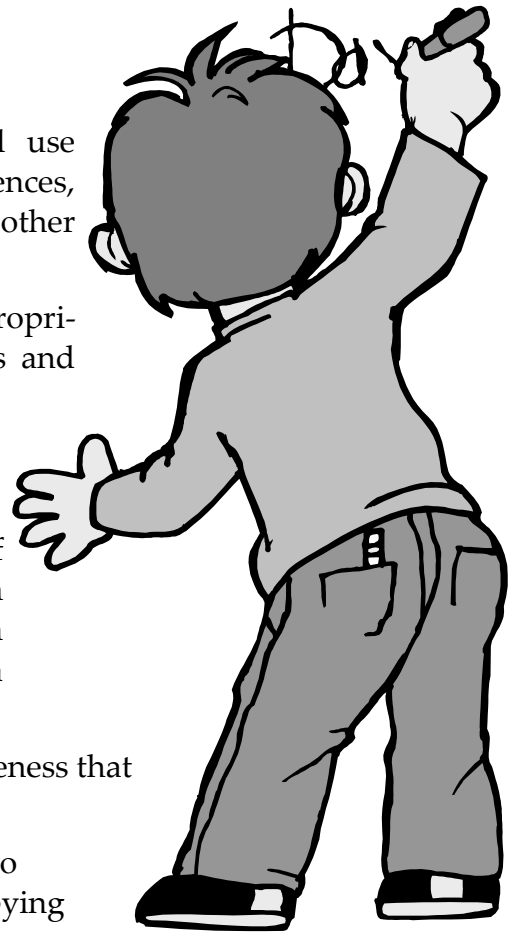
Writing with children draws attention to print, introduces the alphabet, models directionality of print, and sharpens communication skills. Use large print, repeat what you write, and involve the children in listening, speaking, writing and reading throughout the activity.



Standards*

Children will:

- ★ develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.♦
- ★ progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.♦
- ★ develop understanding that writing is a way of communicating for a variety of purposes.♦
- ★ demonstrate increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.♦
- ★ associate sounds with written words such as awareness that different words begin with the same sound.♦
- ★ progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.♦
- ★ adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.◊◊
- ★ participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. ◊◊



*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Introduce the vocabulary words:

clever dangerous frightened terrible

2. Ask children to tell you what they think these words mean. Write down each child's definition on a chart, reading the words back as you write. This will show you how many children have prior knowledge of these words and understand the ideas. This will indicate how much detail you need to use when explaining each word.

3. Have children suggest words from the story they want to see written. Place them on a chart and let the child who suggested the word draw an image next to the word to identify it. These pages can be turned into books and placed on shelves with other "published" books for children to read.

4. Write a group letter to the clever boy's mother telling her what her son did in the other village. You might want to make a copy of the letter for each child. Children can illustrate their own letter.



E. SOUNDS OF LANGUAGE



The basis for advanced language skills lies in the ability to discriminate the sounds of language and to manipulate those sounds.



Standards*

Children will:

- ★ show increasing ability to discriminate and identify sounds in spoken language.♦
- ★ show growing awareness of beginning and ending sounds of words.♦
- ★ show growing ability to hear and discriminate separate syllables in words.♦
- ★ associate sounds with written words, such as awareness that different words begin with the same sound.♦

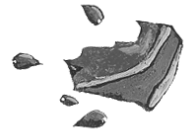
*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Have children recall the sounds that the villagers made. Then ask:
*What sounds do **you** make when you are scared?*
*What sounds do **you** make when you are excited?*
*What sounds do **you** make when you are surprised?*
2. Have children listen to and talk about the different sounds.
3. Demonstrate compound words. Say: "Watermelon" is made up of two words: water and melon. What other words can you think of that are made up of two words?
4. Keep an ongoing list of compound words in the classroom.
5. Have the children think of as many "nonsense" words they can think of that rhyme with "melon," and then some that rhyme with "boy."



F. MUSIC AND RHYTHM



Standards*

Children will:

- ★ participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances. ♦
- ★ express through movement and dancing what is felt and heard in various musical tempos and styles. ♦
- ★ show growth in moving in time to different patterns of beat and rhythm in music. ♦

*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Sing: **A Watermelon Song** (to the tune of "Mary Had a Little Lamb")

Plant the se-ed in the ground,
 In the ground, in the ground,
 Plant the se-ed in the ground,
 And wait for it to grow.

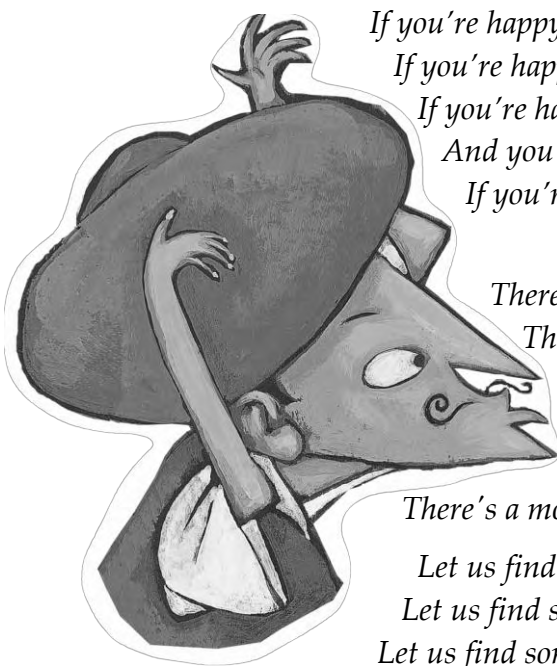
Water the se-ed in the ground,
 In the ground, in the ground,
 Water the se-ed in the ground,
 And wait for it to grow.

