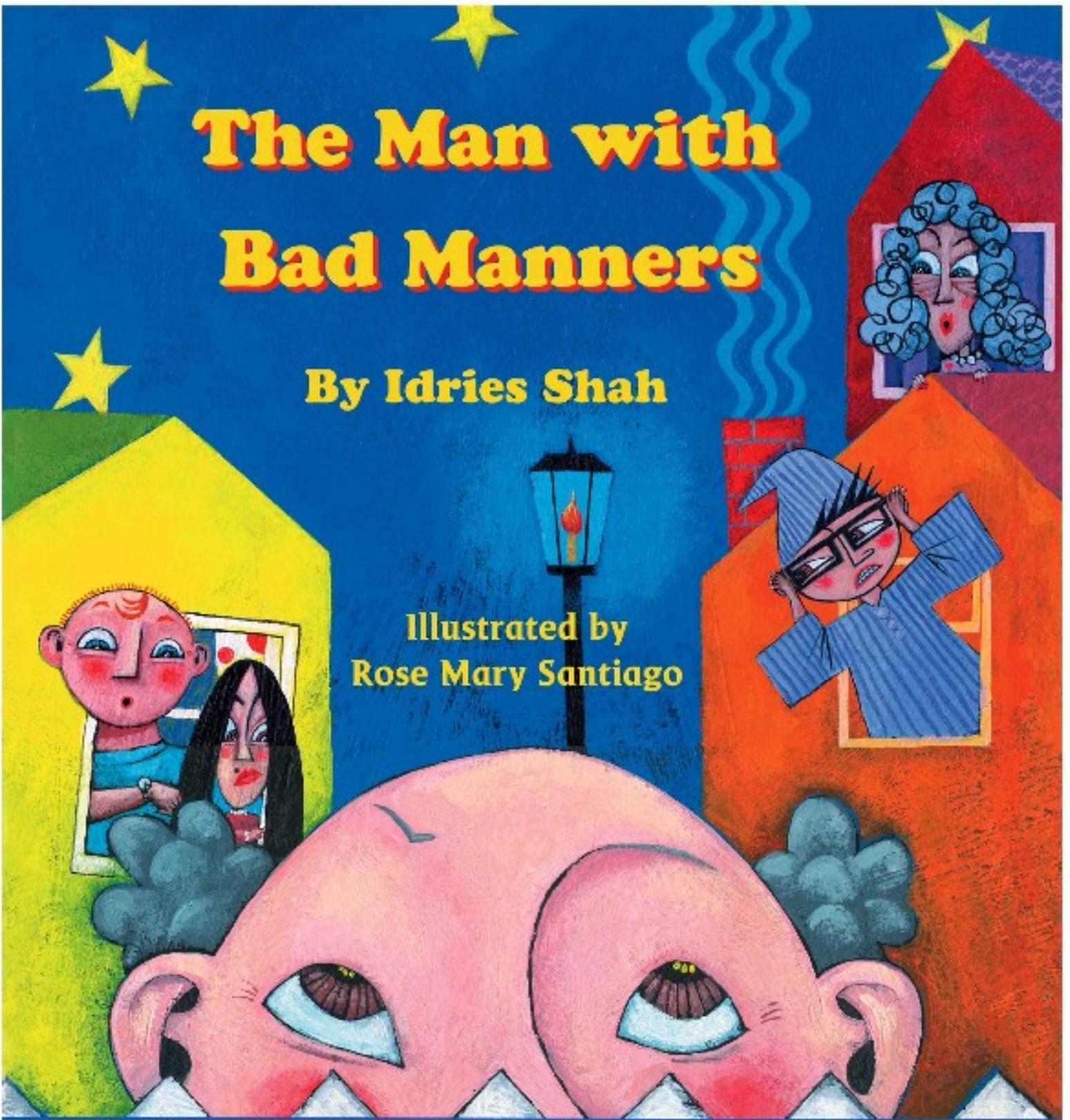


The Man with Bad Manners

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 Man with Bad Manners

by

Idries Shah

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WORKSHEETS: The house and vegetable/fruit templates at the end of this guide can be used for many of the activities.

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

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The Boy Without a Name
The Clever Boy and the Terrible, Dangerous Animal
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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 Farmer's Wife
The Lion Who Saw Himself in the Water
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

Hoopoe Books at www.hoopoekids.com

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 Man with Bad Manners*. 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.

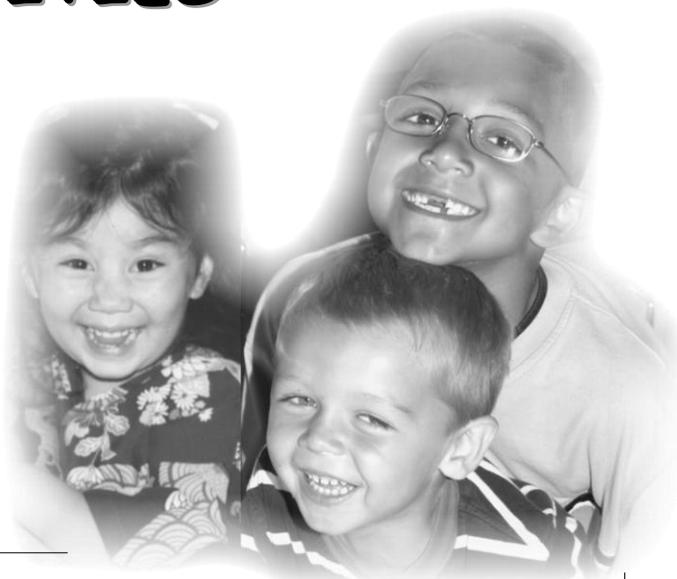
For more information on the Teaching-Story and its use as an educational instrument, please download the free booklet *Teaching-Stories: Learning that Lasts* from our website www.hoopoekids.com.



“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 Man with Bad Manners

This is a story about a badly behaved man. A young boy initiates an unusual plan to change the man's behavior. With the help of all the villagers, the plan succeeds and the man promises to change his ways.

This story will bring laughter to young children and, at the same time, teach them valuable lessons about conflict resolution, initiative, and cooperation.



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 numerous 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 rereading, 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 gender, 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, such as a puppet, to focus children’s attention and trigger prior knowledge to help comprehension. (See simple paper bag and finger puppet instructions as well as felt-board character instructions on www.hoopoekids.com.)
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.



I. Group Activities

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.

