

The Farmer's Wife

by

Idries Shah

Illustrated by

Rose Mary Santiago



**HOOPOE EARLY 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 Farmer's Wife

by
Idries Shah

HOOPOE BOOKS

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Writers

Laurie R. Noe, EdD, Director of Early Childhood Education,
Housatonic Community College, Bridgeport, CT

Susan Josephs, Education Consultant, ISHK

Editor

Denise Nessel, PhD, Early Education Program Director for Hoopoe Books/ISHK.

Senior Consultant and Director of Publications, National Urban Alliance for Effective Education



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Table of Contents

Introduction to Teaching-Stories	1
I. Group Activities:	4
A. Read Aloud	5
B. Discussion	6
C. Ordering & Sorting	10
D. Group Writing	11
E. Sounds of Language	12
F. Music	13
II. Center Activities:	15
A. Listening Center	15
B. Dramatic Play Center	15
C. Art Center	16
D. Writing Center	17
E. Block Center	18
F. Math/Science Center	19
G. Outdoors	21
H. Follow-Up	22
III. Home/School Connection Activities	23
A. Parent Night	23
B. Family Sing	24
C. Parent/Child Reading and Art Activity	24
D. Parent Visitor/Speaker	24
E. "Pajama Party"	24

WORKSHEETS: The worksheets at the end of this guide can be used for many of the activities. Worksheets include: color picture/word cards; paper bag puppet instructions; felt-board character instructions.



Standards

Other 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 Clever Boy and the Terrible, Dangerous Animal
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 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 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
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

Hoopoe Books at 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 Farmer's Wife*. 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 many 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 preparations necessary.

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 Farmer's Wife

The Farmer's Wife begins with the title character picking apples. One apple falls down a hole and she can't get it out. To get it back, she constructs a strategy, ever more complicated and hilarious—until her problem is solved in a way completely unrelated to all her efforts.
...Or is it?



For some, this story mirrors the very human tendencies of looking for solutions to problems in all the wrong places and of exerting efforts that, though great, are essentially useless. To others, this story shows how the world is interconnected and how it is necessary to work hard to solve a problem, that you may need a team to help you do so, and to understand that the solution may come about indirectly. There are, of course, other interpretations, as well.

Note how the end of this story seems to trap our logical, sequential way of thinking by “striking it a blow” and tips us into thinking in a more intuitive, contextual mode. It changes our automatic way of thinking and encourages our brain to make new connections. It is an experience known to artists of all kinds. Creativity, like the wind, comes from outside of oneself and surprises one. So you think: “How did I do that?” or “How did that happen?” We want to encourage this experience of discovery and surprise in our children.



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 will help build 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 reading, 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 non-fiction 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.

I. Group Activities

ACTIVITIES

1. Practice reading the story aloud a few times to perfect fluency and inflection.
2. Choose props, such as a plastic apple, felt-board characters or puppets, to help focus the children’s attention and trigger prior knowledge to aid comprehension. (See ideas in the back of this guide for making simple paper bag puppets and felt-board characters.)
3. Introduce the book by telling about the story, the “title,” “author” and the “illustrator” which are important vocabulary words.
4. Read with expression, enjoyment, and enthusiasm! Remember, your 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.

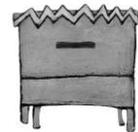


ASSESSMENT

- Ask questions and encourage the children to ask questions before, during and after reading 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.

We need to 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 by thinking “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. When you wait patiently and quietly, you encourage 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 discussion between the children.



Standards*

Children will:

- ★ apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They will 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" section on page 11.)

1. Before Reading - Prediction Questions

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

What do you think the farmer’s wife is going to do in the story? Why do you think so?

What do you think the apple has to do with the story?

I. Group Activities

Now turn to the title page and ask:

Where is the apple now?

What else do you see in the picture?

Now what do you think will happen in the story?

Why do you think so?

2. During Reading

Because each event in this cumulative tale leads directly to the next, the story lends itself especially well to frequent predictions about what is going to happen. Here are some suggestions for places to stop and invite predictions:

When the bird refuses to retrieve the apple on the second page, you can ask:

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

At any other time when a creature refuses to help, you can ask:

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

When the bird pecks the cow and thus sets in motion the ripple cause-and-effect relationship at the end of the story, you can ask:

What do you think will happen now? 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 was the farmer's wife's problem?

From whom did she ask for help? What did she want the bird to do?

How did the apple get out of the hole?

What does it mean to be naughty? Was anybody naughty in this story?

What did the wind do in the story?



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.

How did this story make you feel? What made you feel that way?

Why was it important for the farmer's wife to get the apple out of the hole?

Why did the bird agree to peck the cow?

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

Can a puddle of water be naughty? Why or why not?

Why do you think the wind, and not the other characters, gets the apple out of the hole?

How do you feel about the wind?

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 in terms of analogies helps children better understand themselves and others. Here are some suggestions for questions to stimulate this kind of thinking:

Does this story remind you of anything that's ever happened to you? What was that?

Have you ever wanted something that you couldn't get? What happened?

Have you ever had a problem that you couldn't solve?

What kinds of things are important for you? How do you decide what are important things?

What does the wind remind you of?

The wind solved the farmer's wife's problem in a surprising way. Can you think of any problem you've ever had that was solved in a surprising way?

Are you like the wind in this story? If so, how?

Are you like the farmer's wife? Or the bird? If so, how?

Does this story remind you of any other story you have heard before? What is that story?

Do you sometimes need help to solve a problem? Can you tell us about one of those times?

Can you sometimes help other people solve a problem? How do you do that?

Does it sometimes take a lot of people to solve a problem?

Have you ever been surprised by the result of solving a problem? What happened?



C. ORDERING & SORTING



Standards*

Children will:

- ★ show progress in understanding and following simple as well as multiple-step directions.♦
- ★ show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.♦
- ★ participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.♦

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

ACTIVITIES & ASSESSMENT

1. Create picture cards of several characters, items and 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. (See end of guide for sample picture cards).