II. Center Activities

The sun shines on the little plant,
The little plant, the little plant,
The sun shines on the little plant,
So it will really grow.

Watermelon on the vine,
On the vine, on the vine,
Watermelon on the vine,
So juicy and now it's MINE! [shout!]

2. Sing: **The Terrible, Dangerous Animal Song** (to the tune of "If You're Happy")



If you're happy and you know it, say "hooray."

If you're happy and you know it, say "hooray."

If you're happy and you know it,

And you really want to show it,

If you're happy and you know it, say "HOORAY!"

[Shout the last word]

There's a monster in the field - are you sure?

There's a monster in the field - are you sure?

There's a monster and we know it

And everyone can show it! [Hands pointing in same direction]

There's a monster in the field - are you sure?

Let us find someone clever - so we'll know,

Let us find someone clever - so we'll know,

Let us find someone who knows

How to step on monsters' toes. [Stomp feet]

Let us find someone clever - so we'll know.

See the watermelons grow - in the field,

See the watermelons grow - in the field,

See the watermelon grow

And we're happy that we know

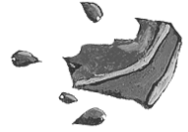
There's NO monster in the field -- WE ARE SURE!

3. Have children listen to different music (just instrumental) and talk about how they think the composer was feeling when he wrote the music. Then let them move to the music demonstrating that emotion.

II. CENTER ACTIVITIES



A. LISTENING CENTER



Standards*

Children will:

- ★ demonstrate increasing ability to attend to and understand conversations, stories, songs, and poems.♦
- ★ show growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.♦
- ★ show progress in recognizing the association between spoken and written words by following print as it is read aloud.♦

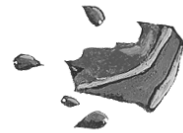
*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Introduce the idea of listening to the story with the equipment in the Listening Center. Make sure children know how to use the equipment and that it is set up to make use as easy as possible. A simple green dot on the play button and a red dot on the stop button may be all that is needed to remind children which is which. Have the CD with page-turn signals and the book together so children can listen to the story whenever they want.
2. Have the Listening Center available as often as possible and note which children choose to participate in this activity.



B. DRAMATIC PLAY CENTER



Standards*

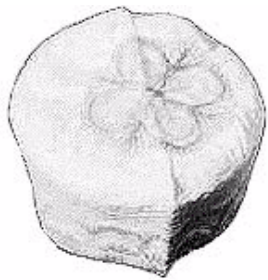
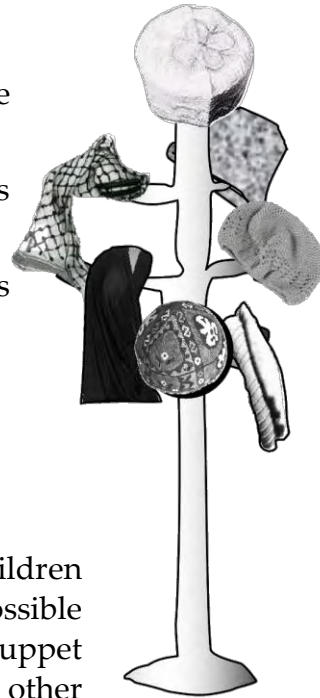
Children will:

- ★ participate in a variety of dramatic play activities that become more extended and complex.♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.♦
- ★ understand how culture and experience influence people's perceptions of places and regions.^^

*See legend on Table of Contents page for description of symbols.

ACTIVITY

Collect materials for the Dramatic Play Center that encourage children to explore the different roles and actions in the story. Some possible props could be puppets (see the back of this guide for simple puppet instructions) or some of the headwear found in the story and other headwear from the Middle East and Central Asia.



Some Muslim women wear a headscarf, usually called a *hijab*, and some Muslim men wear a skullcap. In Afghanistan, some men wear turbans of different colors, sizes and shapes. The way a turban (commonly called a *lungi* in Afghanistan) is worn – usually wrapped around a cap with a long flap to one side – varies from one part of the country to another. The Sikhs wear peaked turbans. Other headwear examples include woven rolled hats called *pakol* that are made of thick wool, sheep fur hats called *karakuli*, and the embroidered hats (see the image) worn in many parts of Afghanistan called *kulah* or *khwala*. Many Arab men in the Middle East wear a *kaffiyeh*, a rectangular piece of cloth, folded diagonally and then draped over the head.

ASSESSMENT

Note which children participate in these activities and at what level they are involved. Over time note whether children demonstrate through dramatic play a higher level of understanding and a greater complexity of role-playing.



C. ART CENTER



Standards*

Children will:

- ★ gain ability in using different art media and materials in a variety of ways for creative expression and representation. ♦
- ★ know the differences between materials, techniques, and processes. ♦
- ★ describe how different materials, techniques, and processes cause different responses. ♦
- ★ use different media, techniques, and processes to communicate ideas, experiences, and stories. ♦
- ★ use art materials and tools in a safe and responsible manner. ♦

*See legend on Table of Contents page for description of symbols.