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.◆
- ★ progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.◆

*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 10.)

1. Before Reading - Prediction Questions

Prediction questions **activate children's prior knowledge**. This story was designed to 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 is going to happen in this story? Why do you think so?

What do you think the man behind the fence is thinking?

On the back cover, to whom do you think the lady on the phone is speaking? What is she saying?

Now turn to the title page and ask:

Why is the man making that face?

Do you think the man is polite? Why or why not?

2. During Reading

As you are reading the story, you might stop at critical junctures and ask children what they think will happen next. Here are some suggestions for places to stop and invite predictions:

The story begins:

Once upon a time, many, many years ago, when birds flew upside-down...

What kind of time is this? Is this like our time? Is this world like our world? Why do you think so?

All of the people, except for one man, are polite and well-behaved:

Now, all the people who lived in the village were very courteous and well-behaved, except for one man who had very bad manners.

What do you think he does to make you think he has bad manners?

The people wake up at night because the man with bad manners beats tin cans and makes horrible noises:

I. Group Activities

BANG! BANG! BANG! This would wake the people up, and they would lean out of their windows and say, "Why are you making such a racket?"

What do you think the man with bad manners will do or say? Why do you think that?

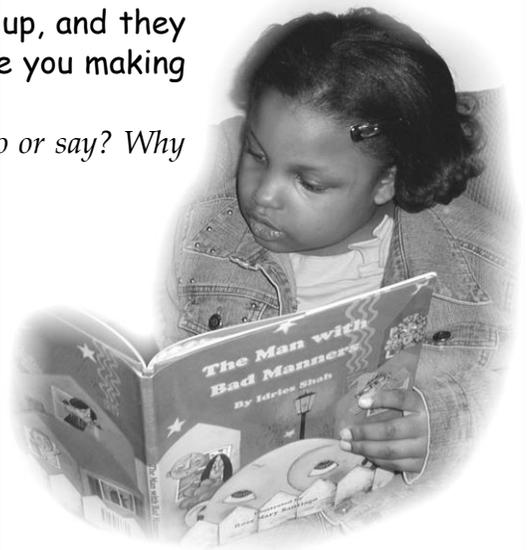
The people change the man's house and furniture: They painted the walls inside his house. They painted all the furniture. And they rearranged everything so that it all looked quite different.

Why do you think they did this? What do you think will happen? Why do you think this?

The man with bad manners returns and sees that everything is quite different:

The man looked carefully at his house and said, "Good heavens! That house is green." And then he ran over to the window and looked inside and saw that everything was quite unfamiliar.

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 are manners? What does it mean to have "bad manners"?

What types of things did the man do that made the people think he has bad manners?

Did the man with bad manners follow the example of the villagers?

When the villagers ask the man with bad manners "Why do you have such bad manners," what did he say?

What did the man with bad manners do that made the people finally get fed up with him?

Did the people do anything about the man with bad manners then? Why do you think that was?

Why is the man so sad when he thinks he is in the wrong village?

What is the "secret" that the boy tells the man?

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?

Do you think having good manners, being courteous and well-behaved is important? Why or why not?

Is it important to know how to behave well wherever you are? Why or why not?

Do we learn how to behave from watching other people and following their example?

Do you think other people learn how to behave from watching you?

Do you think the clever boy's idea of how to change the bad-mannered man was a good one? Why or why not?

Do you think it is possible to change everything about someone's home the way the villagers did?

What can we do to help people understand that they are making us upset at their behavior?

If the villagers had asked the man to be well-behaved, what do you think would have happened?

Would you be friends with the man with bad manners? Why or why not?

Can you think of other ways to teach someone good manners?

The man with bad manners went to see his friends in another village. What do you think his friends were like?

Would you be tricked if someone painted your house inside and out and rearranged your things?

In what ways can you show good manners?

Are all good manners the same everywhere?

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:

Who is the most well-behaved person you know? Why is he or she well-behaved?

If you met someone with bad manners, what would you do?

If someone asks you to change your behavior, do you?

If someone shows you how your behavior makes them feel, does that make it easier for you to understand what you are doing, or more difficult?

If you understand that what you are doing has a bad affect on people, do you change?

If you don't understand that what you are doing has a bad affect on people, do you change?

If you came back from a trip and everything about your house was different, how would that make you feel?

Did you ever get a clever idea? How do you know it was clever?

Do you know anyone who has different manners from you?

If you went to another country and they had no knives and forks and people were eating with their fingers, what would you do?

Can you think of ways to help people see that they are doing something that is upsetting to other people?

I. Group Activities

Do we behave the same way everywhere we go? Can you give an example of times when you behave differently or the same?

Have you ever had bad manners? What happened? What did you do?

Does this story remind you of any other story you have heard?



C. GROUP WRITING

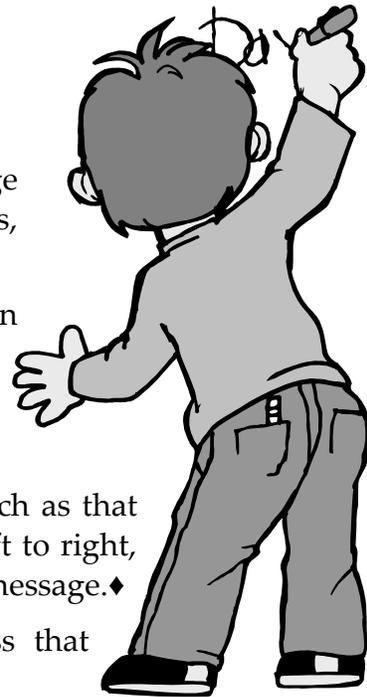


Writing with children draws attention to print, introduces the alphabet, models directionality of print, and sharpens communication skills. Use large print, repeat what you write, and involve the children in listening, speaking, writing and reading throughout the activity.

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.
2. Have children identify the "crops" that are shown in the story. Write the words **potatoes, tomatoes, corn, carrots, apples, and pears** on chart paper. Have children note that "corn" and "carrots" start with the same sound and the same letter. So do the words "potatoes" and "pears." Have children copy one or more of the words onto their own paper and create illustrations for the words.
3. Write a script with the children stating appropriate ways to answer the phone or to make a phone call. Over several days read the script often with the children allowing each child to "read" the part of both the caller and the receiver. After spending several days reviewing phone manners, post this script in the Dramatic Play area near the telephones. Remind children that they should always ask their parents' permission to answer or make phone calls at home.