2. Choose one child to be the farmer's wife. The other children will have character identification – either signs or costumes. Have the "farmer's wife" seat the children in the order they appear in the story, holding their character cards in front of them.

3. Play "The Farmer's Wife Needs Help" action song below (sung to the tune of the "Farmer in the Dell") with the characters from the story. Start in a circle and choose a farmer's wife. When chosen, each child moves to the center of the circle and then gets to choose the next player in the song to join them.

The Farmer's Wife Needs Help

*The farmer's wife needs help, the farmer's wife needs help,
Hi ho the derry-oh, the farmer's wife needs help.*

The wife tells the bird...

The bird pecks the cow...

The cow drinks the water...

The water puts out the fire...

The fire burns the rope...

The rope ties the beekeeper...

The beekeeper tells the bee...

The bee stings the dog...

The dog chases the cat...

The cat jumps at the bird...

The wind flies down the hole...

And gets the apple out!



D. GROUP WRITING



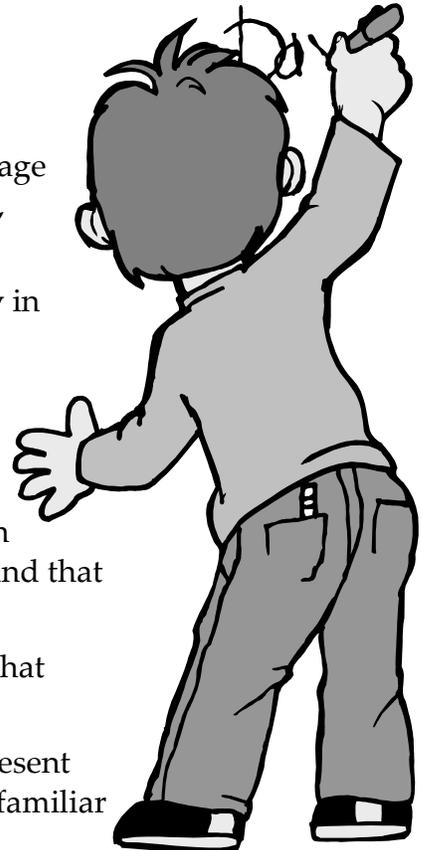
Writing with children draws attention to print, introduces the alphabet, models directionality of print, and sharpens communication skills. Use large print, repeat what you write, and involve the children in listening, speaking, writing and reading throughout the activity.



Standards*

Children will:

- ★ develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, questions, needs; and for other 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. Use chart paper to list each child's response to any of the questions in the Discussion section. Let children watch as you write their words and reread them. Encourage the child to write his/her own name near his/her quote and to point to the words as each child reads it back.

I. Group Activities

2. 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.
3. Write a group letter to the farmer’s wife giving her suggestions of other ways to solve her problem. You might want to make a copy of the letter for each child. Children can illustrate their own letter.
4. Have pictures of farmers’ wives (such as a copy of the painting “American Gothic” or images such as those below). Create a Venn diagram showing the ways that the farmer’s wife in the book is similar to and different from other farmers’ wives.
5. Write a letter to the wind.



American
Farmer's Wife



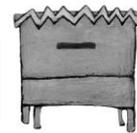
Farmer's Wife
in Mali (Africa)



Farmer's Wife
in Vietnam



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.♦

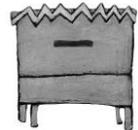
*See legend on Table of Contents page for description of symbols.

ACTIVITIES & ASSESSMENT

1. Use the character picture cards to play "I Spy" with the initial sounds of the characters. You say, "*I spy something that begins with a /w/ (say the sound, not the letter) and that blows the leaves in the trees. Can you guess what this is?*"
2. Note which sounds a child can match with a word. Remember, this activity matches sounds with sounds.
3. Have picture cards for *wind, water, bee, bird, cat, cow, dog, rope, and apple*. Ask children to match the pictures that start with the same sounds. (See the color attachments in this guide for pictures you can cut out, copy and laminate.)
4. Ask: "*Which of these words doesn't belong with the other words? dog, water, cat, rope.*" (Clap the syllables to find the answer.)



F. MUSIC



Standards*

Children will:

- ★ participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.♦

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

ACTIVITIES & ASSESSMENT

1. Sing and do the movements to the song below (*to the tune of "If You're Happy"*).

The Song of the Farmer's Wife

The apple is in a hole - Oh dear me!

The apple is in a hole - Oh dear me!

The naughty bird was bad,

And made me very mad,

So, who will help me get the apple free? - Oh me! [Stomp foot, as in anger]

I. Group Activities

The cat said, "No, I will not peck the bird, Miaow! Miaow!"
The dog said, "No, I will not chase the cat, Bow-wow!"
The Beekeeper won't tell the bee
To sting the dog for me.
So, who will help me get the apple out - RIGHT NOW! [Hands on hips]

I'll ask the rope, the fire, the water, and the cow.
I'll ask the rope, the fire, the water, and the cow.
But they are all naughty [Shake finger]
The apple will get rotty [Say "PEE-YEW!" Holding nose]
If no one can get my apple out - RIGHT NOW!

The bird pecked the cow, the cow drank the water.
The water put out the fire, the rope got hotter.
The bee, the dog and the cat
They all went SPLAT!
And, SURPRISE!, the wind got the apple I was after - Woo-Woo!
[Make a wind sound]

2. Sing the next song and have children take turns holding up character cards when singing about a character.

I'm a Little Apple in the Hole

(Sung to "I'm a Little Teapot" tune.)

I'm a little apple in a hole.
Can you help me? I'm no mole!
You will make me happy, yes indeed,
And I'll shout out "At last I'm freed!"

