



HOOPOE LITERACY CURRICULUM TEACHER'S LESSON PLAN

Teaching-Storiestm: Learning that Lasts
Grades K-2

Hoopoe Early Literacy Curriculum Teaching-Stories: Learning That Lasts



Teacher's Lesson Plans For Grades K-2

The Man and the Fox

by Idries Shah

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

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



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The worksheets in this guide can be used for many of the activities. Worksheets include: Words & Sequencing Cards; Word Search Templates; Fox & Man Paper Bag Puppets; Finger Puppet & Felt-Board Instructions; Prepared Drama Script. See www.hoopoekids.com for color versions of puppet instructions and more.

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 Old Woman and the Eagle
The Man with Bad Manners
The Man and the Fox
The Silly Chicken

Lesson Plans for Grades K – 2

The Clever Boy and the Terrible, Dangerous Animal
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 3 – 5

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

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The Boy Without a Name
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The Magic Horse
Neem the Half-Boy

Lesson Plans for Grades 9 – 12

Fatima The Spinner and the Tent The Magic Horse

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"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 young people. 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.

Students will take what they can from each tale according to their stage of cognitive development. At first, a student 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 young people, 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 students to absorb each Teaching-Story so that it can help them understand and prepare for analogous situations in their own lives.
- To encourage students 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 students learn to think more effectively.
- To use the language patterns and vocabulary of the stories in ways that will help students learn to read and use language effectively themselves.
- To give students opportunities to think about the meanings of the stories in ways that will enrich their lives.
- To strengthen your relationship with your students by reading these works of literature with them.
- To give students ways of sharing the stories with their families and build stronger home/school communication.

HOW THESE LESSON PLANS CAN HELP YOU

This guide gives you lesson plans for classroom use with one of the Hoopoe books. Students will get the most out of this story if you remember these points:

- Students need to hear a Teaching-Story several times in order to become familiar with it and begin to understand its meanings before they try to read it themselves. This guide will give you ideas for reading the stories to students, having them read the stories with you, and then having them read the stories with each other when they are able.
- Students understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging children in discussions so that they can express the meanings the stories have for them.
- Students enjoy a story more if they are able to respond to it in interesting ways such as drawing a scene, retelling the story, acting the story out, or writing in response to the story. This guide will give you ideas for enjoyable activities that are connected to the story.
- Students learn different reading and language skills from stories that help them improve their literacy. This guide will give you ideas for using the stories to teach reading and writing skills.

• Students will enjoy the stories even more if they share what they are learning with their families. This guide will give you ideas for having children share the stories and what they are learning at school with their families.

HOW THESE LESSONS ARE ORGANIZED

There are two days of read-aloud lessons designed so that students will hear the story and deepen their understanding. The third reading allows students to read the story independently and for those who don't read, they can listen to the CD and turn the pages with the aid of the bell prompt. Additional readings are included with some activities. At least three readings are recommended so that students will be able to make the story their own. There are also a series of activities that give students the opportunity to respond to the story in a variety of ways.

The "Responding to the Story" activities can be introduced on the days you are reading the story aloud as well as on other days. If you do an activity on a new day after the reading, you may want to refresh the student's memory of the story by playing the CD or reading the story at the beginning. You may choose the activities you want to do according to the abilities of your students and the time available. Each activity has an estimation of time needed. These activities include skills and strategies that will help your students improve in all areas of language and literacy, including listening, speaking, reading and writing.

SKILLS AND STRATEGIES IN THIS GUIDE

The skills and strategies in this guide cover all of the skills below, but not every strategy is covered in every guide. See page 5 for suggestions on how to use the activities in this guide to improve cognitive and affective skills as outlined by Bloom's Taxonomy. The skills and strategies in this guide include:

Personal Response

- discussion
- Readers' Theater
- drawing
- retelling

Vocabulary

 developing understandings of denotations and connotations of words and phrases

Comprehension

- synthesizing
- sequencing
- determining important ideas
- making inferences
- visualization

Word Study

- using context clues
- phonics
- structural analysis
- etymology
- dictionary skills
- spelling

Thinking

- generating analogies
- reflecting
- comparing and contrasting
- making predictions

ASSESSMENT

We have provided an informal assessment for one of the key strategies or skills for each lesson at the end of each activity. This rubric will allow you to observe and determine how your students' skills are improving. We do not include an assessment for every skill and strategy being taught. If there is a particular skill or strategy that you would like to assess and we have not provided it, you may wish to use this rubric as your model. Below you will see how each rubric is organized. Each activity concludes with a performance rubric.