D. 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

1. Have children listen to the sounds that the man made when the villagers spoke to him. Say "*blah, blah, blah*" and "*blee, blee, blee*" several times. Have children try to think of other words or silly sounds that start with the same /b/ sound that starts *blah* and *blee*.

I. Group Activities

2. Have a basket of toys and items that begin with the /b/ sound such as something blue, something black, a blanket, a toy blimp, a block, or a blouse. Talk to the children about each item, introducing the words that they might not know. Include other objects and demonstrate how to categorize the objects into /b/ words and other words. Have the basket available for children to work with during center activities.
3. Encourage children to make rhymes (even nonsense words) with the word *please*.
4. To heighten word awareness have children stomp the words in the following phrases (save clapping for syllables): *excuse me; please; thank you; I am sorry; no thank you; after you; you're welcome*.

ASSESSMENT

Notice whether children can choose rhyming words. Notice whether children repeat or emphasize the /b/ or the /b/ beginning sound when they play with and sort the items. Listen as children segment and blend syllables.



E. MUSIC



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

Have words to the songs available on a chart. Use graphics whenever possible. Teach the children the following songs while pointing to the words on the chart. Note how the children participate in singing and movement.

I Have Super Manners (sung to "I'm a Little Teapot")

I have super manners. Yes, I do.
I can say "Please" and "Thank You," too.
When I play with friends, I like to share.
That's the way I show I care!

Three Nice Mice (sung to "3 Blind Mice")

3 nice mice, 3 nice mice.

See how nice they are, see how nice they are.

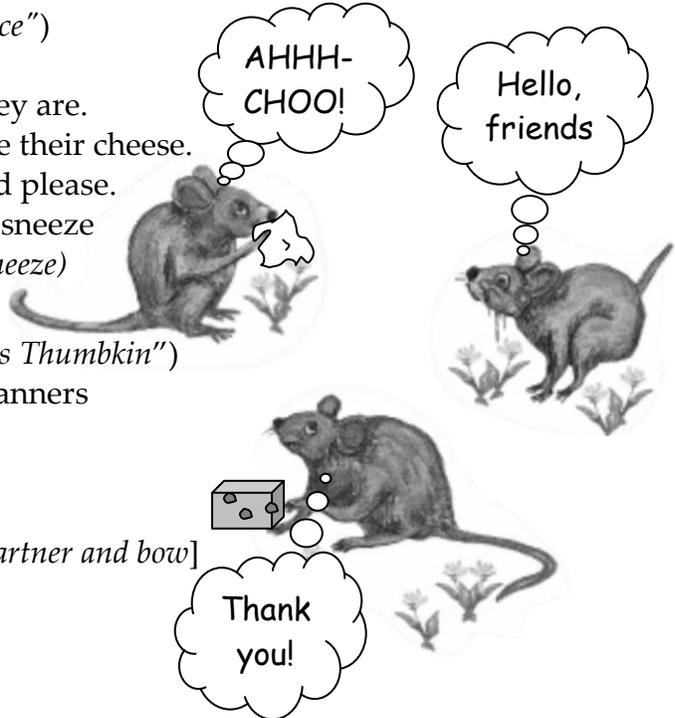
They're always polite when they nibble their cheese.

They never forget to say thank you and please.

They cover their noses whenever they sneeze

(Ahhh ahhh ahhh-choo! - pretend sneeze)

3 nice mice, 3 nice mice.



Good Manners Song (sung to "Where is Thumbkin")

A man with bad manners, very bad manners

Learned to be good. I knew he would.

He says "Please" and "Thank You,"

"Hello" and "How are You"

To his friends, to his friends. [turn to partner and bow]

I have manners, I have manners.

They are good, very good.

I say "Please" and "Thank You,"

"Hello" and "How are You"

To my friends, to my friends. [or "to my family," "to my teacher," "to my kittie," etc.]

Eating Manners Song (same tune as above)

I have manners, very good manners

When I eat, when I eat.

Please pass the mashed potatoes,

Please pass the mashed potatoes,

With my meat, with my meat.

I have manners, very good manners

When I drink, when I drink.

I will not go Slurp! Slurp!

Excuse me if I burp, burp,

When I drink, when I drink.

I have manners, very good manners

When I speak, when I speak.

This is such a good rule:

Don't talk with your mouth full

When you eat, when you eat.

I have manners, very good manners

When I chew, when I chew.

I chew my food, for goodness sake,

To keep away a bellyache

When I eat, when I eat.



F. MATH/SCIENCE



Standards*

Children will:

- ★ 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. ^

I. Group Activities

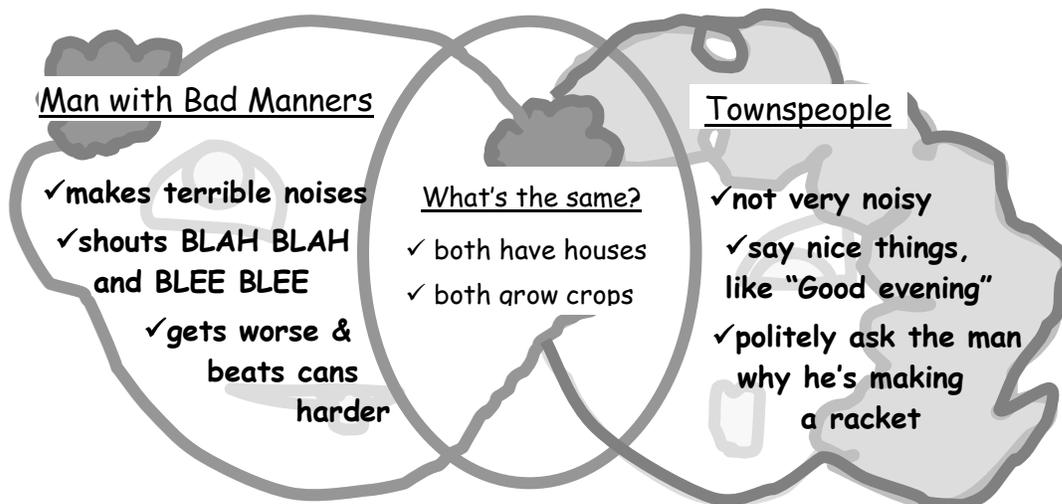
- ★ sort and classify objects according to their attributes and organize data about the objects; represent data using concrete objects, pictures, and graphs.♦♦
- ★ develop and evaluate inferences and predictions that are based on data.♦♦

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

ACTIVITIES

1. **Can you “measure” manners?** Use the list of manner words from the Sounds of Language activity: *excuse me; please; thank you; I am sorry; no thank you; after you; you’re welcome*. During one group time, have a volunteer keep track of how many times each word or phrase is used. Create a graph showing the frequency each word or phrase is used.
2. In the story the villagers pulled up potatoes and planted carrots in the man’s field. Both of those vegetables grow underground. Have children plant carrots and potatoes in your class or outside. Start with seeds and/or with cuttings. Have children make predictions about how the plants will grow. Have them observe and record how the plants actually grow.
3. Use a Venn Diagram to have children compare and contrast the man with bad manners and the other villagers. How were they alike, and how were they different? (See example.)
4. Use a Venn Diagram to have children compare and contrast the house of the man with bad manners before he went to the other village and after he returned.