If they won't do it, perhaps the bee
Will fly down the hole to set me free.
Or the water or the long, long rope
Will get me out, I hope, I hope.

There's a little bird up in the tree.
Will you or won't you please help me?
If you won't help me, I'll ask the cat
Or the dog or the cow so fat.

I think the wind will help somehow
Not the bee, the cat or cow.
The wind will blow so hard and out I'll roll,
And I won't be an apple in a hole!



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.
2. 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 relisten to the story whenever they want.
3. 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.♦

II. Center Activities

- ★ 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.^

ACTIVITIES

Have materials in the Dramatic Play Center that encourage children to explore the different roles and actions in the story. Some possible props could be plastic apples, stuffed animals, a short piece of rope, head scarves, puppets (see the back of this guide for making some simple puppets).

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.



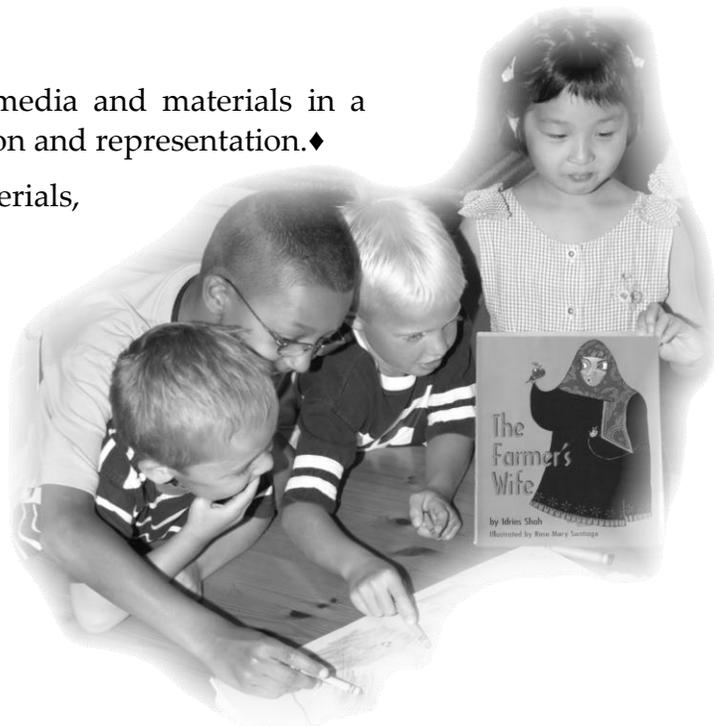
C. ART CENTER



Standards*

Children will:

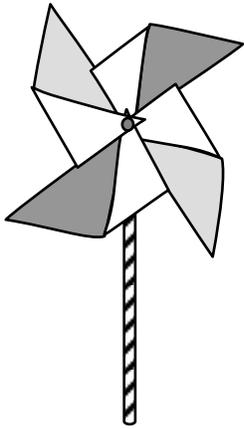
- ★ gain ability in using different art media and materials in a variety of ways for creative expression and representation.♦
- ★ know the differences between materials, techniques, and processes.◇
- ★ describe how different materials, techniques, and processes can cause different responses.◇
- ★ use 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.

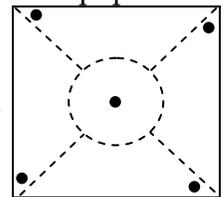
ACTIVITIES

1. Have children choose a character from the story to draw, paint or sculpt. Ask why they chose this character.
2. Have children draw the wind.
3. Have the children decorate paper with paint or crayons with their own creations of the wind, then you can use these to make simple pinwheels. (See instructions below.)



- Cut out a square (8 ½ x 8 ½ inches) of white construction paper for each child. Lightly draw a circle in the middle on one of the sides of the paper and add diagonal lines from the four corners to the center circle. Have children paint or draw the wind or other story characters in the four areas between the lines. Have them decorate the back side of the paper with paint or crayons. Help children put their names on their paper and allow their art to dry before continuing.

- Use a sharpened pencil to poke a hole through the center of the circle. Cut the diagonal lines to the edge of the circle. Poke a hole through each of the four points.



- Gently fold the points (with the hole) to the center, lining up the holes.

Push a 1" paper fastener through the holes and open up the paper fastener on the back of the pinwheel. Place one end of a plastic straw or an unsharpened pencil over the opened fastener and wrap the faster ends around the straw. Tape the straw to the fastener securely, trying not to tape the paper pinwheel. You may have to turn the pinwheel manually a couple of turns to loosen up the holes. (See page 20 for pinwheel activities.)

ASSESSMENT

Have children talk about their artwork – how they created it, what materials they chose and why, what tools and techniques they used and why, 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.♦

II. Center Activities

- ★ 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. Vocabulary:

- Create word cards with both the name of each character and the picture of the character so that children may use them in creating their own pictures, stories and books. (Color picture cards you can use are included in this guide.)
- As an expanded vocabulary activity, create other word cards found in the story which you would like your students to learn. Have the children help you match these words to the images in the book. (There are 4 unlabeled picture cards in the back of this guide you may want to use for this activity.)

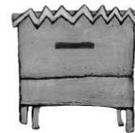
2. Name the farmer’s wife, the beekeeper or the dog. Children can choose names they know from another story, from life, or their own name. Later you can help them form a class consensus.

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



Note that young preschoolers and older kindergarteners will have very different understandings of maps, distances, and time. This will develop with life experiences such as travel, reading, discussion, pictures, etc.



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. ♦

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

ACTIVITIES & ASSESSMENT

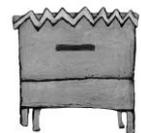
1. Provide plastic animals that were found in the story in the block area. Provide traditional farm animals not found in the story along with the book and encourage children to find the animals that were and were not in the story.
2. Introduce a map of the world. Discuss how water and mountains are represented. Show children where Afghanistan is on the map and have them notice that they would have to travel over land and water and mountains to get there. Have them brainstorm different modes of transportation they could use to get there. Have toy airplanes, cars, trains, busses, horses, and boats available.