ACTIVITIES

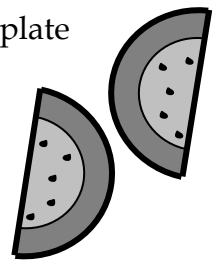
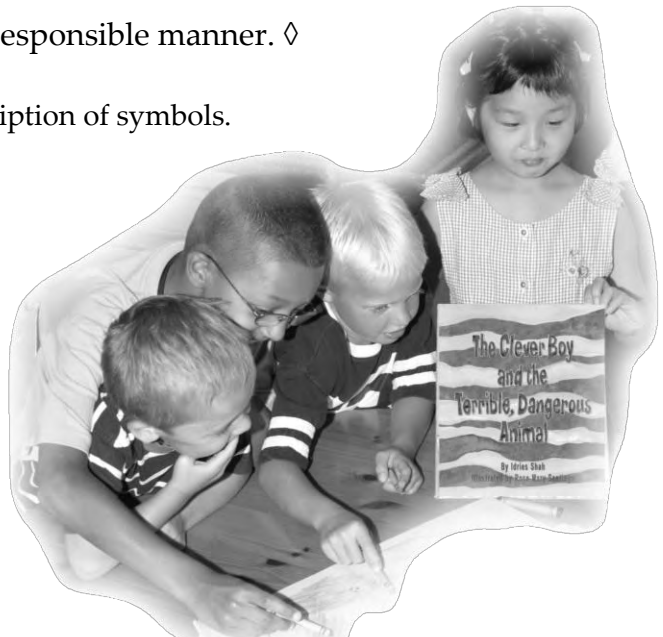
1. Have the children design a “terrible, dangerous animal” using clay, paints and paper, collage materials, papier-mâché or any other available materials.

2. Have the children draw their favorite part of the story.

3. Collect and dry some of the seeds from the various melons that you use in the Math/Science Center. Have children glue a seed to a piece of paper and draw what they would like it to look like when it grows.

4. **Make Watermelon Mobiles:** You will need one-half of a white paper plate for each child. Help the child write his/her name on the back of the plate.

- Have children color or paint the outer rim of the half plate green and the inside of the half plate red.
- Have them glue dried watermelon seeds or black construction paper “seeds” onto the red part.
- Attach yarn to one end of the “rind” and suspend the art in the classroom as decoration.



ASSESSMENT

Have children talk about their artwork – how they created it, what materials, tools and techniques they chose and why and what meanings were they trying to convey and why.



D. WRITING CENTER



Standards*

Children will:

- ★ develop understanding that writing is a way of communicating for a variety of purposes.♦
- ★ begin to represent stories and experiences through pictures, dictation, and play.♦
- ★ experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.♦
- ★ progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.♦

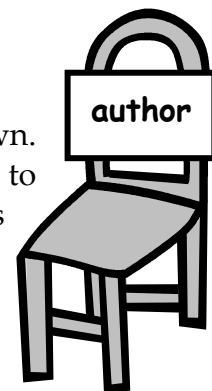
*See legend on Table of Contents page for description of symbols.

ACTIVITIES

1. Have the words that were discussed in the Group Writing activity – “**clever, terrible, dangerous, frightened**”– on word cards. Suggest that the children draw pictures of something/someone that is clever, terrible, dangerous, or frightening.
2. Draw a picture of something else that the villagers might have been afraid of. Make up a story about what happened.

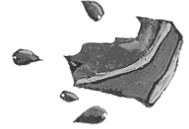
ASSESSMENT

Ask children if they would like to dictate their story for you to write down. Note which children use the word cards in their work. Ask those children to “read” their words back to you. This may be done from an “Author’s Chair” in large or small group time or individually. An Author’s Chair can be a specially decorated seat used exclusively for authors to read their works to an audience of any size. Parents, administrators and other “special people” can be invited to special author events or children can read to their classmates during regular play.





E. BLOCK CENTER



Standards*

Children will:

- ★ understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. ^^
- ★ begin to describe and discuss predictions, explanations, and generalizations based on past experiences. ♦

ACTIVITIES & ASSESSMENT

Have children notice that on the first pages of the book, only a very small portion of the clever boy's village is shown. Suggest that they construct what they think the rest of the village is like. Then draw a map of that village that was just created.



F. MATH/SCIENCE



Standards*

Children will:

- ★ begin to make use of one-to-one correspondence in counting objects and matching groups of objects. ♦
- ★ begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. ♦
- ★ develop growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. ♦
- ★ show increased awareness and beginning understanding of changes in materials and cause-effect relationships. ♦
- ★ develop understanding of scientific inquiry and of the properties of objects and materials. ^
- ★ sort and classify objects according to their attributes and organize data about the objects; represent data using concrete objects, pictures, and graphs. ♦♦

II. Center Activities

- ★ develop and evaluate inferences and predictions that are based on data.♦♦

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*See legend on Table of Contents page for description of symbols.

