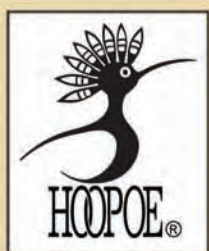


THE MAN AND THE FOX

by IDRIES SHAH

illustrated by SALLY MALLAM

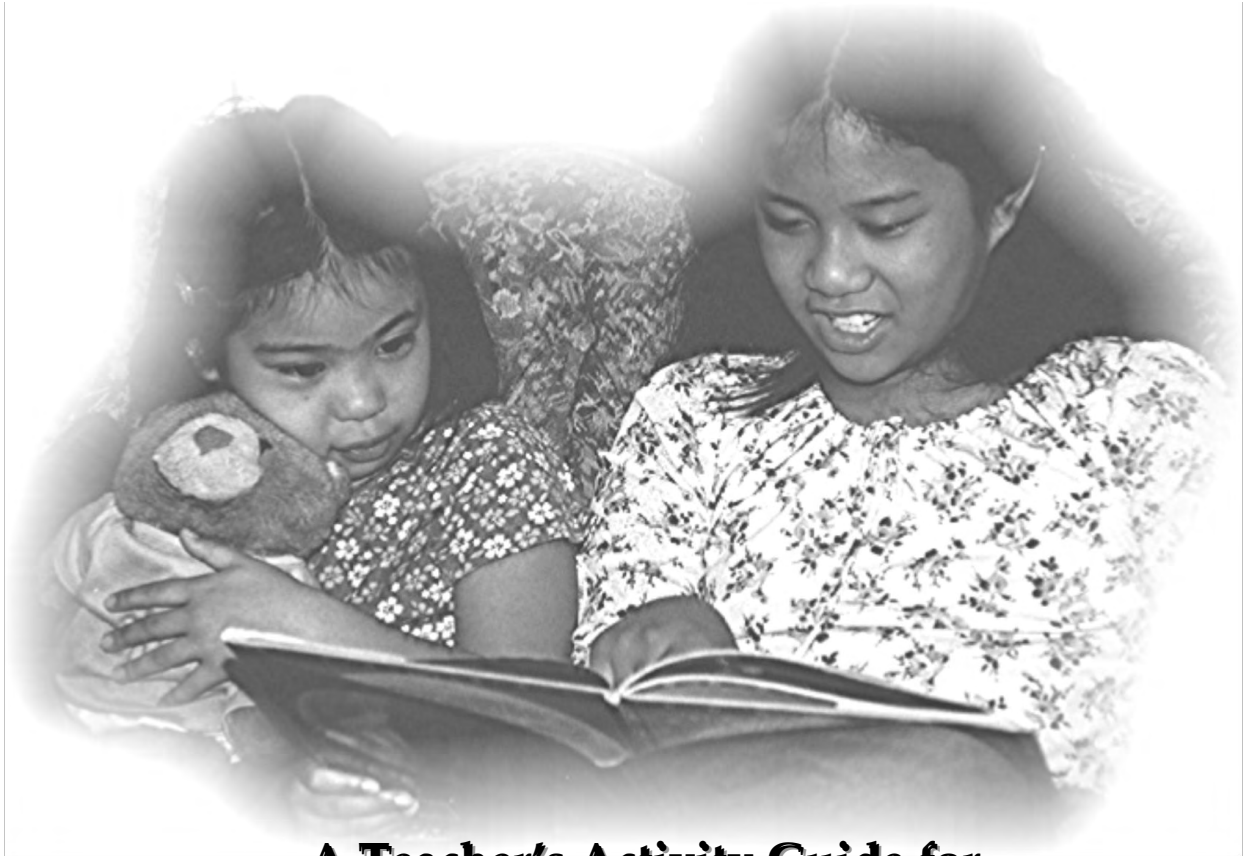


HOOPOE EARLY LITERACY CURRICULUM TEACHER'S ACTIVITY GUIDE

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 and the Fox

by

Idries Shah

HOOPOE BOOKS

This publication was developed by **The Institute for the Study of Human Knowledge (ISHK)** with a grant from **The Will J. Reid Foundation**.

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



Published by Hoopoe Books
a division of The Institute for the Study of Human Knowledge
Los Altos, CA
www.hoopoekids.com

Copyright © 2008 by The Institute for the Study of Human Knowledge
Text from *The Man and the Fox* copyright © 2006 The Estate of Idries Shah
Illustrations from *The Man and the Fox* copyright © 2006 Sally Mallam

ALL RIGHTS RESERVED

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or in writing from the publisher. Requests for permission should be addressed in writing to Hoopoe Books, 171 Main St. #140, Los Altos, CA 94022.

ISBN 978-1-933779-35-5

Table of Contents

Introduction to Teaching-Stories	1
I. Group Activities:	4
A. Read Aloud	4
B. Discussion.....	6
C. Group Writing.....	10
D. Sounds of Language	11
E. Music.....	12
F. Math/Science	13
II. Center Activities:	15
A. Listening Center	15
B. Dramatic Play Center	16
C. Art Center	17
D. Writing Center	18
E. Block Center.....	19
F. Match, Sort & Order	20
G. Outdoors.....	21
H. Follow-Up.....	22
III. Home/School Connection Activities.....	23
A. Parent Night	23
B. Parent/Child Reading and Art Activity.....	23
C. Family Sing	24
D. Parent Visitor/Speaker.....	24
E. "Pajama Party"	24

WORKSHEETS: The worksheets included in this guide can be used for many of the activities. Worksheets include: color pictures for counting, sequencing and words; 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
The Farmer's Wife
Fatima the Spinner and the Tent
The Lion Who Saw Himself in the Water
The Magic Horse
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 Farmer's Wife
The Lion Who Saw Himself in the Water
The Man with Bad Manners
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



**“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 Man and the Fox*. Children will get the most out of this story if you remember these points:

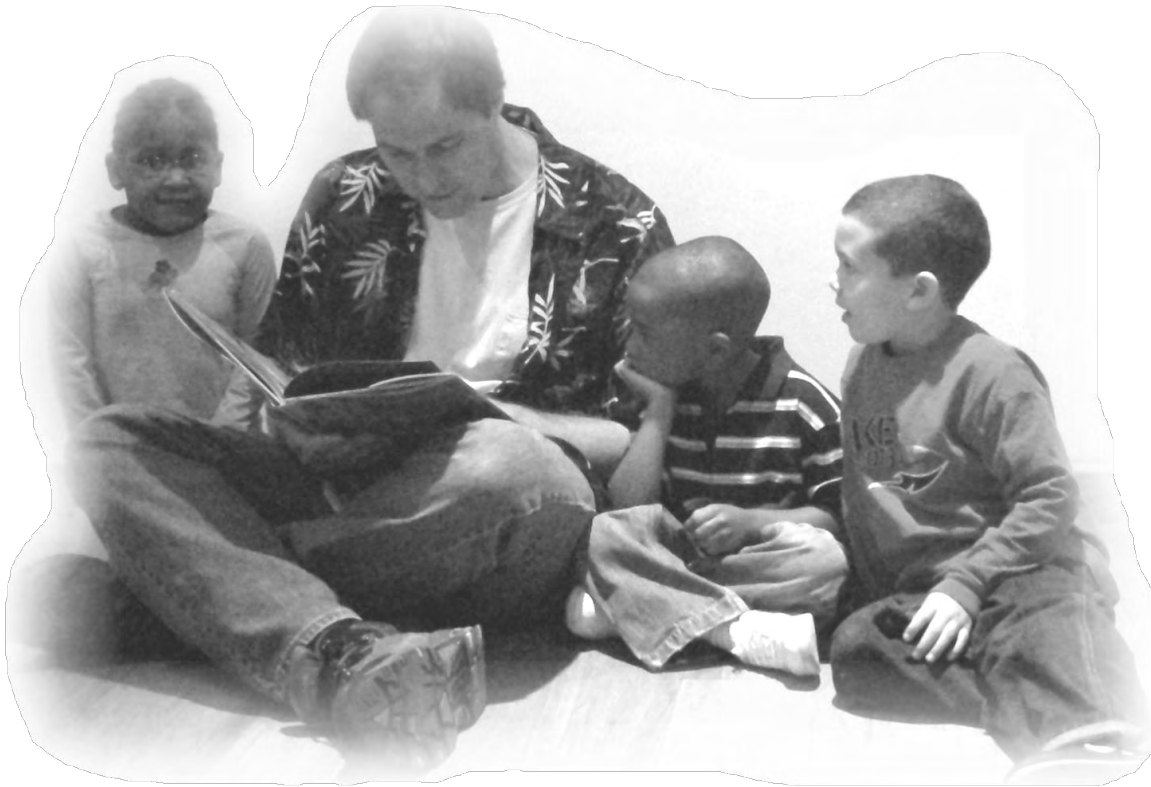
- ★ Children need to hear this story several times in order to become familiar with it and begin to understand its meanings. This guide will give you ideas for reading and rereading the stories to children in order to have them learn the stories.
- ★ Children understand and remember a story better if 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 and the Fox

This is a story about a man who tricks a young fox into believing that he will give him a chicken and then sends him off into the bushes where he gets trapped in a net. However, through his ingenuity and perseverance, the fox manages to escape.



Among other things, this tale can inspire children to face challenges and to overcome, and sometimes make use of, the obstacles in their path in order to solve problems.



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 to focus the children's attention and trigger prior knowledge to help comprehension. (See the instructions for using simple puppets or felt-board characters in the Dramatic Play section and at the back of this guide.) You might want to have a variety of tools and things that can be used as tools in a pinch.

Make sure you have at least one rock among the tools. Ask children what they think the tools are used for. Discuss how tools are used to help you do something that is difficult in one way or another. Ask children how they might use the items that are not obvious tools to help them do something. (They may suggest something like using a rock as though it were a hammer by banging with it, or writing on the street with its sharp edge.)



I. Group Activities

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

What do you think is going to happen in this story? Why do you think so?

What do you think the fox is thinking about? Why do you think so?

Where do you think this story takes place? Why do you think so?

What kinds of birds are shown on the cover? Why do you think one is different?

The title of the book is The Man and the Fox. Have you ever seen a real fox?

Now turn to the title page and ask:

What do you see here? (title, author, flowers, bees, butterflies, publisher and place)

The title of the book is The Man and the Fox. Why do you think there is no picture of a man?

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:

I. Group Activities

The man and the fox exchange polite greetings: "May you never be tired!" said the man. "May you always be happy!" replied Rowba.

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

When the man invites the fox to his house: "I have chickens at my house. We'll go there, and you'll have your chicken in no time at all."

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

The man gives the sack to the fox but tells him to open it in the bushes where nobody will see him: And he trotted all the way to the bushes carrying the sack in his mouth.

What do you think will happen when the fox reaches the bushes? Why do you think so?

When the fox crawls under the bushes, he discovers there are only stones in the sack and then he finds himself trapped under a net: At first Rowba was worried because he thought he might not get out of the net.

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

When the fox picks up a specific rock: He searched through the stones in the sack and found one with a sharp edge.

What do you think is going to happen next? Why do you think that?

Say to the students:

Rowba escapes by cutting a hole in the net with a sharp stone. If Rowba meets another man, what do you think will he do? 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.

The story begins "Once upon a time, when the moon grew on a tree and ants were fond of pickles, there was a lovely brown fox." What kind of a time is this? Is this like our time? Is this world like our world? Why do you think so?

How did the man try to trick the fox?

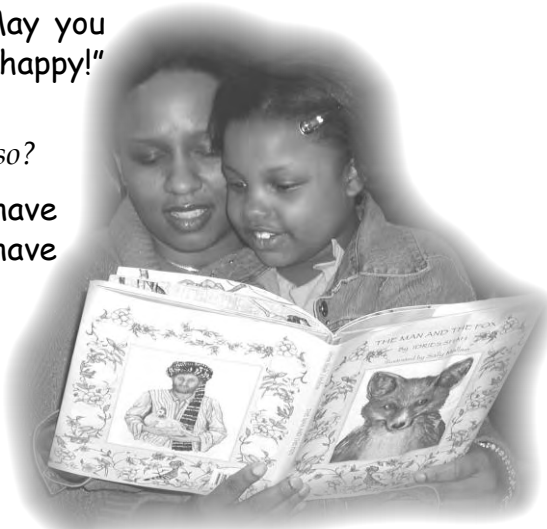
Why do you suppose the man put stones in the sack?

Do you think the man knew that hunters had put a net in the bushes to catch Rowba?

Do you think he wanted Rowba caught? Why do you think so?

Why was Rowba the fox worried?

How did Rowba escape?



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?

Why do you think the man wanted to catch the fox?

Was it a good idea to give Rowba the fox a bag of stones? Why or why not?

What else could the man have done to try and catch the fox?

Do you think Rowba the fox is clever? Why or why not?

Do you think Rowba is an old fox or a young fox – why do you think so?

Why do you think the fox trusted the man in the beginning?

Do you think it took Rowba a long time to get out of the net? Why do you think so?

Do you think all foxes really know the story of Rowba and the man? Do you think this is why foxes won't walk with people, why they are hard to catch and why they are free? Why do you think so?

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:

Did you ever know a person who tried to trick you? Have you ever tried to trick anyone?

When the man met the fox, he said, "May you never be tired!" And the fox replied, "May you always be happy." What do you say when you meet someone?

The fox followed the man. Would you have followed the man? Why or why not?

What would you do if somebody treated you the way that the man treated the fox?

In what way is the fox like any other animal you have seen?

In what way are you clever?

Can you remember a time when you or another person was clever or did something clever? What happened?

What could Rowba teach you about getting out of difficult situations?

Do you think it is important for foxes to know this story? Do you think it is important for people to know this story? Why do you think so? How could you help others to know this story?