A type of bus used in Afghanistan.



F. MATH/SCIENCE



Standards*

Children will:

- ★ begin to make use of one-to-one correspondence in counting objects and matching groups of objects. ♦

II. Center Activities

- ★ begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.◆
- ★ 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.◆◆
- ★ develop and evaluate inferences and predictions that are based on data.◆◆

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

ACTIVITIES

1. Make a chart depicting the book's characters by name and picture. Have children "vote" for their favorite character by placing a sticker near the character or coloring a box near the character. Count the stickers. Then discuss how the graph shows the class' favorites. Use terms "more than," "less than" and "equal to."

2. **Blowing the Apple:** Ask the children:

Can one person "blow" the apple so that it moves?

Can two or three people move the apple by blowing together?

How about a tennis ball, a plum, a pea or a bead?

Have children think about alternative ways to make wind blow the objects. Have children form groups of two, then three, then four, then five and then six to see if, by working together, they are able to move the objects by blowing on them or by making paper fans and fanning them. Try a tennis ball, a plum, a pea or a bead, and a plastic apple. Have the children predict how many of them it will take to move each object and then check their predictions with the outcome. Encourage children to understand the value of teamwork.

3. Have cards depicting the farmer's wife, apple, bird, cat, dog, rope, water, fire, bee, beekeeper, cow, and the wind. Ask children to think of different ways the characters can be sorted. (Use the cards made from the images on the attachments in the back of this guide.)

4. If children find wind/air movement of particular interest, you can investigate hurricanes, windmills, pinwheels, wind chimes, kites, wind socks, fans, hair driers, bubbles, parachutes, etc. Remember to ask for predictions before beginning any scientific experiment. Should you get an unexpected outcome, remind the children about the surprise outcome to the farmer's wife. Below are some simple demonstrations that may produce unexpected outcomes. (See page 17 for a pinwheel activity.)

Pepper Fun

Sprinkle pepper over the top of a plastic cup of water. Put a dab of dish-washing soap on your finger and touch the center of the pepper. Children can see how the soap repels the pepper to the side of the cup.

Make a Volcano

Place an empty plastic baby food jar or other small container on a tray. Surround the container with play dough. Form the dough to look like a mountain. Put a drop of red food coloring and a tablespoon of baking soda in the container. Then add some vinegar to it. Watch it erupt!

Ice Magic

Fill a container with water and add one ice cube. Let children lay a piece of string across the ice and try to pick up the ice with the string. Sprinkle a little salt over the ice cube, count to 10 then have children try again. Children will see how the salt melted the ice just enough to bond around the string.

ASSESSMENT

- Note the way that the children sort the character cards. See if they discover categories such as living and nonliving; able to fly and not able to fly; pets and not pets; people and not people.
- Ask children whether one set of blocks, dolls, balls, or plants is “more than,” “less than” or “equal to” another. Do this in a variety of situations and settings and with a variety of items.
- Observe children as they work with fans or with the “surprise” experiments. Do they make any adjustments to their predictions as they see what happens? Do they form other hypotheses? Do they develop ways to test these new hypotheses?



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.%%

II. Center Activities

- ★ 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. Have plastic apples, a bucket, a short piece of rope available near the sandbox. Encourage children to recreate segments of the story dramatically.
2. Find out what kinds of things the wind can move. Observe the trees, dried leaves, clothes, etc., on a windy day.
3. Dig a deep hole, place a plastic apple in it, and have children think up as many ways as possible to get the apple out. Do they need someone else's help to retrieve the apple?

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



When you see one of your children asking for help from another child or others, or when one of your children helps another child do something or solve a problem, remind your children of the farmer's wife and what happened. Sometimes the solution can be solved in numerous and sometimes silly ways. You may want to say:

When I heard you right now, it reminded me of the story we read called The Farmer's Wife. Can you guess why I thought that?

Do you remember the story of the farmer's wife when she asked for help and got "no" for an answer, what did she do? Do you think something like that just happened? Why do you think so?

Go back to the story from time to time, weeks or months later, to see if your children remember the story. You and your children 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 two-way. 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.



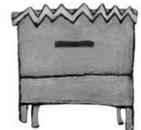
Standards*

- ★ These activities can be used to 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 Farmer's Wife* 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 and writing at this event.
4. If the children attend this event, you might want to:
 - Have them sing a song such as "The Song of the Farmer's Wife."
 - Have them demonstrate their "wind" experiments with fans and other devices.
 - Have them demonstrate their favorite "surprise" experiment.
 - Have them teach the parents the "Farmer's Wife Needs Help" musical game.

III. Home/School Connection

B. Family Sing: Send words to the songs home so that parents can sing and do the movements with their children and reinforce the concepts.

C. Parent/Child Reading and Art Activity: Have children and parents read the book together and draw a picture of something that involves cooperation. It could be a team game, builders erecting a tower, reindeer pulling a sleigh together, a family barbecue, helping with clean up. Ask them to return the pictures for discussion and display.

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

E. 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 DVD "The Magic of Reading" 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 Farmer's Wife* books or the home literacy kits, and have the parents read the story with their children.



3. Encourage the families to do reading activities at home together and explain to the parents the importance of returning any questionnaires on the material to you.

4. Display the children's art, sculptures or collages, and the children's writing.

5. Have the children demonstrate their "wind" (with fans and other devices) and "surprise" experiments.

6. Have children teach the parents the "Farmer's Wife Needs Help" musical game.

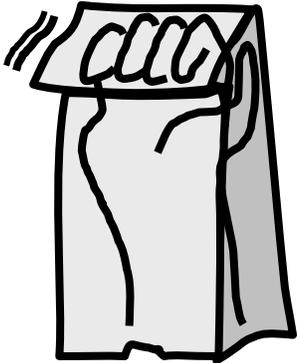
7. Have the children sing a song such as "The Song of the Farmer's Wife."