Example of Venn Diagram



ASSESSMENT

- Note whether children can describe what the measuring graph indicates.
- Note which children participate in the planting and growth activity.
- Note whether children can identify characteristics of the man with bad manners and the villagers and place those characteristics in the appropriate category on the Venn Diagram. Note which children can appropriately use the Venn Diagram to compare and contrast the man’s house before he leaves and after he comes back.

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.◆
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.◆

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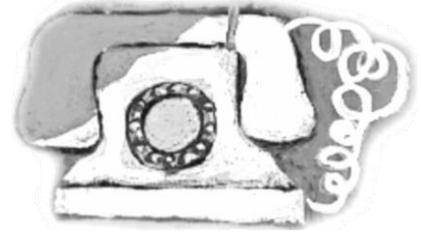
ACTIVITIES & ASSESSMENT

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 the activity.
3. Preschool children are often very egocentric, based on their developmental stage. To scaffold children to a more empathetic level, encourage children to listen to a friend as they talk about something and then ask their friend a question or make a comment about what was said. Then have them switch roles and have the listener become the speaker. This can be done in a large group, a small group, or a dyad. It is good to model this at group time and then encourage children to practice on their own. This activity promotes listening skills and manners. Children practice taking turns speaking, not interrupting their friends, and responding to something that was said before it is their turn to initiate a conversation.

II. Center Activities

4. PHONE A FRIEND!

You might wish to have the children begin their conversations by using a play telephone. This will help them to practice listening to the other person, since only one person speaks and the other person listens and they can't both speak at the same time. From there they can go to group conversations.



B. DRAMATIC PLAY CENTER



Standards*

Children will:

- ★ participate in a variety of dramatic play activities that become more extended and complex.♦
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.♦
- ★ 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.^
- ★ use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). ♦♦
- ★ develop increasing ability to find more than one solution to a question, task or problem.♦
- ★ grow in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.♦

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

ACTIVITIES

1. Have puppets and a puppet theater (or a felt-board canvas and felt characters) available. Suggest that one of the puppets is someone with bad manners. Allow the children to play the roles of the person with bad manners and of someone else with good manners. (See the paper bag puppet, finger puppet, felt-board character and felt-board instructions on www.hoopokids.com.)

2. Have several toy or unconnected real phones available and encourage children to practice answering the phone and making phone calls to each other. Remind them of the chart of the script that you created in the Group Writing activity.
3. Make it a point to greet the children each morning by saying “Hello” and shaking their hands. At the end of the day, say: “Goodbye, thank you for coming today.”
4. Have a chart that indicates a different child each day to be the “greeter.” This child’s job is to shake hands with, and say hello to, anyone who comes to the room during the day. They can be reminded at the beginning of the day to say “Hello. My name is... Welcome to our classroom.”

5. Solving Problems:

These stories lend themselves to helping children resolve the real conflicts and problems that naturally occur on the playground, in the classroom, or in other areas of their lives. Whenever you encounter problems that children are having on the playground, in the classroom, in an opportune situation, you might wish to take the opportunity to encourage children to think about and brainstorm solutions instead of dictating answers or directions to them.

After discussing the pros and cons of each item on the list of possible solutions, have them vote on the solution they wish to try. It might help for you to make a chart of the solutions they come up with so that you can refer to these later on. Remember, the solution that children often select may not be the one that you think will work best. You should, nonetheless, support the children’s thinking process and see where it leads them.

After they have tried out their solutions, have them reflect on the results and decide if they have solved their problem or need to go back to their list of possible solutions. They may even come up with some new ideas as a result of their efforts. Remind children that a small boy, working with his community, solved the problem in *The Man with Bad Manners*, and that they can solve their problems too.

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.◆

II. Center Activities

- ★ 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.◊
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.◆
- ★ develop increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.◆

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

ACTIVITIES

1. Have children draw, paint, sculpt, or collage their favorite scene in the story.

2. Have children decorate cards for thank-you notes and invitations to be sent to volunteers, board members, parents, and places visited on field trips, etc.

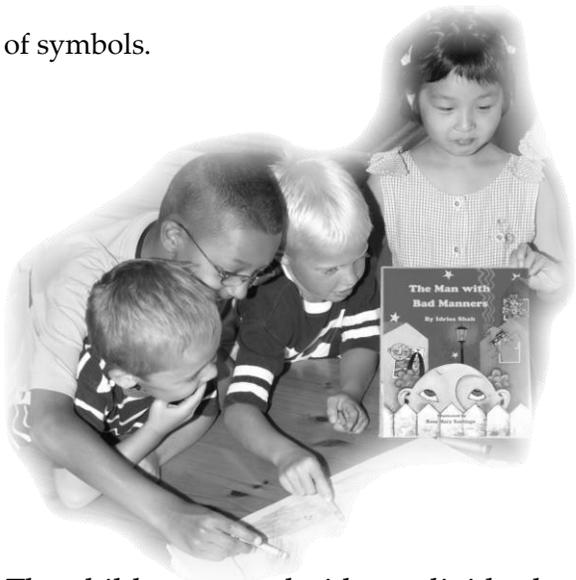
3. Set up the easel so that two children are buddy painting on the same piece of paper. Remind the children of the need to be polite, to share the space, the paint, and the brushes, and to discuss what each of them is going to paint. The children may decide to divide the artwork into the left and the right side of the paper, or one child may paint in two colors while the other child uses two different colors. Any division is fine as long as they use good manners to negotiate the decision.