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 name all the animals that are pictured in the book. Write these words on a chart and read them back to the children. Have children come up to the chart and

circle a letter that they know and tell the class the name of the letter. Have children copy one or more of the words onto their own paper and create illustrations for the words.

3. Have children think about the way the story began: "...when the moon grew on trees and ants were fond of pickles." Encourage them to make up other story starters that refer to an imaginary time or place. List the sayings and then ask the children to make up a story to go with one of the story starters. Each child can add a sentence to the story as they create it out loud. Remember to read the entire story back to them after adding each new sentence to the story.



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 a basket of toys, pictures and items that begin with the /ch/ sound and the /f/ sound such as chicken, cheese, cherries, children, chalk, fish, feathers, fan, figs, fox, fur, etc. Talk to the children about each item introducing the words that they might not know. Demonstrate how to categorize the objects into /ch/ words and /f/ words. Have basket available for children to work with during center activities.

2. Encourage children to make silly (nonsense) rhymes with the words *fox* and *stones*. Remember to accept and encourage nonsense words as long as they rhyme. You may choose to use rhyme with some of the animal names from the chart you have created with the children.

3. Play a listening game where children listen to you segment a two-syllable word, and they have to blend the syllables back into one word. You say:

I. Group Activities

“chi (*pause*) cken” and they have to say “chicken.”

“cle (*pause*) ver” and they have to say “clever.”

“es (*pause*) cape” and they have to say “escape.”

ASSESSMENT

Notice whether children can choose rhyming words. Notice whether children repeat or emphasize the /f/ or the /ch/ beginning sound when they play with and sort the items. Notice whether children can identify individual words when presented with segmented 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.♦
- ★ demonstrate growing confidence in a range of abilities and expresses pride in accomplishments. ♦

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

ACTIVITIES & ASSESSMENT

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

WHERE'S MY LITTLE CHICKEN? (*Sung to tune of "Ten Little Indians"*)

Oh where, oh where is my little chicken?	Oh where, oh where is my little chicken?
Oh where, oh where is my little chicken?	All I see are rocks.

FINGER PLAY – Five Clever Foxes

Five clever foxes hiding from the man (*hold up 5 fingers*)

Looking for chickens wherever he can. (*make "glasses" with your fingers to look through*)

One got trapped and the others ran. (*clap your hands together then "run" your fingers away*)

Four clever foxes hiding from the man (*hold up 4 fingers and continue until 1 finger, then...*)
 Looking for chickens wherever he can. (*glasses*)
 The fox got trapped, but got out and ran! (*fingers running*)

MOVEMENT SONG - Clever Fox, Shake Your Bushy Tail

(*Sung to tune of "Bluebird, Bluebird Through My Window"*)

Clever fox, clever fox shake your bushy tail.

Clever fox, clever fox shake your bushy tail.

Wrinkle up your little nose.

Comb your whiskers with your toes.

Clever fox, clever fox shake your bushy tail.

SIX LITTLE CHICKENS (*Sung to tune of "Six Little Ducks" or recited as a poem*)

Six little chickens that look so yummy (*hold up six fingers*)

Fat ones, skinny ones, for my tummy (*stretch arms out wide for "fat" and in for "skinny" and then rub tummy*)

Put one in the sack and away I go (*pretend to sling a sack over shoulder and walk in place*)

But all I got was a rock, Oh No! (*hands on side of face, with look of surprise*)

(*Continue with five, four, three, two and then...*)

One little chicken that looks so yummy (*hold up 1 finger*)

It's too skinny for my tummy (*hands close together to show "skinny"*)

So, put a rock in the sack and away I'll go (*sling sack over shoulder and walk in place*)

And may you always be happy-o! (*wave*)



F. MATH/SCIENCE



Standards*

Children will:

- ★ begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.♦
- ★ begin to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.♦
- ★ progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structure.♦
- ★ 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.

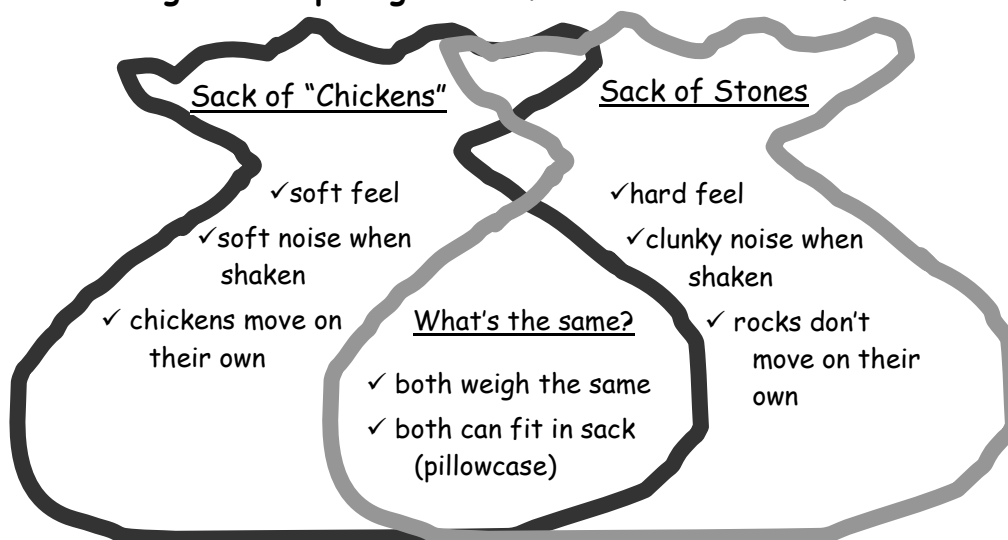


ACTIVITIES

1. Mature chickens weigh 5-13 pounds. Have a pile of small rocks and have children guess how many rocks it will take to weigh the same as a 9-pound chick. Make a chart of their responses. Then weigh the rocks on a bathroom scale to find out the correct answer. Compare the chart predictions to the actual number of rocks.

2. Use a beanbag “chicken” created out of simple round material sewn and stuffed with approximately 9 pounds of beans or rice. Place the “chicken” in one pillow case and place the 9 pounds of rocks in another pillow case. How are they different and how are they the same? Use a Venn Diagram to compare (the overlapping section) and contrast (the two outer sections) the sack with the chicken and the sack with the rocks.

Venn Diagram Comparing Sack of Rocks with Sack of “Chickens”



ASSESSMENT

Note whether children can describe what the graph indicates. Note which children are able to translate their observations into some type of “written” record. Note whether children contribute to creating the Venn Diagrams. Note whether children have different conversations and comments about what things weigh.