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

Hoopoe Books Teaching-Stories™

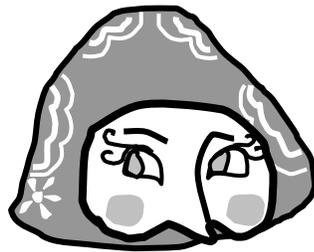
The Farmer's Wife Paper Bag Puppet



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



1. With a piece of cardstock about the same size as the flap of the bag, draw, color or paint the top part of the farmer's wife's face (eyes, eyelashes, cheeks, and nose). Or glue on plastic eyes, colored paper, etc. After the drawing dries, cut out the face.



2. With a piece of heavy red art paper about 1.5 times larger than the flap of the bag, draw the outline of the head-dress, cut it out and decorate by drawing, painting, or attaching decals. Glue the face onto the headdress near the bottom edge of the headdress.

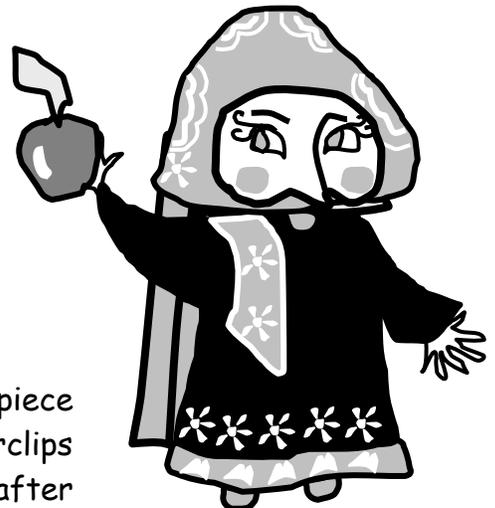
After the head/face dries, glue it to the flap of the bag, being careful not to glue the flap closed.



3. For the DRESS: Using black art paper, cut the dress and sleeves so that the dress part is about the same size as the bag. (You may want to cut out the sleeves separately and glue onto the dress.) Cut out the scarf from the same paper used for the headdress and decorate it in same fashion. Glue the scarf onto the dress and add other decorations and trim to the dress, or add decals, glitter, fabric pieces, etc. Cut out hands and shoes then glue in place on the back side of the dress.

When the dress is dry, glue or staple the entire dress piece onto the front of the bag and under the flap. Make sure you don't glue or staple the bag shut. Add a red tongue under the bag's flap and on top of the dress.

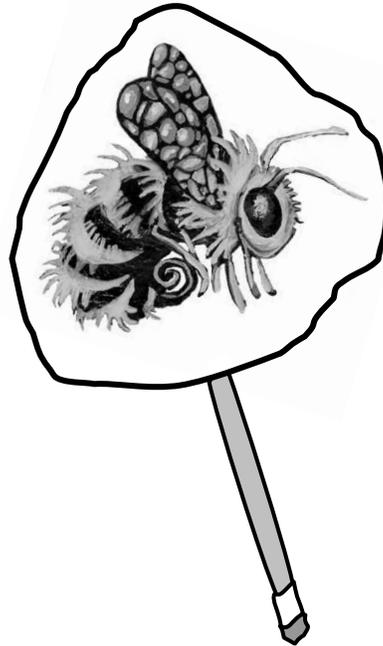
Allow the puppet to dry completely before use. You may have to apply extra glue or staples from time to time.



4. **Other Props:** Draw an apple and cut it out. Place this piece into a cup to represent the hole in the ground. Use paperclips or tape to attach the apple to the farmer's wife's hand after the apple is retrieved.

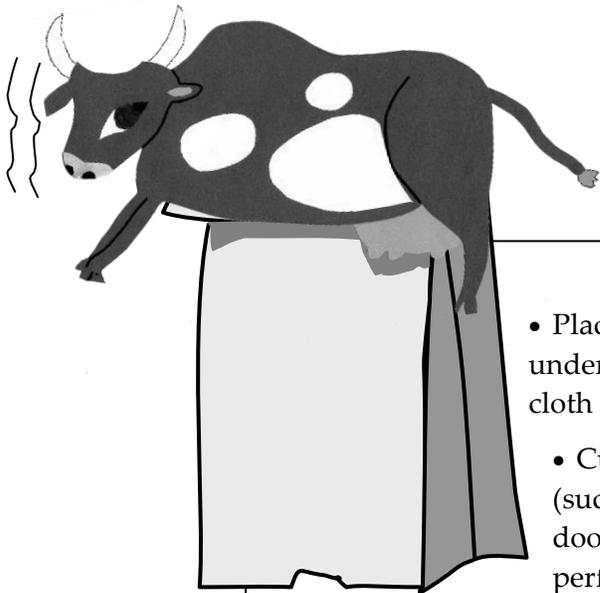


5. With a few small changes, you can make a BEEKEEPER puppet, too. Change the color of the headdress to white. Instead of a face, the beekeeper will have a rectangular "screen." Instead of a pretty decorated dress...a white smock with black pants attached under. Add a pair of black shoes...and you have a beekeeper!



Other Characters: Using the pictures in the story draw other characters or cut out pictures from magazines of bees, cows, cats, dogs, ropes, wood fires, etc. Paste the pictures onto cardstock and cut them out. Glue the pieces on the top flap of paper bags.

Stick puppets: Instead of a bag, tape a pencil or stick to the back of the picture card.



Go to www.hoopoekids.com for color versions of these puppet instructions you can download.