4. Painting a "House"

a. Obtain a large appliance box from a store. Cut out a "door" on one side and a "window" on each of the other 3 sides. Place the house on a tarp or newspapers. (This is a perfect activity for outdoors in good weather.) Have ready water-base paint, paint containers, brushes, and stencils if desired. (Larger brushes cover more area.)

b. Have children wear protective clothing: an old shirt, or cut arm and head holes in a large paper grocery bag and place over their clothing.

c. Divide the children into 4 different groups to paint the 4 sides of the house. Each group must decide how to decorate and take turns painting (they can buddy-paint) using any colors the group decides on. Some children may want to paint or stencil on flowers or other designs; some children may want to paint a window frame, etc.



d. Once the house has been painted, have the children clean up the brushes and paint. Allow the house to dry overnight. The house can be used outdoors for the “drive-through restaurant” activity (see the Outdoors activity) or brought inside and used in Dramatic Play area.

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, and if they were working with a buddy, how they decided who did what.



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

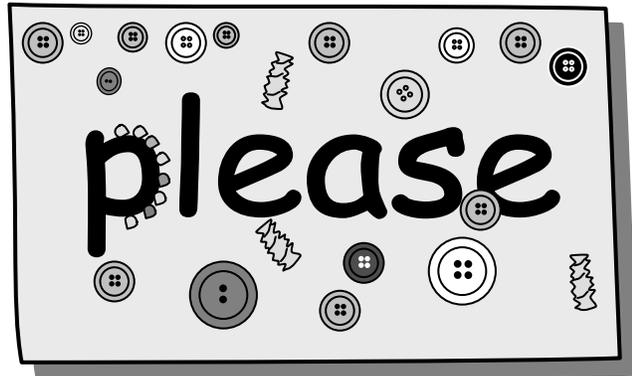
1. **Vocabulary** – Create word cards with key words and phrases that demonstrate good manners such as *please, thank you, you’re welcome, after you, excuse me, I’m sorry* or other words as suggested by the children so that they may use them in creating their own pictures, stories, letters, and books.
2. Have children draw what they think happens after the end of the story.
3. Have children draw a picture describing another way they might have tried to teach the man good manners. Make a class book. Have children discuss and vote on a good name for their book.
4. Have children draw the man with bad manners and dictate something else that he may have done before he changed his ways. These pages can be collected into a class book.

II. Center Activities

5. Button Manners Sign

What you will need:

- Art paper cut to 8 ½ x 11" size for each child (have several colors)
- buttons or beads, all sizes & colors
(local dry cleaners, fabric or hobby shops may donate some)
- Large black marker
- Glue and more glue
- Newspapers (as table protection)



- Have each child think up a “manners” word or phrase he/she wants to decorate. Write the word or phrase in large, lower-case block letters on a sheet of paper, and have the child write his/her name on the reverse.
- Have children glue on buttons around the letters. They may even want to glue beads around each letter. Tell them the letters need to be seen and not covered with anything, but they can make any kind of patterns they want on all the other parts.
- Once the signs dry, attach them onto a “Manners Banner” (long strip of art paper on the wall).

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. Note whether children choose the class-made book to read.



E. LUNCH AND SNACK



Standards*

Children will:

- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.♦

ACTIVITIES

1. Have children practice table manners such as saying “Please pass the...” when they want something on the table and “Excuse me” if they need to interrupt a conversation.

Other table manners include placing a napkin on your lap, saying “No, thank you” if you are offered something you don’t want, and not speaking with a mouth full of food. Make sure you model good manners and praise the children when they demonstrate especially good manners.

2. You may wish to sing all or part of the “Eating Manners Song” (see page 13) before lunch or snack time.

3. Trail Mix: Have groups of kids cooperate in making “Trail Mix.” **Here's what you will need to make it. Make sure children are not allergic to ingredients, and have alternative ingredients, if needed:**

- | | |
|--|-----------------|
| raisins | O-shaped cereal |
| peanuts | banana chips |
| mini pretzels | |
| big mixing bowl, large wooden spoon, small sealable plastic bags | |

Here's what you have to do:

- a. Take a heaping spoonful of each ingredient and put it in the bowl.
- b. Mix everything together.
- c. Scoop some into a baggie, so it is handy when you want a quick snack.
- d. Have children think of other ingredients they'd like to add like chocolate chips, nuts or granola. Tell them to be creative and make up their own special recipe for Trail Mix.



F. MATCHING, SORTING & ORDERING



Standards*

Children will:

- ★ show growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.♦
- ★ show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. ♦
- ★ understand numbers, ways of representing numbers, relationships among numbers, and number systems.♦♦

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

ACTIVITIES & ASSESSMENT

1. Duplicate the cards in the back of this guide to create a dozen picture cards of houses. Have children color at least 4 red, 4 green, 4 blue. Then use the cards to create patterns

II. Center Activities

such as red, blue, green, red, blue, green, etc.; or red, red, blue, blue, green, green, etc.; or red, blue, red, blue, green, red, blue, red, blue, green, etc.

2. Create pictures of apples, carrots and potatoes. (Some examples you can photocopy are in the back of the guide.) For each type of vegetable or fruit, make one small image, one medium image and one large image. Color the large apple, medium potato and small carrot brown, and color the large potato, medium carrot, and small apple red. You can leave the other three pictures (large carrot, medium apple, small potato) uncolored. Then ask children to sort the pictures in as many ways as they can. Watch and scaffold with questions as children discover they can sort by color, by size, or by item.



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.◆
- ★ demonstrate responsible personal and social behavior in physical activity settings.◆
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.◆

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

ACTIVITIES

1. Set up a “drive-through restaurant” for tricycles. At the ordering window have the order-taker ask politely, “May I take your order?” Remind children to ask politely for what they want saying “please” and “thank you” when they receive their food. The servers should say something like, “Welcome to the Burger Shop” and when they give the customer the food, “Thank you for visiting us. Enjoy your lunch.”
2. Encourage children to act out the scenes from the story where the townspeople are annoyed by the things that the man with bad manners does.
3. **“MAY I PLEASE” GAME:** This can be played with any number of children, but more fun if there are 2 teams. Choose a “base,” such as a door or wall, or a ball, several

yards in front of the teams. Each team must choose a MAY-I leader, who moves to the “base.” The leader from Team 1 calls on a child in the other team, and that child will ask, “May I please take a step.” If the child uses the word “please,” the leader says, “Yes, you may,” and the child steps forward. If the child forgets to say “please,” he/she steps backward. Then, the 2nd team leader does the same with the other team, and so on until all the children have a turn to move forward or backward. Continue until someone reaches the base first.