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.♦

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

ACTIVITIES & ASSESSMENT

1. Introduce the idea of listening to the story with the equipment in the Listening Center. Make sure children know how to use the equipment and that it is set up to make use as easy as possible. A simple green dot on the play button and a red dot on the stop button may be all that is needed to remind children which is which. Have the CD with page-turn signals and the book together so children can listen to the story whenever they want.
2. Have the Listening Center available as often as possible and note which children choose to participate in this activity.
3. Play the game of “telephone” by whispering a sentence from the book to one child. Then that child must whisper what he/she heard to the next child and so on. Have the last child repeat what she/he thought was heard and compare that to what you said originally. Choose key phrases from the book such as:
 - He had soft beautiful whiskers and a fine bushy tail.*
 - The farmers around here can see us and they won’t like my giving a chicken to a fox.*
 - He searched through the stones in the sack and found one with a sharp edge.*
 - Men think they are clever but foxes are cleverer still.*
4. Discuss the importance of listening carefully.

II. Center Activities



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). ♦♦

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

ACTIVITIES

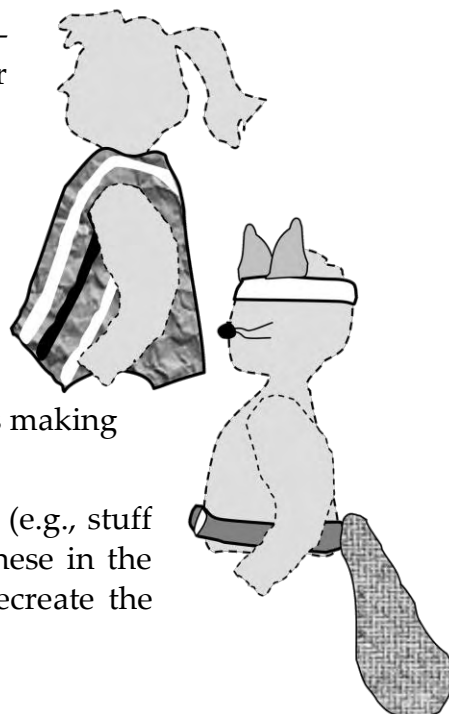
1. Have puppets of a man and a fox and a puppet theater available (or have felt-board characters and a felt board). Encourage children to create puppet shows of the man and the fox that may have different endings than that of the book. (See the back of this guide for simple instructions on making paper bag puppets, and felt-board characters.)

2. Have children identify some of the significant characteristics of the man and the fox, such as, the man's headwear and vest and the fox's bushy tail and pointed ears.

3. Create vests out of paper grocery bags:

- Cut a slice down one of the wide sides of the bag from the opening to the bottom.
- Continue cutting a hole for the child's neck.
- Cut two holes in the narrow sides for the arms.
- Decorate with pens, decals or construction paper pieces making stripes and other designs.

4. On an old headband attach two paper ears. Attach a tail (e.g., stuff tissue paper into an old woolen sock) to an old belt. Use these in the dramatic play area as costumes to encourage children to recreate the story in their own words.



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.◇
- ★ 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.♦
- ★ enhance abilities to recognize, duplicate, and extend simple patterns using a variety of materials.♦

*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 locate the many animals that are depicted in this picture book. (While only the fox and chicken are mentioned, there are also illustrations of the owl, butterflies, squirrel, hoopoe bird, mice, ladybug, rabbits, and bees.) Then have children draw some of the other animals that might be in the hills, bushes and forests where the fox went.

II. Center Activities

3. Have children locate geometric shapes that are used in the illustrations, such as the triangle pattern that borders some of the illustrations or the squares that make up the floor and walls of the man's house. Have previously cut triangles and squares available in many colors and sizes. Set them out with glue and large paper or cardboard and encourage children to create pictures, designs, borders, and patterns to display.

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.♦
- ★ 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

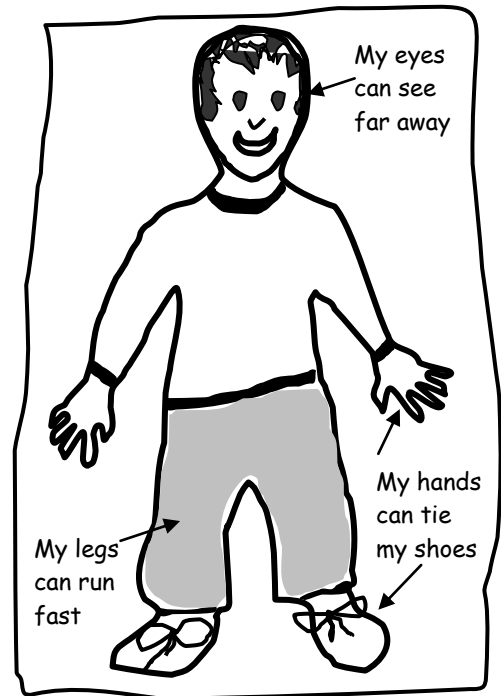
1. **Vocabulary** – Create word cards with key words from the story such as: **bushy, generous, sack, stones, clever, net** or other words as suggested by the children so that they may use them in creating their own pictures, stories and books.
2. Have children draw what they think happens after the end of the story.
3. Suggest that children write a letter to the man from the fox after the fox returned to his home. Have them “read” their letter to you. Ask if they would like you to write their words.
4. Have children draw themselves being clever. Then have them dictate what they want to say about the picture and have them sign the page. Put the pages together to make a “Clever” class book.

5. What's Clever About Me? Chart

Have each child stand up against a piece of art paper cut large enough to outline his/her entire body; or have each child lie on the floor on top of a sheet of art paper. Make an outline of each child using a black marker. Help the children write their names at the bottom or on the back of their body shapes.

Tell the children to draw and color the rest of themselves on their outline. They can add other decorations (confetti, decals, buttons, ribbons, fabric, etc.)

Once the composition is done, help each child take turns taping the picture on a wall and have them show the parts of them that demonstrate something "clever." Say: *"Point out the parts of you that help you do clever things, and tell us why you think that."* Help them label the parts that they point out by writing down their words on their picture.



ASSESSMENT

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



E. BLOCK CENTER

Standards*

Children will:

- ★ begin to recognize, describe, compare, and name common shapes and their parts and attributes.♦
- ★ begin to be able to determine whether or not two shapes are the same size and shape.♦
- ★ progress in ability to put together and take apart shapes.♦



II. Center Activities

- ★ enhance abilities to recognize, duplicate, and extend simple patterns using a variety of materials.♦
- ★ grow in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.♦
- ★ progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language and family structures. ♦ ♦

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

ACTIVITIES & ASSESSMENT

1. Have children build a clever trap for a fox and then demonstrate how it would work. Have other children think like the clever fox and determine a way to get out of the trap.
2. Have small nets and sacks with pebbles available to stimulate play based on the story.
3. Add a variety of obvious and not-so-obvious tools to the block area to encourage divergent thinking. You may wish to add some of the same items you showed the children before the read-aloud.



F. MATCH, SORT & ORDER



Standards*

Children will:

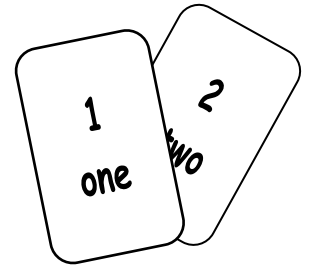
- ★ show growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.♦
- ★ show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.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

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

ACTIVITIES & ASSESSMENT

1. Encourage children to place rocks from the math/science activity in order of their size. Remember to use comparative words such as “larger” or “smaller.”