ACTIVITIES

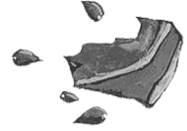
1. After examining and describing different whole melons, create a Venn diagram showing how they are alike and how they are different. (Some suggestions are cantaloupes, watermelons, seedless watermelons, honeydews, casabas, and Crenshaw melons.)
2. Predict what color they will be inside, how many seeds they will have inside, and what the seeds will look like. After opening each melon, see how close your predictions came to the correct answer.
3. After eating a variety of melons, chart the children's favorites. Remove and retain the seeds with each tasting.
4. Examine and sort different types of melon seeds. How many different ways can they be sorted?

ASSESSMENT

- Note the ways that the children sort the seeds. See if they discover categories such as color, size, and shape.
- Note if children's predictions change based on new information.



6. OUTDOORS



Remember that outdoors is an extension of the learning environment. You should plan activities that strengthen skills and use the uniqueness of the environment to your advantage.



Standards*

Children will:

- ★ understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. %%
- ★ grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks. ♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. ♦

*See legend on Table of Contents page for description of symbols.

ACTIVITIES

1. Plant melon seeds and track their growth and development over time. You may want to start with a seed on a wet paper towel in a plastic bag taped to the window. When sprouted, plant in soil. If you do not have a plot of ground to plant in, consider a garden container. Use a variety of different measuring techniques to track the length of the vines, the weight of the melons, the circumference of the melons, the size of the leaves. The measuring tools may include a string, a tape measure, a ruler, a yardstick, a bathroom scale, and a balance scale.
2. With outdoor blocks and boxes, create a community to travel to. Make roads or paths to follow to get to the community. Encourage some children to be the residents and some to be the visitors.

ASSESSMENT

- Observe and note as children work with materials, make their own observations, and problem-solve. How does their play change and grow over time?
- Note the conversations that children have during outdoor play. Does it include vocabulary and/or ideas from the story?



H. FOLLOW-UP



There will be opportunities to recall and use the story with your children. For example, when you see a child calling someone silly because he/she doesn't understand or can't do something, you might remind them of the clever boy who helped the people in the village understand and made a real difference to their lives by showing them what to do. Or, if you see children have fears about something they don't know or understand, discuss those fears with them, comparing them to the villager's fear and how the clever boy wasn't afraid because he understood more than they did. You might say something like:

Do you remember the story of the clever boy and the people who were afraid of what the people in the village thought was a terrible, dangerous animal, because they had never seen a watermelon before? Do you think something like that happened just now? Why do you think so?

Go back to the story from time to time, weeks or months later, to see if your students can remember the story. You and your students may find more meanings, concepts and insights from it as time goes on. Remember, these stories can be enjoyed and be useful for people of all ages.

III. HOME/SCHOOL CONNECTION

Parents are a child's first teachers

They know their child better than anyone, and their involvement in their child's development is critical. The best parent involvement is both ways between teachers and parents. Teachers should seek ways to send home information and activities that will get families involved in learning together. At the same time, encourage families to send to school evidence of those family activities so classes can celebrate the learning that happens at home.



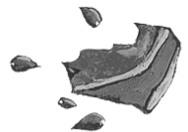
Standards*

Improve parent knowledge and involvement in literacy activities. %

*See legend on Table of Contents page for description of symbols.



ACTIVITIES & ASSESSMENT



A. Host a Parent Night: Here are some suggested activities for this event:

1. Show "The Magic of Reading" DVD and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like clarified.
2. Give out *The Clever Boy and the Terrible, Dangerous Animal* books or home literacy kits, and talk about the importance of doing reading activities at home with their children and the importance of returning any questionnaires on the material to you.
3. Display children's artwork, the growing melon seeds/plants activities and the children's writing at this event.
4. If the children attend this event, you might want to have them sing "A Watermelon Song" and/or "The Terrible, Dangerous Animal Song"

B. Parent/Child Reading and Art Activity: Have parents and children draw something they think of that they could share with others – as the clever boy does with his knowledge of melon cultivation. It could be a cookie or watermelon recipe, describing a special family trip to another city, a day at their favorite park, directions to

III. Home/School Connection

their favorite restaurant, how to do something their children are good at, etc. Ask them to return the pictures for discussion and display.

C. Parent Visitor/Speaker: Invite parents in to tell the children other stories that remind them of this story.

D. Host a “Pajama Party”: You might want to host a “Pajama Party,” where children and families come back to school in comfortable, loose clothing, even pajamas for the kids. Here are some suggested activities for this event:

1. Show “The Magic of Reading” DVD and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like clarified.

2. Give out *The Clever Boy and the Terrible, Dangerous Animal* books or home literacy kits.

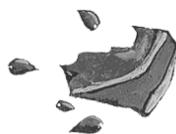
3. Show parents how to use the newsletter and have them read the *Clever Boy* with their children and use the questions in the newsletter.

4. Discuss with parents the importance of their completing and returning the questionnaires in the HLK.

5. Display children’s artwork, the growing melon seeds/plants activities, and the children’s writing at this event.

6. Have the families draw a picture of something that the story of the clever boy and the watermelon reminds them of. Ask them to share the artwork with the other children and families. Send these drawings home and suggest that families display them in their homes as you display children’s artwork in your classroom.