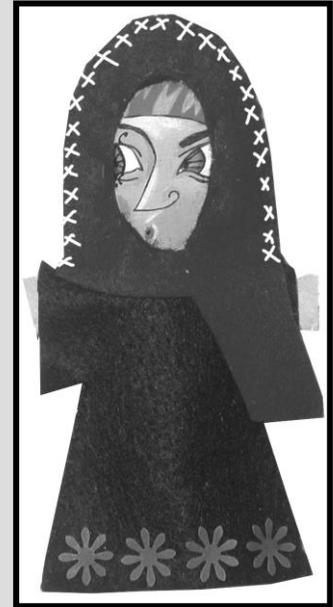
Puppet Theater Ideas

- 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.

Finger-Puppets

The Farmer's Wife

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!**



Felt-Board Characters

The Farmer's Wife

SUPPLIES:

1. Felt: black, brown, light-peach, green, 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
4. Scissors

FARMER'S WIFE:

1. Cut out **DRESS**
2. Glue **HEAD/ARMS** to back of **DRESS**
3. Draw face or glue on color copy
4. Glue on **SCARF**
5. Add decorations to bottom edge of **DRESS**

BIRD:

1. Cut out **BODY**
2. Glue **WINGS, BEAK**, and each **FOOT** to back of **BODY**
3. Glue **BREAST** and **EYE** to front of **BODY**
4. Draw pupil on **EYE** and other decorations

APPLE:

1. Glue **STEM** to **APPLE**
2. Glue **LEAF** to **STEM**

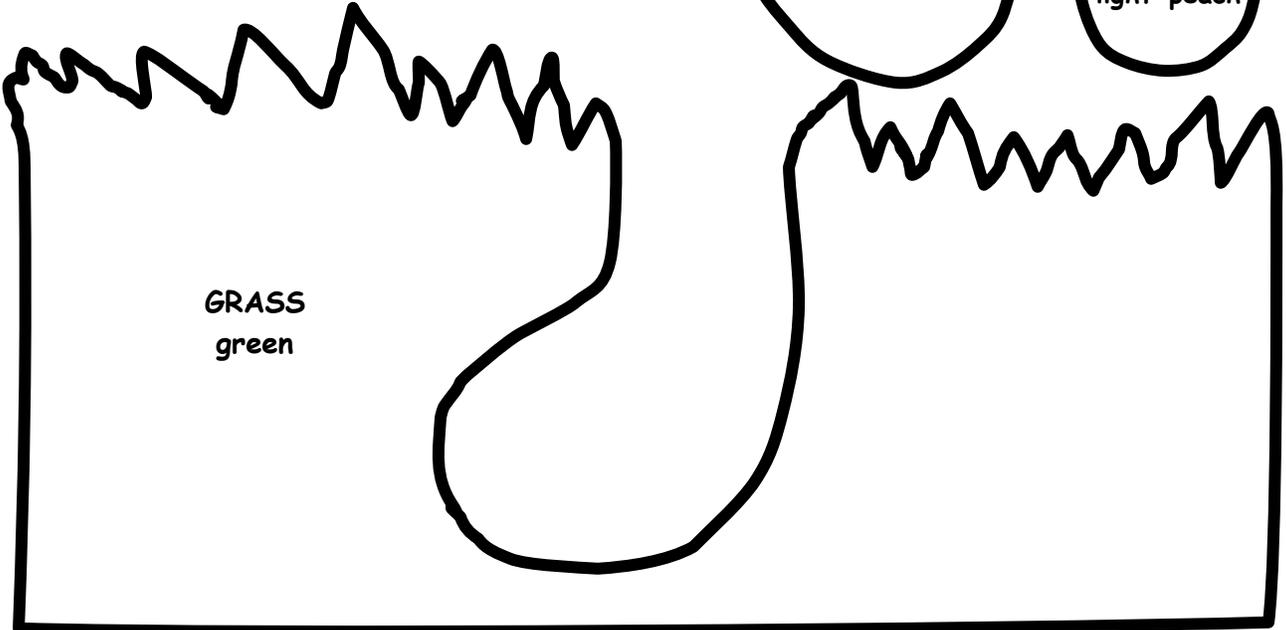
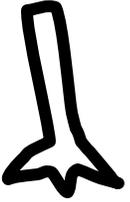
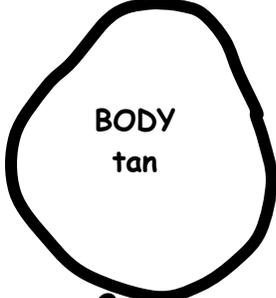
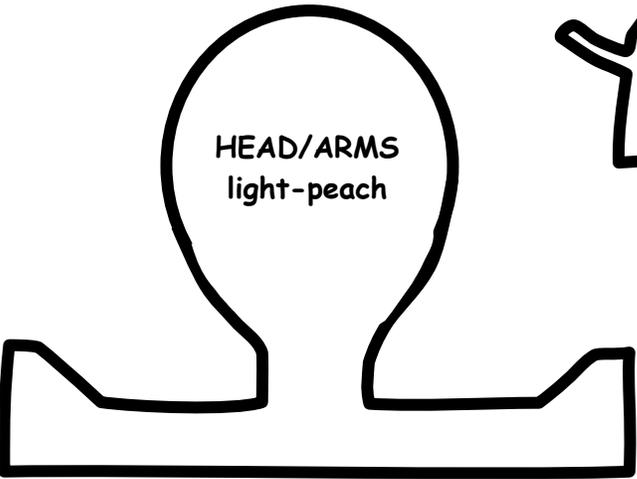
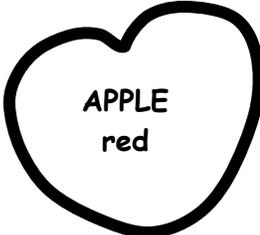
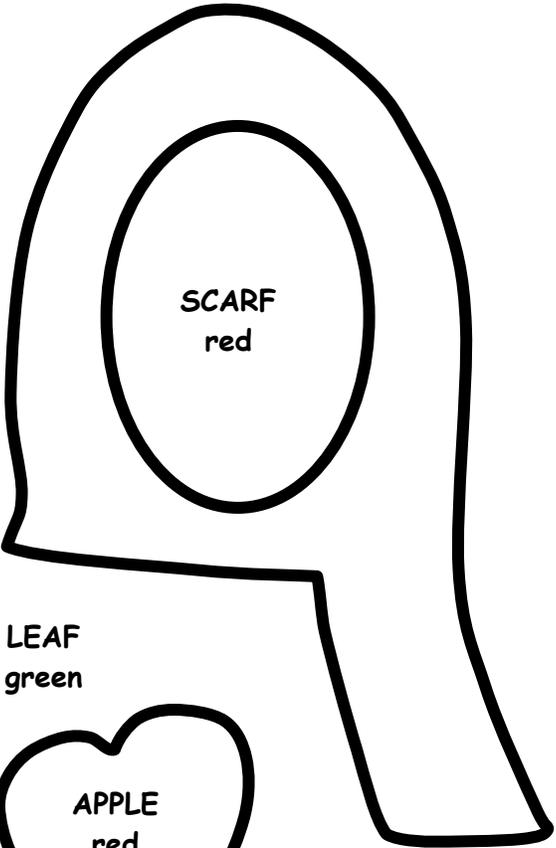