2. Make number cards with the number word and the numeral (see illustration). Then have picture cards of 1 fox tail, 2 fox ears, 3 mice, 4 fox paws, 5 chickens, 6 rocks, 7 ants, 8 pickles, 9 bees, 10 flowers. (Use the color pictures provided in this guide.) On the back of the picture cards write the numeral again. Have children put the pictures in numerical order and match the number card to the picture. They can check their work by looking on the back of the picture card.



3. Have sequence cards of several events in the story (the fox meets the man, the man gives the fox the sack, the fox chooses a rock and cuts his way out of the net, the fox escapes and is reunited with his brothers and sisters). Encourage children to put the cards in order according to the sequence of the story. Have children tell you what is happening in the sequence they have created. (See the color cards included in this guide.)



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. %%
- ★ demonstrate understanding and respect for differences among people in physical settings. %%
- ★ 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. Use a parachute and have all the children sitting and holding onto the parachute handles. Have one child be the “fox” who crawls under the parachute and gets “trapped.”

II. Center Activities

Have the clever fox find his way out through an opening as the other children alternately lift and lower the edges of the parachute randomly. Then have the “fox” choose another “fox” to be trapped and escape. Remind the children that they must always play this game with adult supervision.

2. Have a sack and some rocks outside and encourage children to dramatize the story.
3. Have children locate and observe ants. Bring pieces of pickles to place near the anthills and observe whether or not the ants interact with the pickles. Try different types of pickles (sour, dill, sweet). Have children discover if there is any difference in how the ants react with the different food items.
4. When foxes move, they usually *direct register*. This means that they place their rear foot directly and exactly into the place where their front foot was placed. Have children try to walk like this on their hands and knees. (Take a field trip to the public library and help the children look up books on how other animals walk and run. Go to the website <http://www.princeton.edu/~oa/nature/tracking.shtml> for more information on tracking.)

ASSESSMENT

- Observe and note as children play with materials, make their own observations, and use the positional vocabulary (*up, down, left, right, back, side, front*, etc.). 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 hear students saying that a problem is too difficult and you think that they are giving up too easily, remind them of the fox and how he eventually got out of the net.

When I heard what you said just now, I was reminded of the story of The Man and the Fox. Can you guess why I thought of it?

Do you remember the story of The Man and the Fox when the fox felt worried because he thought he couldn't solve his problem and escape, but then, what did he do? Do you think something like that happened just now? Why do you think so?

Go back to the story from time to time, weeks or months later, to see if your students can remember the story. 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 and the Fox* 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 parents and students draw something that represents the most important part of the story, *The Man and the Fox*, that they'd like to share with others. Ask them to return the pictures for discussion and display.

III. Home/School Connection

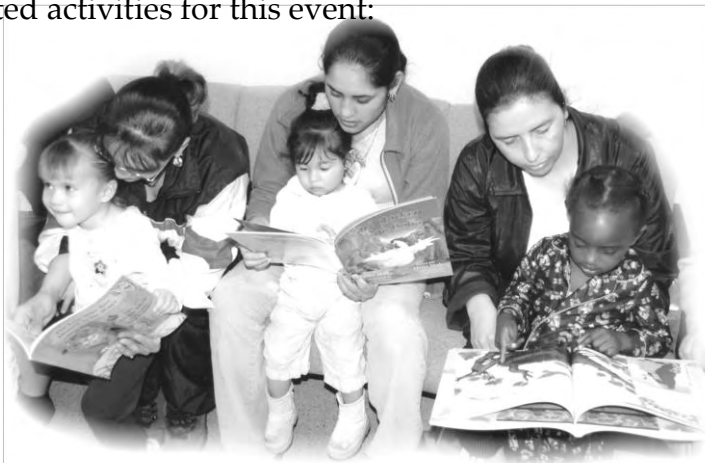
C. Family Sing: Send words to the songs or finger plays home so that parents can sing or recite with their children and reinforce the concepts.

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 and the Fox* 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 that the story of *The Man and the Fox* reminds them of. Ask them to share the artwork with the other children and families. Send these drawings home and suggest that families display them in their homes as you display students’ artwork in your classroom.

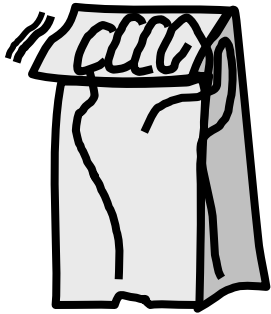
6. Have the children sing a song such as “Where’s My Chicken.”



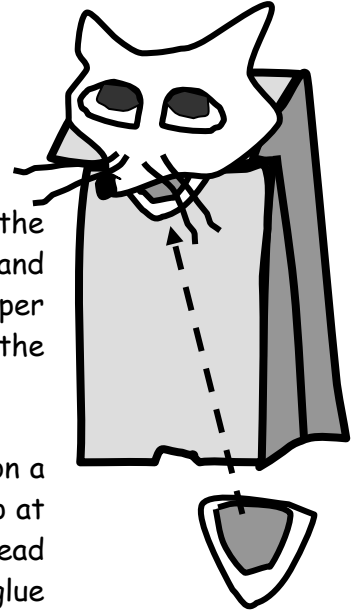
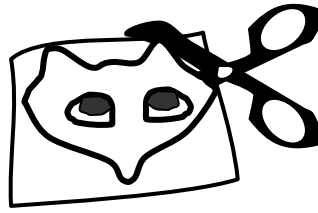
The worksheets in the following section can be used with many activities in this guide.

Hoopoe Books Teaching-Stories™

The Man and the Fox Paper Bag Puppet



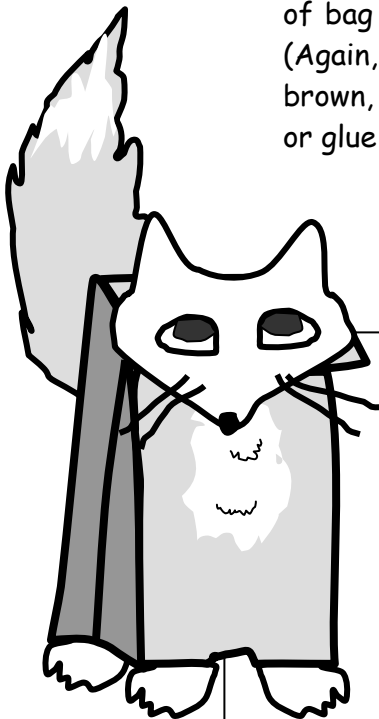
With bag over hand, move the puppet's mouth.



1. With a piece of cardstock about the same size as the flap of the bag, draw the fox's top part of his face and ears. Draw on or glue on pieces of construction paper for eyes and nose. Cut out the face and add the whiskers made of paper or pipe cleaners.

2. Draw and cut out the lower jaw. Cut out and glue on a red tongue and glue the lower jaw under the bag flap at the fold. Then glue or staple the top part of the head securely on top of the bag flap taking care not to glue the flap down.