Variation: If the child who steps forward remembers to say “Thank You,” that child is allowed to take 2 steps forward as a bonus.

ASSESSMENT

Observe and note as children play with materials, make their own observations, and use the positional vocabulary. How does their play change and grow over time? Note increasing levels of proficiency in gross motor skills such as running, jumping, climbing, hopping, crawling, and in the proper semantic use of the vocabulary words.



H. FOLLOW-UP



There will be opportunities to recall and use the story with your children. For example, when you see one of your children using good manners, or when one of your children forgets to use good manners, remind your children of the man with bad manners and what happened.

When I heard what you just said now, it reminded me of the story of The Man with Bad Manners. Can you guess why I thought of that?

Do you remember the story of The Man with Bad Manners when the man displayed bad manner to others? How did it make people feel? Why do you think so?

When the man finally used good manners, do you think he felt better about himself? Did others like him better? Why do you think so?

When you use good manners, do you think it makes others feel good? 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 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*

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 Man with Bad Manners* 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.

B. 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, reindeers pulling a sleigh together, a family barbecue, helping with clean up. Ask them to return the pictures for discussion and display.

C. Family Sing: Send words to the “Good Manners Song” or other songs home so that parents can sing or recite with their children and reinforce the concepts.

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 Man with Bad Manners* 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.

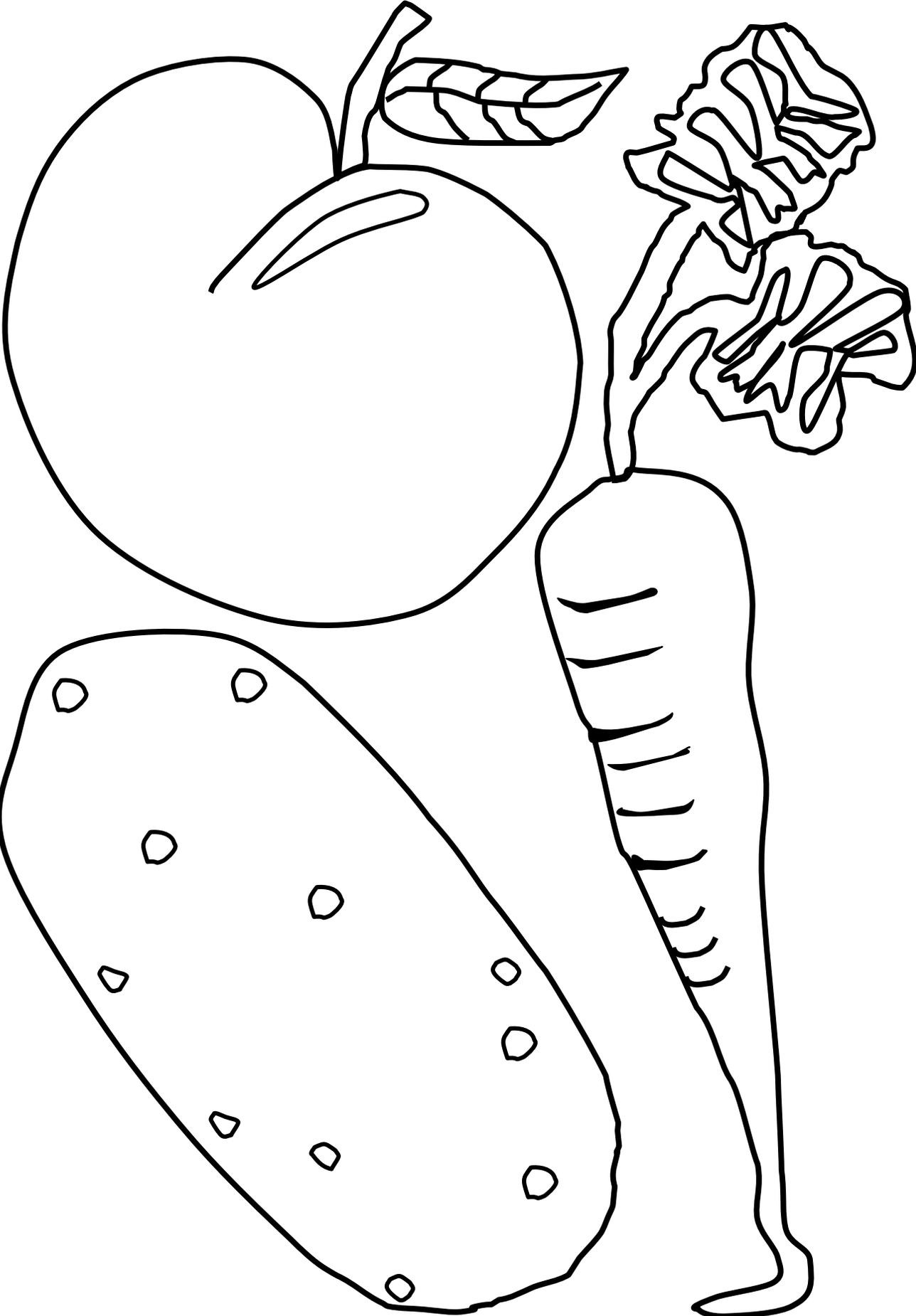
5. Have the families draw a picture of something silly. Ask them to share the artwork with the other children and families. Send these drawings home and suggest that families display them in their homes as you display students’ artwork in your classroom.

6. Have the families draw a picture of someone with bad manners or an incident showing bad manners. 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.