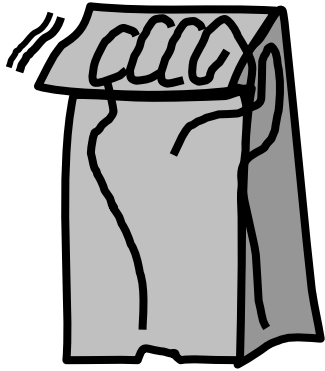
E. Family Sing: Have the children sing *A Watermelon Song* and/or *The Terrible, Dangerous Animal* song.



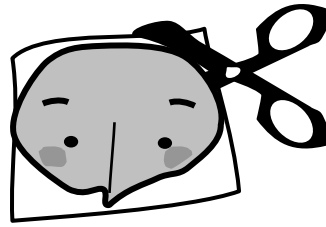
The worksheets in the following section can be used with many activities in this guide.

Hoopoe Books Teaching-Stories™

Clever Boy and Other Paper Bag Puppets



With bag over hand, move the puppet's mouth.



1. With a piece of cardstock or construction paper about the same size as the flap of the bag, draw the clever boy's top part of his face (eyes, cheeks, and nose). Or, glue on plastic eyes, colored paper, etc. Cut out the face.

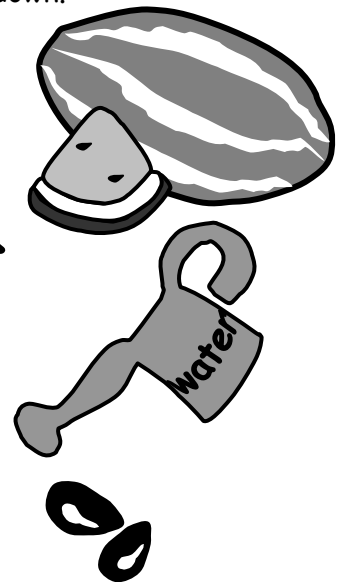
2. Draw and decorate the boy's hat using red construction paper, making sure it's roughly the same width as the head. Glue it to the top of the boy's head.



3. Cut out and glue on pieces of construction paper for hair and ears. Once the head is completely dry, glue it securely on the flap of the bag taking care not to glue the flap down.

4. Cut out other shapes for the clothes, hands, shoes and feet from construction paper or light-weight cardstock. Glue or tape pieces together and decorate pieces as desired by coloring, drawing, adding beads, buttons, pompoms, decals, pieces of wrapping paper, and so on.

Once the body is dry, glue, tape or staple the entire piece to the front of the bag (make sure you do not glue the bag shut).

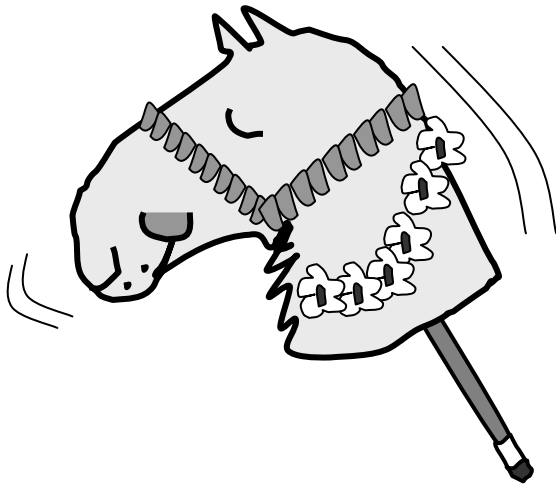
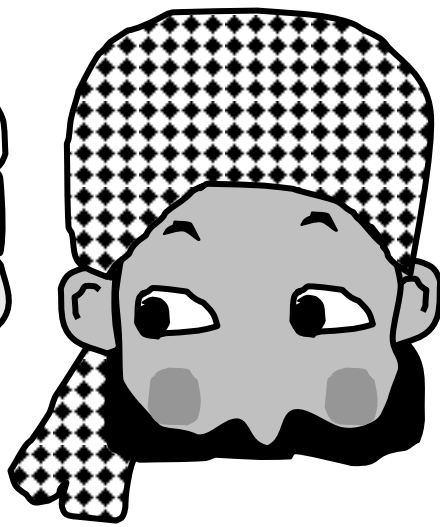


5. Finish by drawing or gluing a red tongue on a black background under the flap. Draw and cut out other props, such as the watermelon, the seeds, the watering can. These props can be glued, taped or paper clipped into place as needed for play. Allow the puppets to dry completely before use. Sometimes an extra bit of glue, tape or stapling needs to be applied for stabilization. **HAVE FUN!**

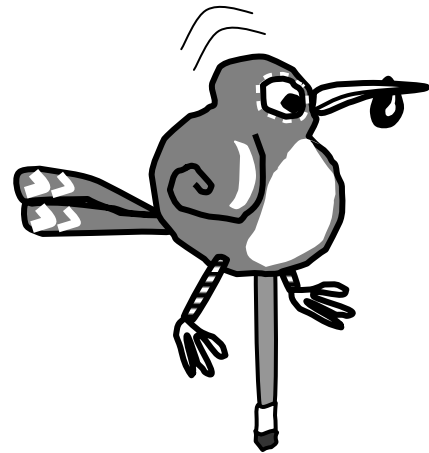
See next page for other pattern ideas.