3. Cut out other shapes for the paws and tail from construction paper, other brown bags, or light-weight cardboard. Glue or tape paws to inside of bag at the lower opening. Glue or staple the tail to back side of bag. (Again, make sure you do not glue the bag shut.) Since the fox is usually brown, you can color white on the tail and along the front for white fur, or glue on cotton balls.



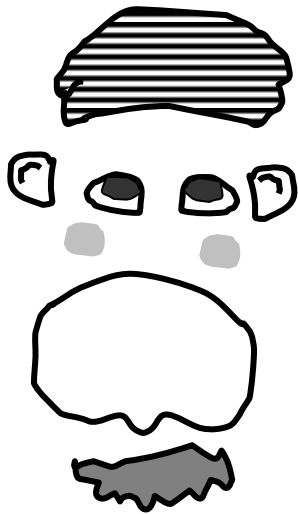
Puppet Theater Ideas

- 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.

For the MAN:

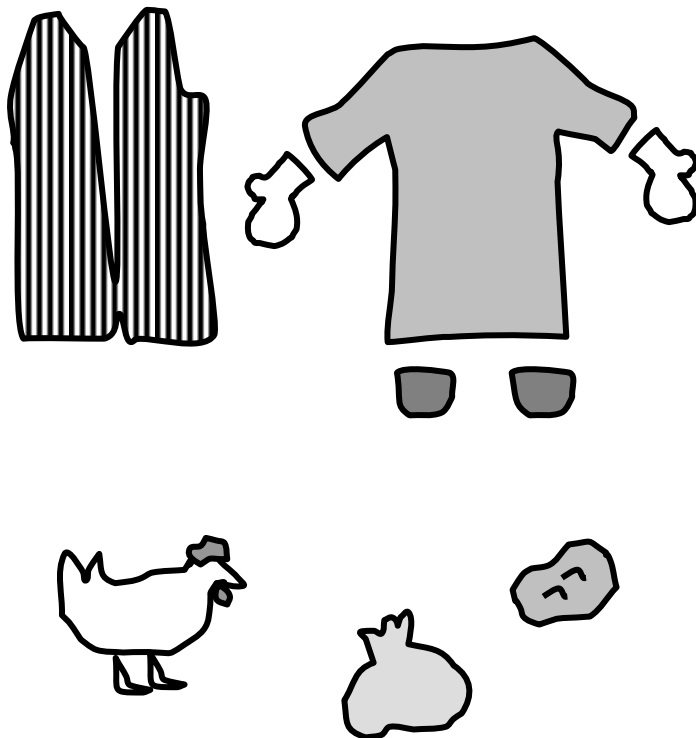
4. Cut out the shirt & vest and glue together. Color or decorate as desired. Cut out the man's beard and glue on top of his shirt at the neck. Cut out and glue on a red tongue over the beard. (You may want to use real fabric pieces for the vest, or fuzzy material for the beard.)

Cut out and attach hands and shoes to the backside of clothes. Once dried, glue the clothes/beard/tongue to the bag's front.



5. Finish by preparing the man's top part of his face like the fox's, except add on human ears, a mustache and a headdress. You may want to glue fabric to the headdress. Attach the head as above in step 1. Draw and cut out other props, such as the sack, some rocks, a chicken, etc. These props can be glued, taped or paper clipped into place as needed for play. Allow the puppets to dry completely before use. Sometimes an extra bit of glue, tape or stapling needs to be applied for stabilization.

HAVE FUN!



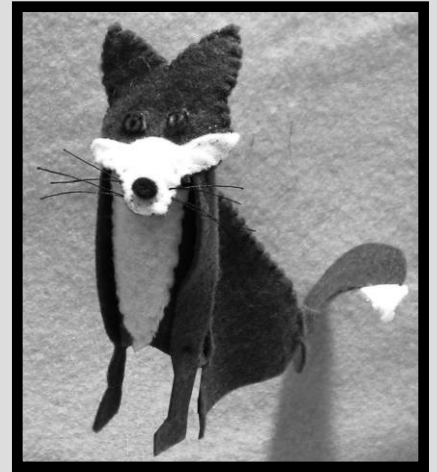
For color versions of these instructions you can download go to www.hoopoekids.com

Finger-Puppets

The Man and the Fox

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 Man and the Fox

SUPPLIES:

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

Optional: 1. Black thread 2. Sewing needle

FOX:

1. Cut out **BODY** and glue on **CHEST**
2. Cut out **TAIL** and glue **TUFT** to tip of **TAIL**
3. Cut out **HEAD** and glue on **MUZZLE** and **EYES**
4. Glue **NOSE** onto **MUZZLE**
5. Glue **HEAD** and **TAIL** to **BODY**
6. Once dry, draw pupils on the **EYES** and other details
7. Sew on or draw whiskers

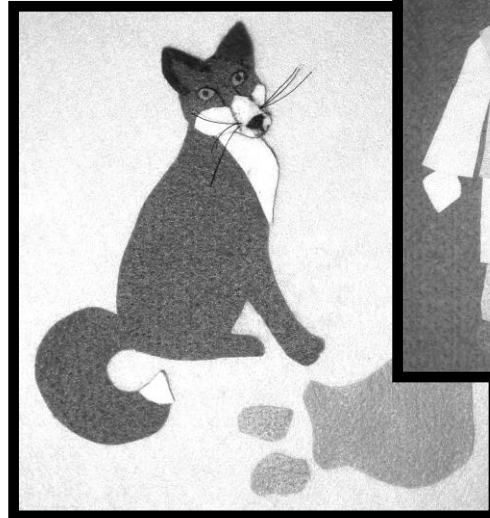
MAN:

1. Cut out **SHIRT** and glue **VEST** on front
2. Glue **HEAD**, **HANDS** and **PANTS** to back of **SHIRT**
3. Glue **SHOES** to back of **PANTS**
4. Draw face or glue on color copy
5. Glue on **HEADRESS**

ANOTHER OPTION:

1. Make color copies of characters from the book
2. Glue them to felt and trim

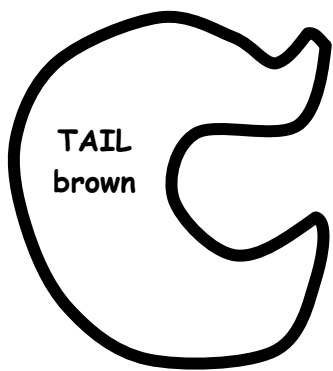
NOTE: Paper Craft Glue works best!



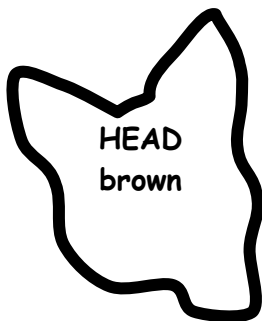
See below for pattern pieces that you can copy and use for making this scene. For a color version and more help on making a felt board, go to www.hoopoekids.com.