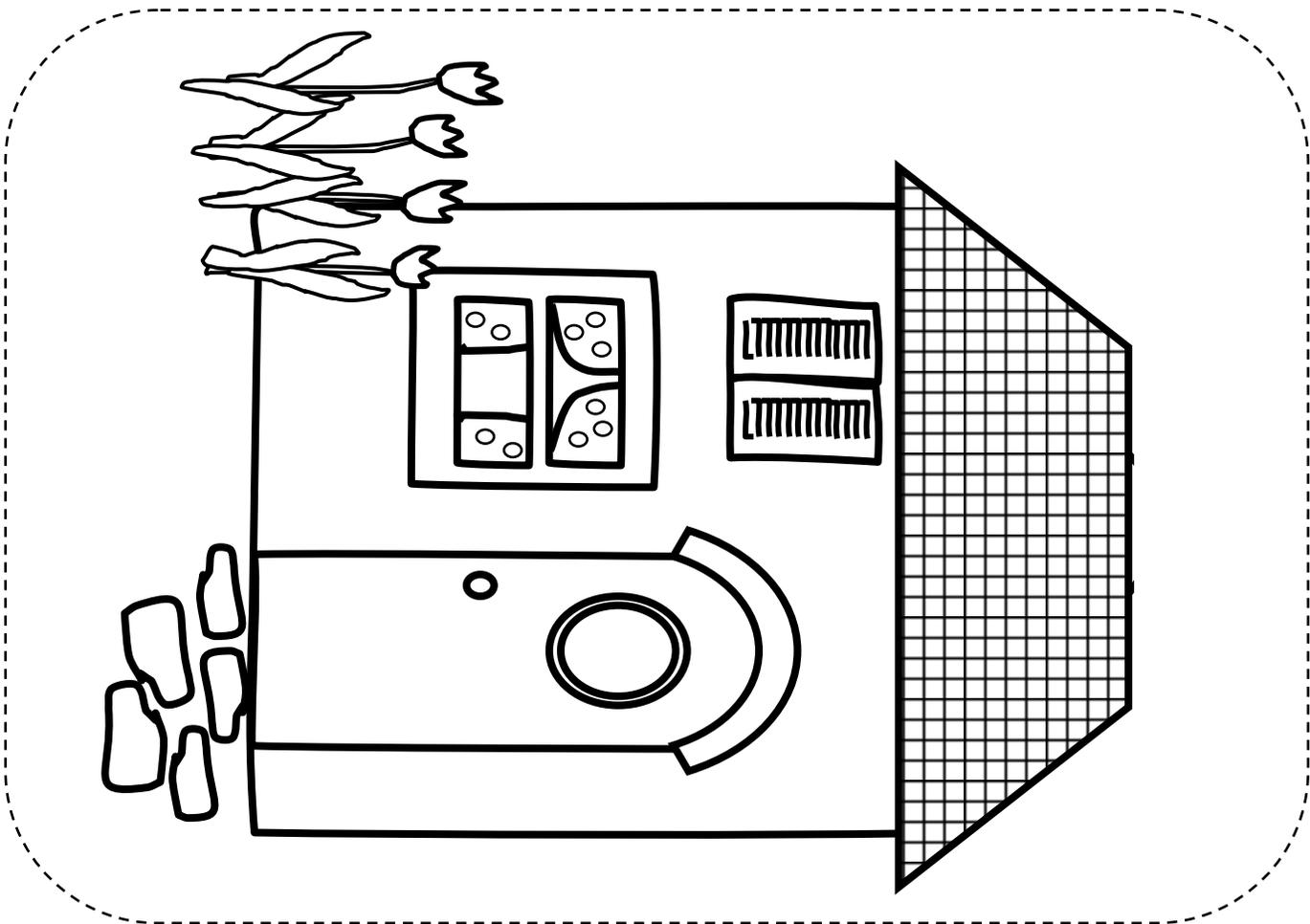
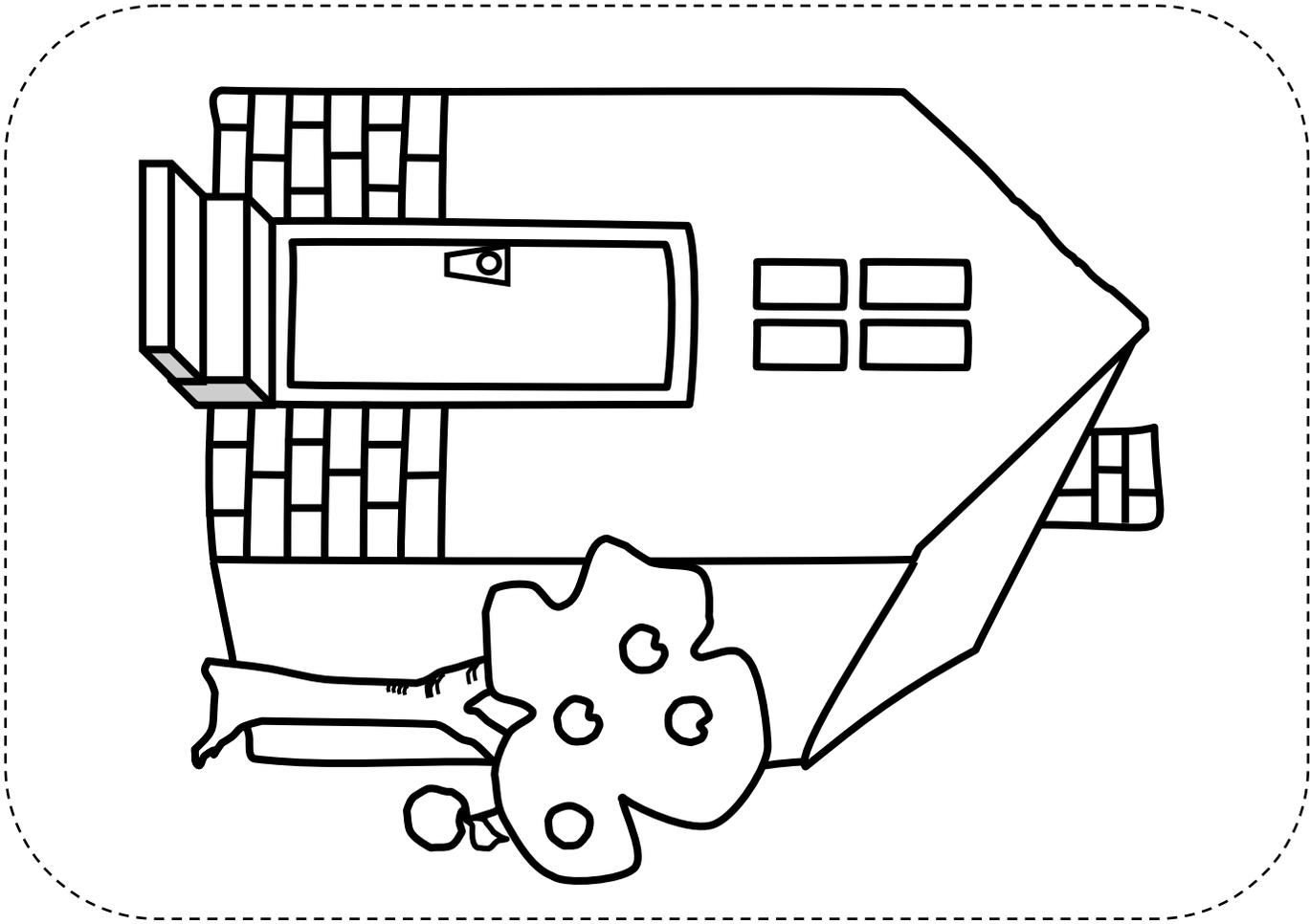