See over for pattern pieces that you can copy and use for making this scene. For a color version and more help on making a felt board, go to www.hoopoekids.com.

ANOTHER OPTION:

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

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

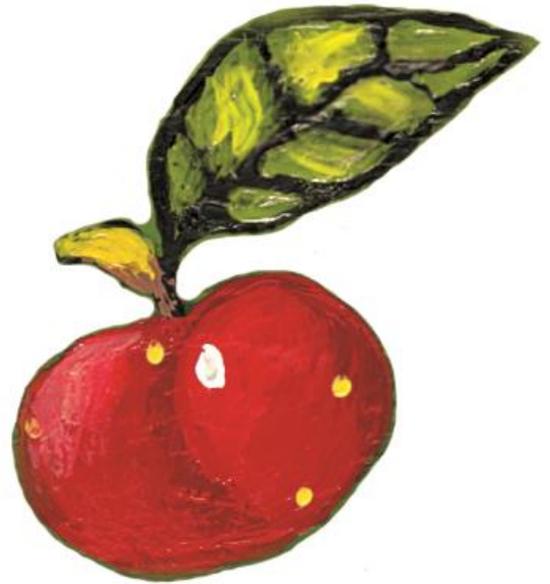


PICTURE CARDS

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



**farmer's
wife**



apple



bird



cat



dog



bee



beekeeper



rope



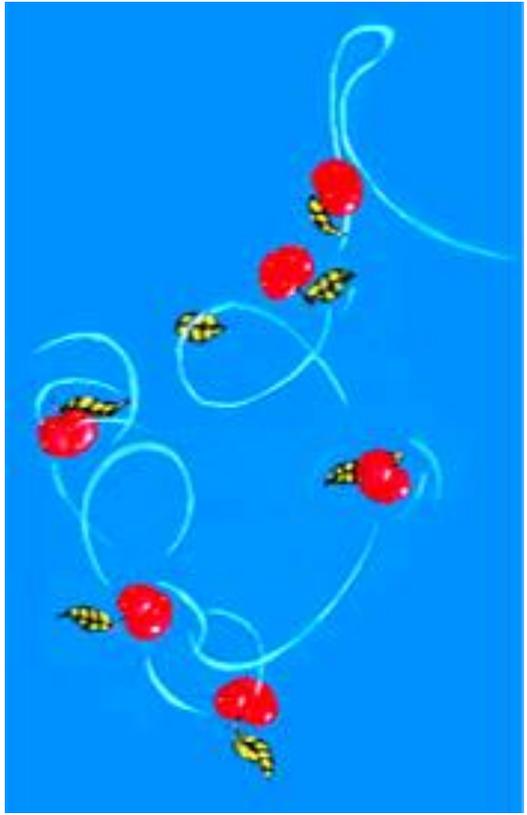
fire



water

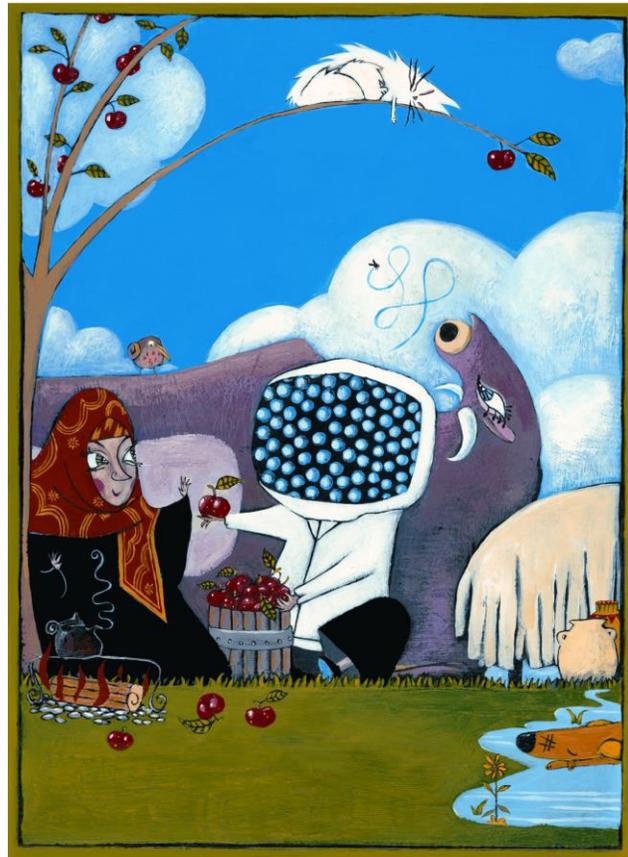
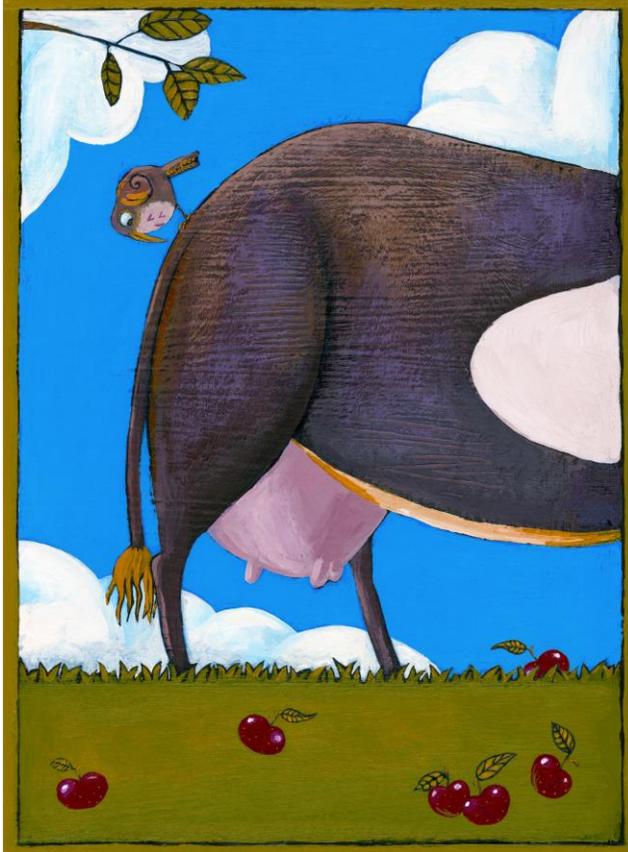


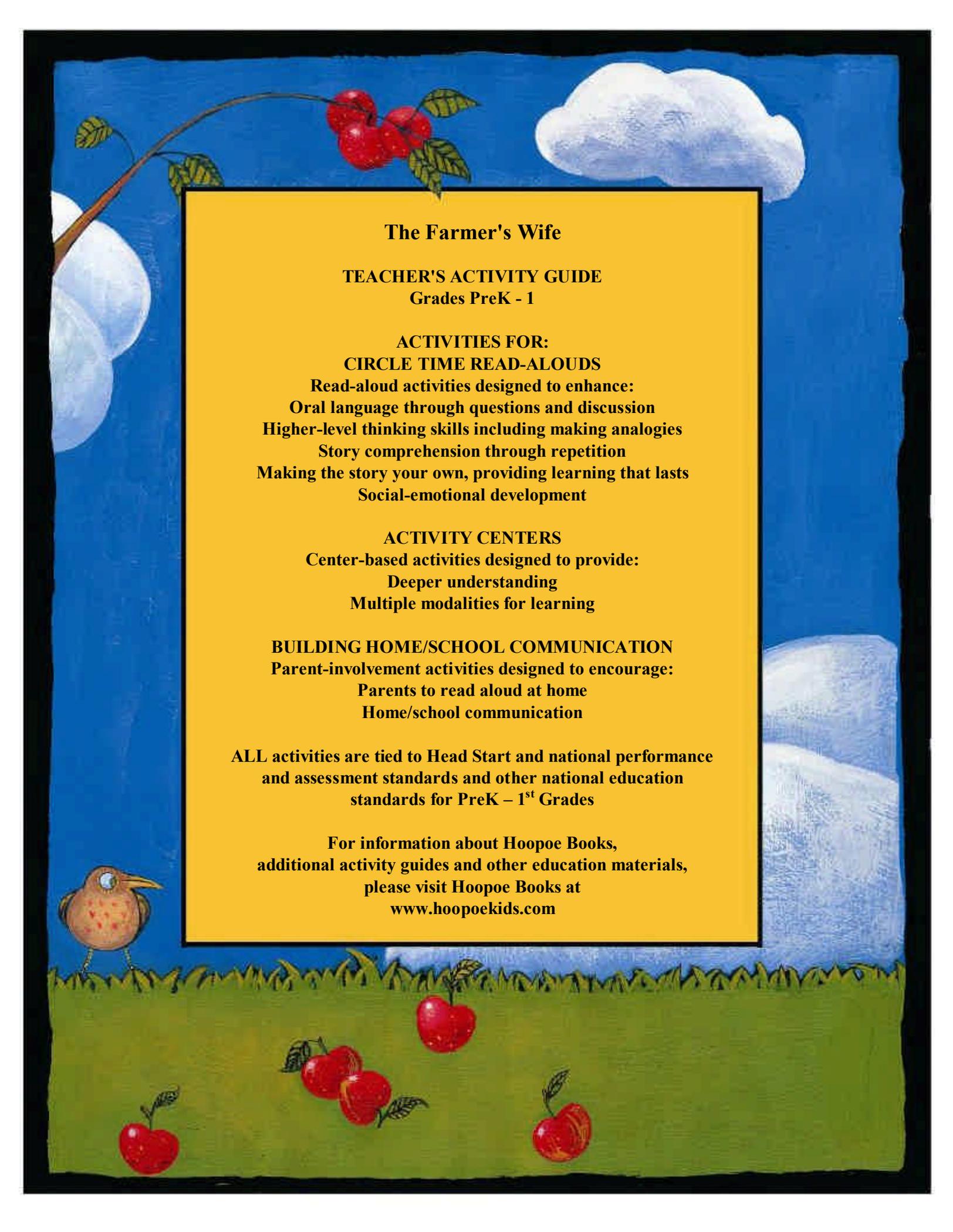
COW



wind

Use these cards for other vocabulary words, ordering and other activities.





The Farmer's Wife

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**