CAUTION: Avoid injury! Adult supervision recommended, if necessary. This project includes cutting with scissors and using a sharp needle!



TAIL
brown



HEAD
brown



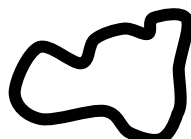
TUFT
white



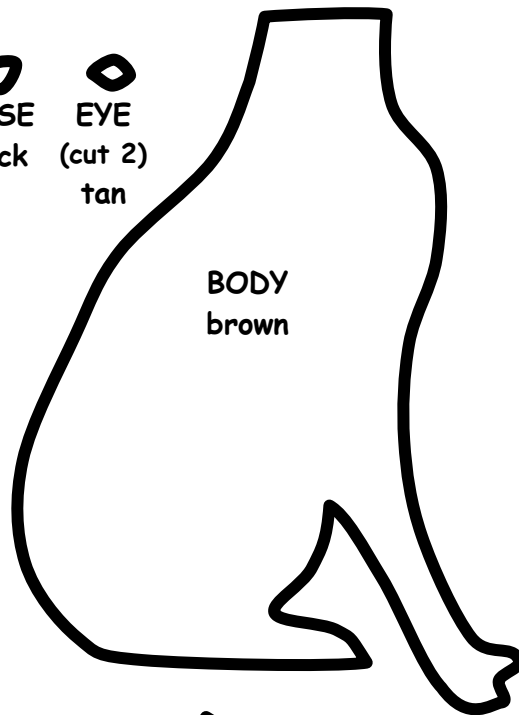
NOSE
black



EYE
(cut 2)
tan

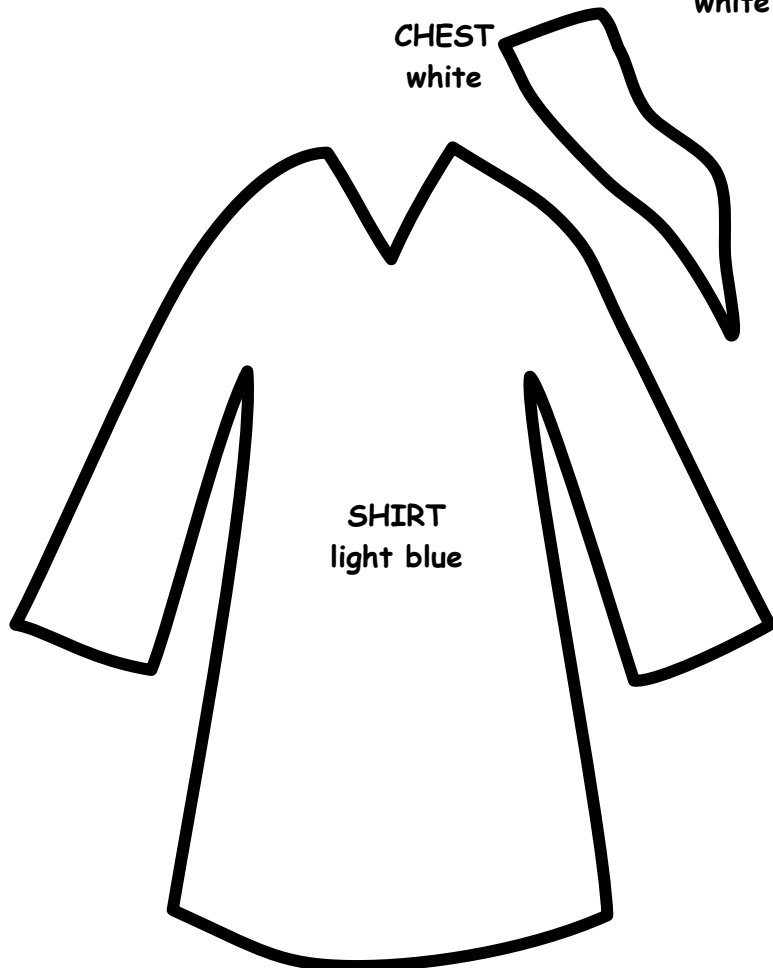


MUZZLE
white

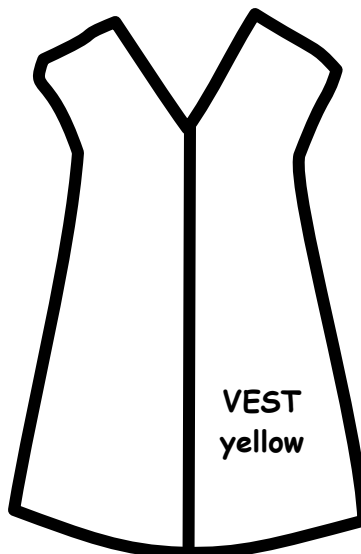


BODY
brown

CHEST
white



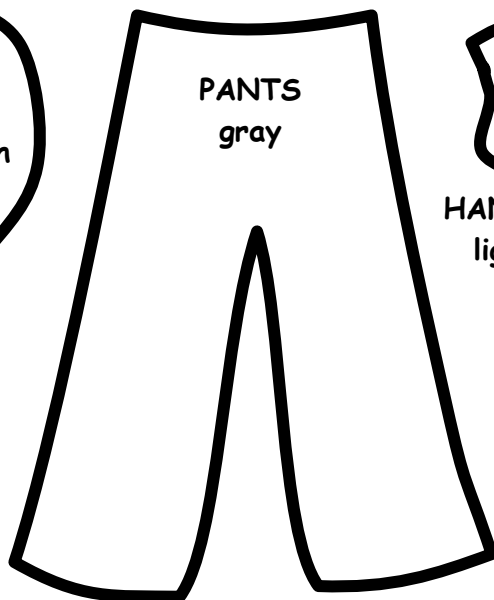
SHIRT
light blue



VEST
yellow



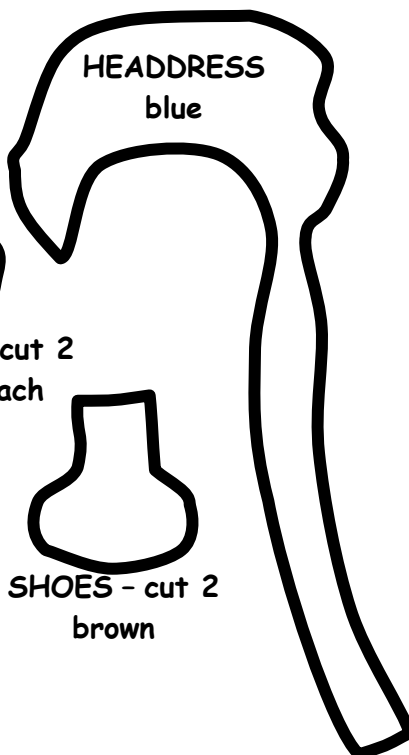
HEAD
light peach



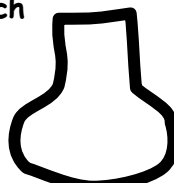
PANTS
gray



HANDS - cut 2
light peach