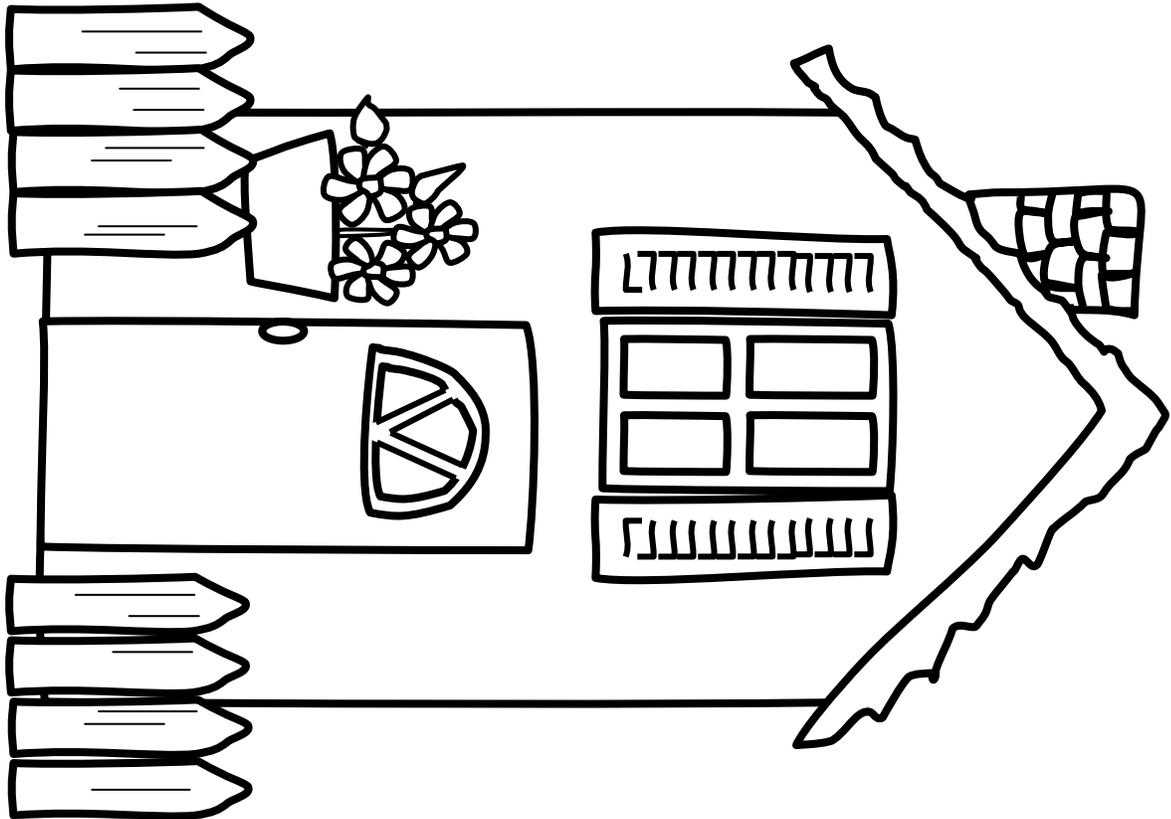
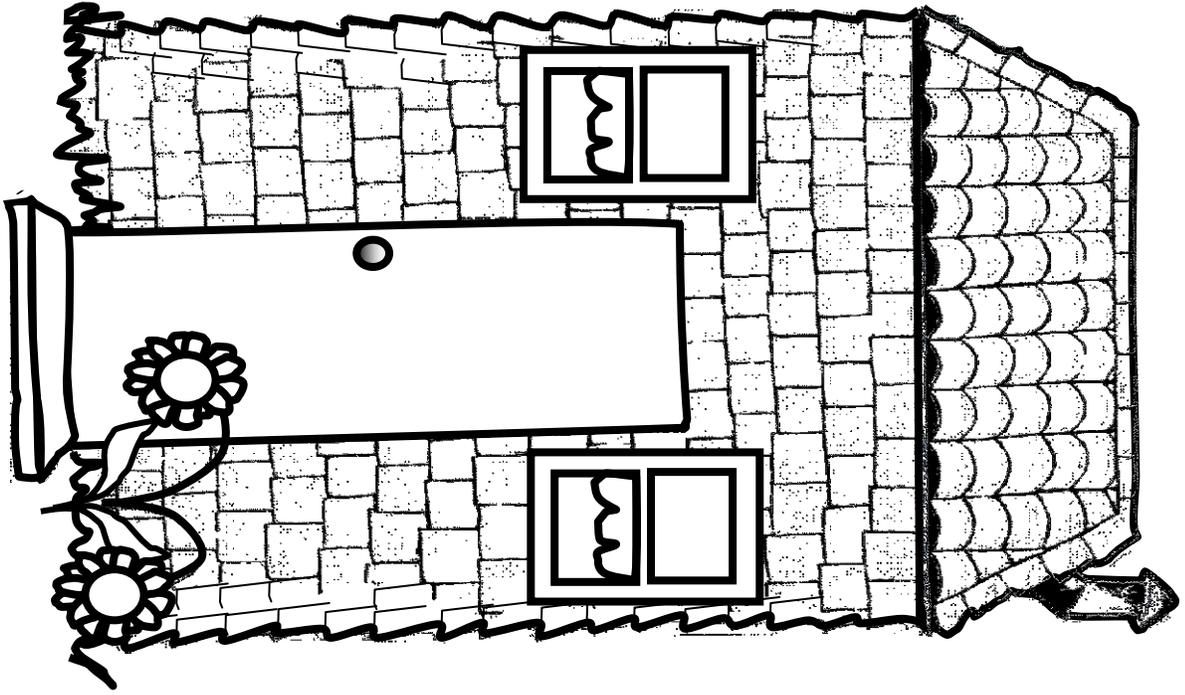
The worksheets in the following section can be used with many activities in this guide.

Fruit and Vegetable Templates for Matching, Sorting and Other Activities



Templates for House Sorting and Other Activities





The Man with Bad Manners

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**