Puppet Theater Ideas

- Place a tablecloth or sheet over a table and students sit under table and extend their puppets out from under the cloth to do their dialogues.
- Cut a rectangular window in a large cardboard box (such as an appliance box) on the front, and a "stage door" in the back. Have 1-2 students go inside box and perform their skits through the window.
- Place chairs facing each other and have students sit and perform their skits to each other. Have these puppets available in a drama center or storage bin for use whenever wanted.



Stick Puppets:
Draw, decorate,
and cut out animals.
Tape pencils or
sticks to the back
of cut-outs and
shake to make
them move.



Finger-Puppets

The Clever Boy

Go to www.hoopoekids.com to download detailed instructions on creating these wonderful props for little fingers. This is a great way to get parents involved and it's **FUN!**



How To Make Felt-Board Characters

The Clever Boy and the Terrible, Dangerous Animal

SUPPLIES:

1. Felt: black, brown, green, gray, light-peach, red, tan and yellow
2. Elmer's All-Purpose Glue or Aleene's Original Tacky Glue (works best!)
3. Markers, fine-point: black and red

WATERMELON:

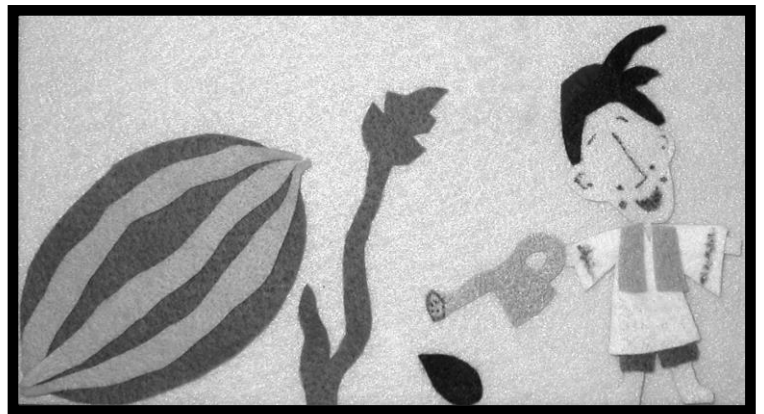
1. Cut out **MELON**
2. Glue on **STRIPES**

CLEVER BOY:

1. Cut out **BODY**
2. Glue on **SHORTS** and **CAP**
3. Glue on **SHIRT** and **HAIR**
4. Glue on **VEST**
5. Once dry, put drop of glue on back of neck
6. Draw face and shirt decorations

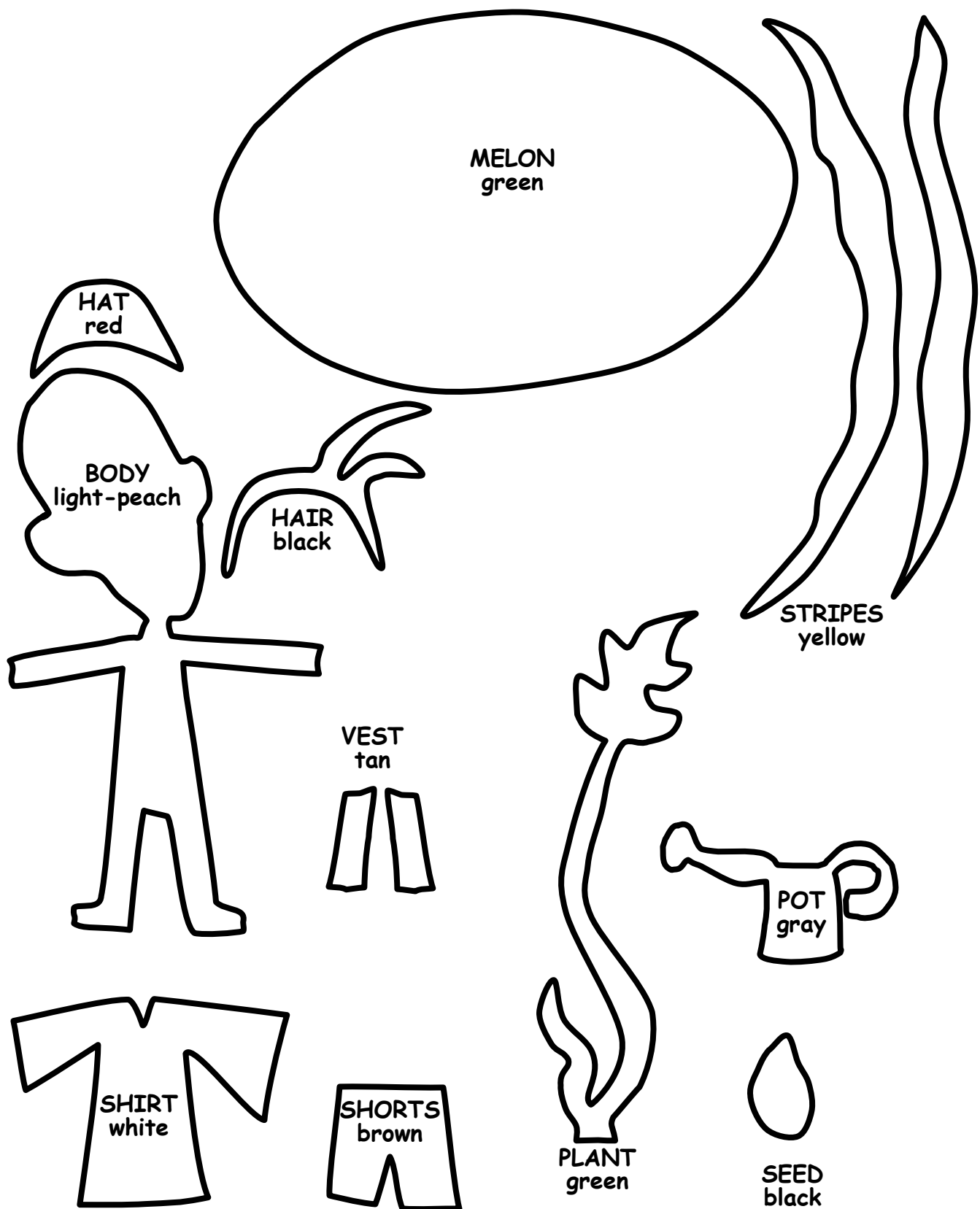
ANOTHER OPTION:

1. Make color copies of characters from the book
 2. Glue them to felt and trim
- NOTE: Paper Craft Glue works best!



See over for pattern pieces that you can copy and use for making this scene. For a color version and more help on making a felt board, go to www.hoopoekids.com.

Have fun!



⚠ CAUTION: Avoid injury! Adult supervision recommended, if necessary.
This project includes cutting with scissors!

PICTURE CARDS

Use these for copying and laminating for use in activities in the classroom.



The boy skips down the road.



The villagers are frightened.



the watermelon



The boy cuts the watermelon.



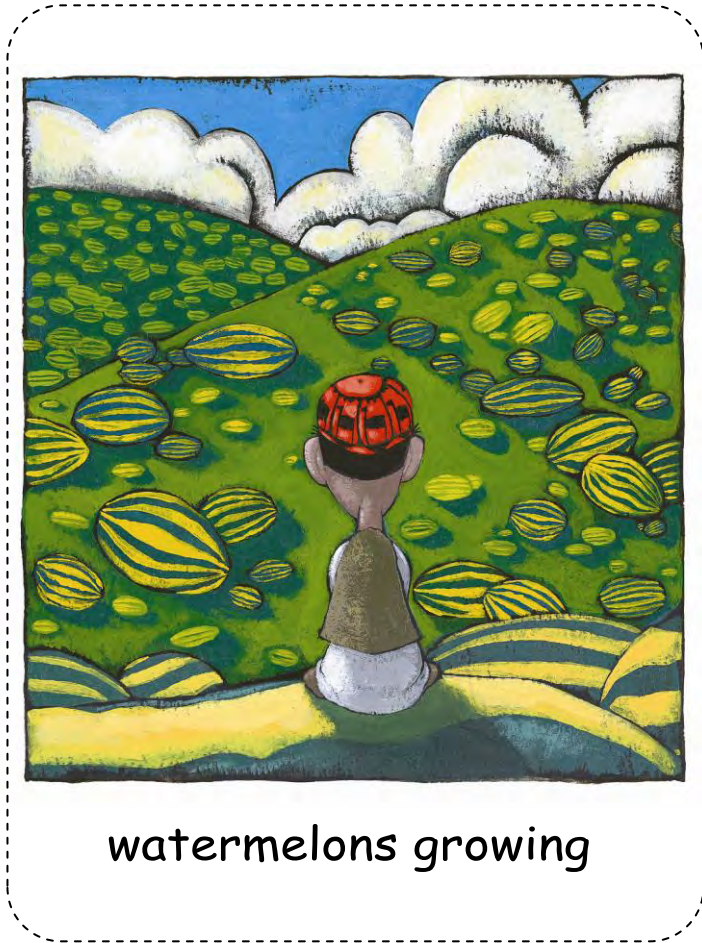
Everyone eats watermelon.



planting seeds



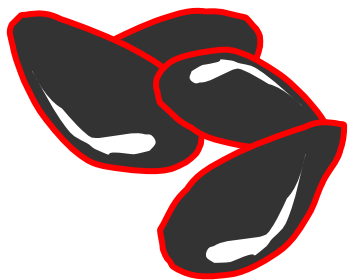
watering seeds



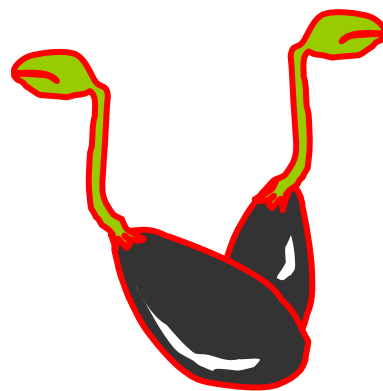
watermelons growing

WATERMELON GROWING

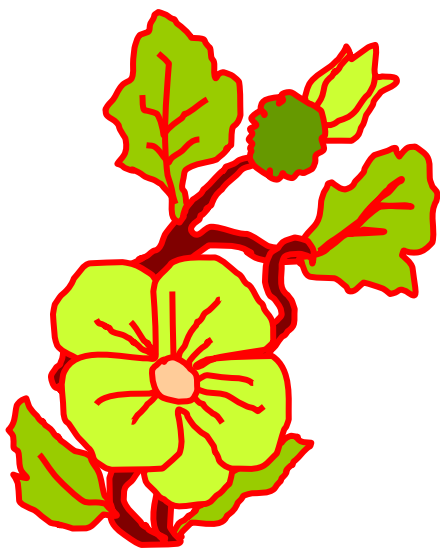
Cut and laminate these, and have the children order the pictures from beginning (seed) to full-grown watermelon.