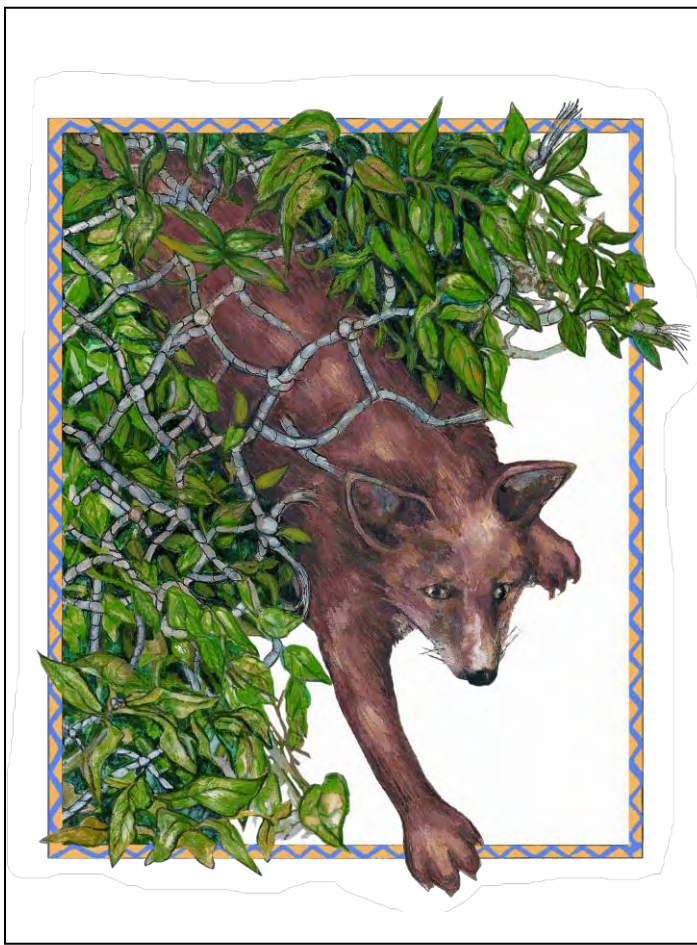
HEADADDRESS
blue



SHOES - cut 2
brown

For Ordering and other Activities. Laminate and cut for easy handling.





The following word pictures can be used for vocabulary, counting and other activities. Before laminating, write the numeral for the number of items to be counted on the back of each card.



tail



ears



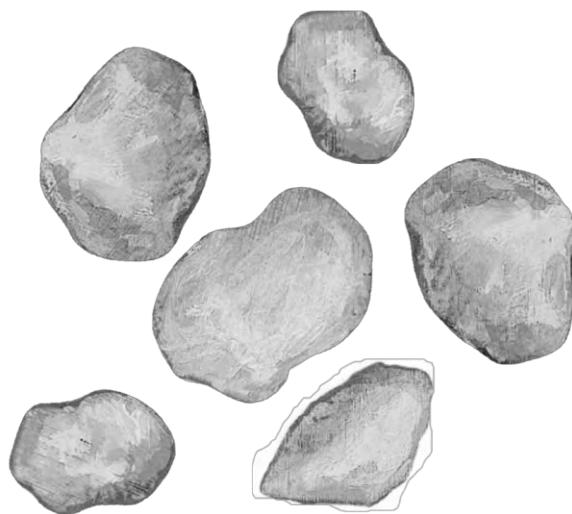
mice



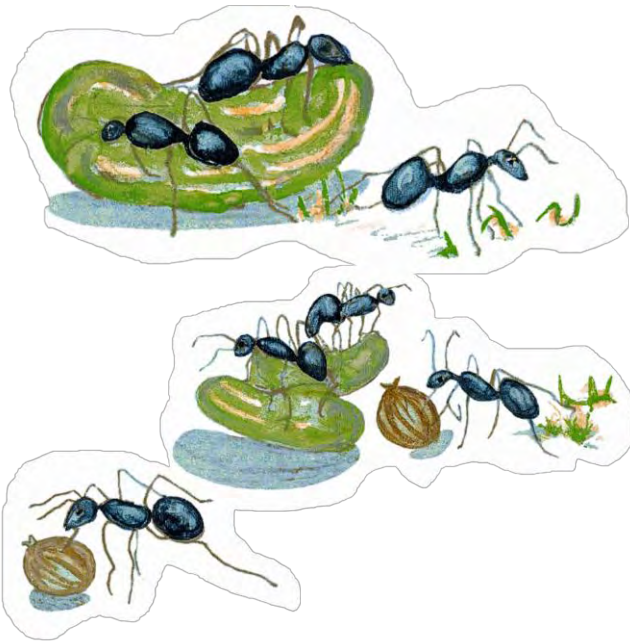
paws



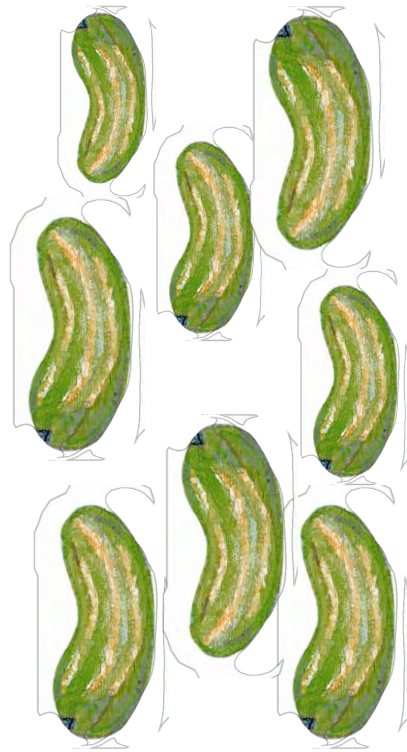
chickens



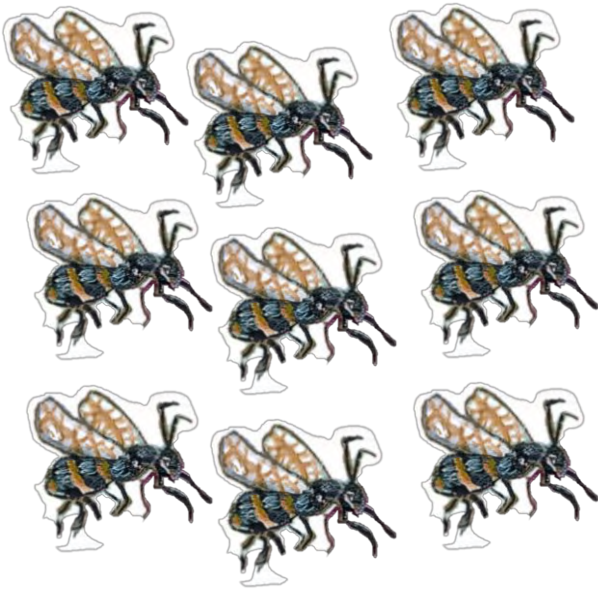
stones



ants



pickles



bees



flowers



The Man and the Fox

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**