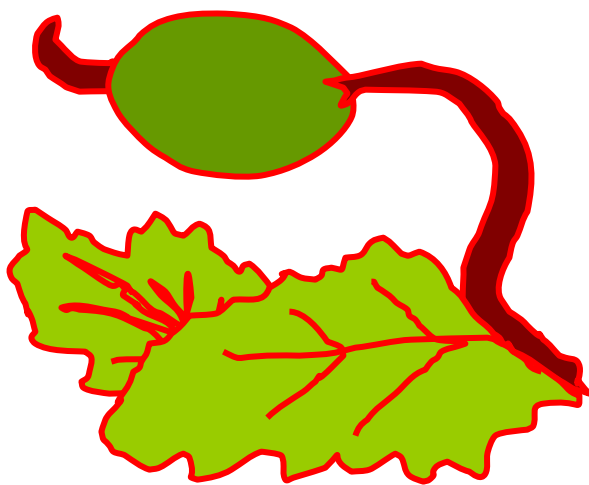
**watermelon
seeds**



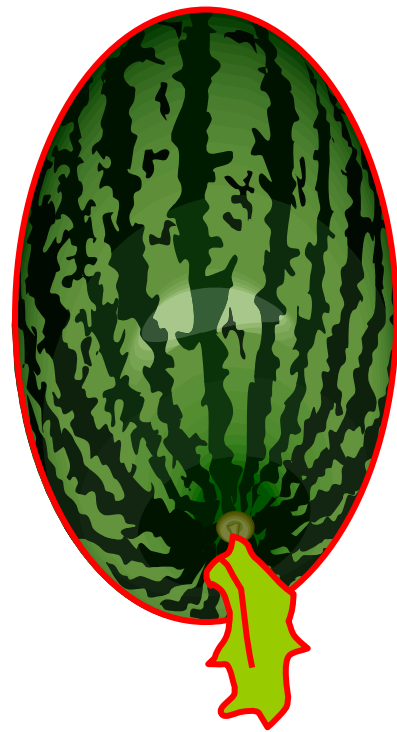
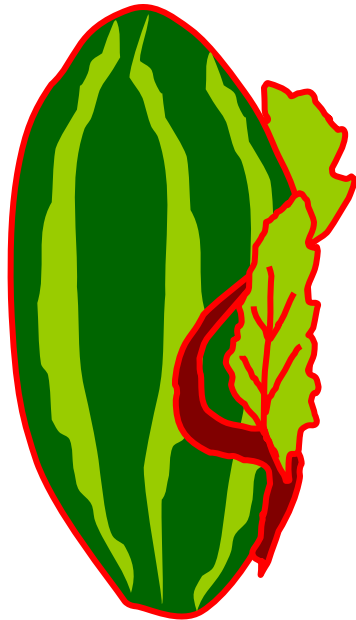
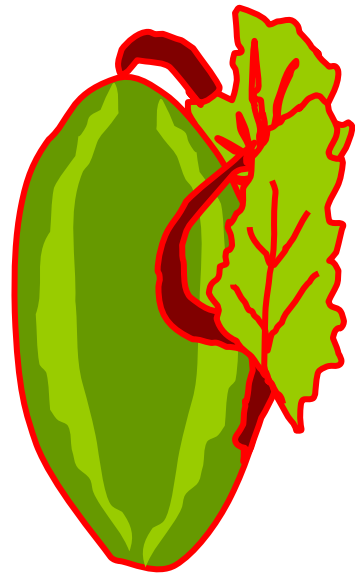
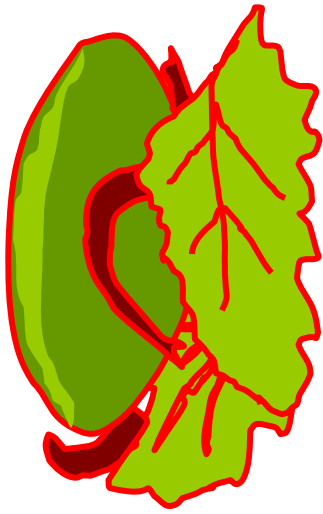
shoots



bud



vine





The Clever Boy and the Terrible, Dangerous Animal

TEACHER'S ACTIVITY GUIDE

Grades PreK - 1

ACTIVITIES FOR:

CIRCLE TIME READ-ALOUDS

Read-aloud activities designed to enhance:

Oral language through questions and discussion

Higher-level thinking skills including making analogies

Story comprehension through repetition

Making the story your own, providing learning that lasts

Social-emotional development

ACTIVITY CENTERS

Center-based activities designed to provide:

Deeper understanding

Multiple modalities for learning

BUILDING HOME/SCHOOL COMMUNICATION

Parent-involvement activities designed to encourage:

Parents to read aloud at home

Home/school communication

**ALL activities are tied to Head Start and national performance
and assessment standards and other national education
standards for PreK – 1st Grades**

**For information about Hoopoe Books,
additional activity guides and other education materials,
please visit Hoopoe Books at
www.hoopoekids.com**