RUBRIC SAMPLE:

Assessment: Name of Skill

Level 1: Indicates: Proficiency is not yet developed.

Level 2: Indicates: Some proficiency is evident.

Level 3: Indicates: Adequate proficiency is evident.

Level 4: Indicates: Above-average proficiency is evident.

LESSON PLANS FOR USING TEACHING-STORIES IN THE CLASSROOM

We recommend several readings of the story. The lesson plans are designed for you to read the story aloud at least twice (although not in the same day), to hear the story additional times (either read aloud or by playing the CD) and for your students to read the story independently. You will find activities to do before and during reading (HEARING THE STORY or READING THE STORY) and activities for after reading (RESPONDING TO THE STORY). There is one more reading activity (THE READERS' THEATER) that is an ideal way to complete the class use of this story and to expand reading and oral-language development.

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

We hope you and your students enjoy working with this Teaching-Story!

RESEARCH: A Scientific Understanding of the Teaching-Story

Bloom's Taxonomy: Cognitive and Affective Domains

In 1956, Benjamin Bloom published a classification of levels of intellectual behavior relevant in learning. Bloom's studies showed that most questions that students were required to answer used only the lowest level of thinking: recalling information.

In these lesson plans, students are moving through all levels of Bloom's hierarchy of cognitive and affective domains. Working with these stories enhances students' cognitive and affective development.

The verbs given in these lesson plans (see sample lists below) show how the lesson activities address Bloom's taxonomy levels. Many of the Hoopoe Teaching-Stories lessons address multiple levels of Bloom's Taxonomy.

Bloom's Cognitive Domain¹

Bloom identified six levels within the cognitive domain: Knowledge, Understanding/ Comprehension, Application, Analysis, Synthesis, and Evaluation. The simplest levels of the taxonomy include recall and recognition of facts. The more complex levels of the taxonomy include more intricate and abstract mental operations.

Although other systems and hierarchies have been created, Bloom's taxonomy is easily understood and has been widely applied throughout school districts in the United States.

Asking students questions that require thinking across a range of levels stimulates their thinking and makes their reading more enjoyable.

The following is a list of the levels of Bloom's taxonomy and includes examples of verbs that represent intellectual activities on each level:

Simple Thinking Skills and Sample Behaviors:

S1. Knowledge: define, memorize, repeat, record, list, recall, name, relate, collect, label specify, cite, enumerate, tell, recount, duplicate, list, recognize, order, repeat

Example: Student will discuss and define the meanings of words that are used in the Teaching-Story.

S2. Comprehension: restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate, select, translate

Example: Student will retell the Teaching-Story during the museum walk activity.

¹From Benjamin S Bloom, *Taxonomy Of Educational Objectives Book 1/Cognitive Domain*, 1/e. Published by Allyn and Bacon/Merrill Education, Boston, MA. Copyright © 1984 by Pearson Education. Adapted by permission of the publisher.

S3. Application: exhibit, solve, interview, simulate, apply, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment, write, schedule

Example: Student will dramatize words from the Teaching-Story in vocabulary study activities.

Complex Thinking Skills and Sample Behaviors:

C1. Analysis: interpret, analyze, arrange, classify, differentiate, group, compare, organize, contrast, examine, categorize, inventory, question, discover, text, inquire, diagram, experiment Example: Student will compare and contrast character behaviors within the story.

C2. Synthesis: compose, setup, plan, prepare, propose, imagine, produce, generalize, design, predict, arrange, create, collect, construct

Example: Student will write original responses to the content of the story and will make connections between the story and aspects of their own lives.

C3. Evaluation: judge, assess, decide, evaluate, infer, deduce, choose compare, predict, revise, choose, conclude, recommend, select, determine, argue, support

Example: Student will make and justify predictions while reading the Teaching-Story.

Bloom's Affective Domain²

Bloom's affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest to the most complex behavior:

Bloom's Affective Skills and Sample Behaviors:

A1. Receiving Phenomena: Awareness, willingness to hear, selected attention.

Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

Example: Student remembers details from the story, e.g., the names of the characters. Student listens to the opinions and interpretations of others with respect during discussions of the story.

A2. Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Examples: Student actively participates in class discussions of the story and in other story-related activities. Student participates in Readers' Theatre presentation. Student questions new ideas, concepts, models, etc. presented in the Teaching-Story in order to fully understand them.

²From David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia, et al. *Taxonomy Of Educational Objectives, Book 2: Affective Domain*. Published by Allyn and Bacon/Merrill Education, Boston, MA. Copyright © 1984 by Pearson Education. Adapted by permission of the publisher.

A3. Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Examples: Student is sensitive towards individual and cultural differences as evidenced in the story and in the discussions about the story and is able to examine and articulate a variety of points of view presented in the story. Student is able to come up with a variety of possible solutions to problems portrayed in the story.

A4. Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.

Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Examples: Student is able to use systematic planning in order to complete an activity, such as writing a "thoughtshot." Student is able to prioritize time effectively in order to meet the needs of the assignment and working with a group. Student learns to accept responsibility for her/his actions and explore options for different reactions to events when examining in the Teaching-Story.

A5. Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Examples: Student is able to make analogical connections between events in the story and his/her own life. Student shows self-reliance when working independently. Student cooperates in group activities (displays teamwork). Student uses an objective approach in problem solving. Student is able to revise judgments and changes behavior in light of new evidence learned in the stories. Student learns to value people for what they are, not how they look.

Story Synopsis

The tale entertains, reinforces literacy and thinking skills, and sets the stage for deeper reflection on what led to the fox's imprisonment and what he had to do to escape.

Denise Nessel
Senior Consultant and Director of Publications,
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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.

"Educating the whole child is not a new idea. It is rooted in the writings and teachings of many ancient cultures. Yet, achieving the kind of balance that encourages all children to learn, work and contribute to their fullest potential has been a continuing challenge as our world has grown more complex and our communities more fragmented."

 Maurice J. Elias, "Academic and social emotional learning,"
 Educational Practices Series-11, International Academy of Education (Brussels) & International Bureau Education (Geneva), 2003.

I. 1ST HEARING OF THE STORY

A. MAKING PREDICTIONS

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



SKILLS AND STRATEGIES

<u>Personal Response</u>

• discussion

Vocabulary

 developing an understanding of the denotation and connotation of words and phrases

Thinking

• making predictions

Bloom's Taxonomy of Cognitive and Affective Domains

 See page 5 for suggestions on how to use this, and other activities in this guide, to improve cognitive and affective skills as outlined by Bloom's Taxonomy

When read straight through without interaction with your students, this story takes 6-8 minutes of reading time. The activities in this session will take 40-50 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Practice reading the story aloud a few times before you read it to your students so that you will know the story and will read smoothly. Read with expression! By reading well, you demonstrate to students how to read the story effectively when they are ready to read it on their own. You may decide to use different voices for different characters. Students love it when you do this!
- Before you read the story, decide on three or four places to pause during the reading and have students discuss what they think will happen next in the story. Asking them to make predictions like this (without knowing for sure what is going to happen) is a very good way of developing their thinking abilities. Also, it is a way of giving them reasons to listen carefully to the story. They will want to find out if their predictions are correct!
- A good place to pause is when there is a "turning point" in the story—when there is some suspense about what will happen next. For example: when the man and the fox exchange polite greetings: "May you never be tired!" said the man. "May you always be happy!" replied Rowba. You might ask your students: What do you think will happen next? Why do you think so?
- You will be encouraging your students to examine the details of the illustrations. You may want to research architectural and other details yourself beforehand in order to be prepared for their questions.

1. Before Reading

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

This story has been told for many, many years in Afghanistan. It is called a "Teaching-Story" because you can learn about yourself and others by hearing the story and thinking about it, as we will be doing.

There are many versions of this story. The author of this version is Idries Shah. He was a highly accomplished man who came from Paghman, Afghanistan. During his lifetime, he wrote many books for adults as well as for children.

b. To get children started in making predictions when they hear the story for the first time, read the title, show them the jacket illustrations and say:

What do you think might happen to the fox? What might the man do? Why do you think so? What about the jacket illustration tells you that the story takes place in a foreign country?

Tell students that all predictions are good because they involve good thinking and that it is all right for them to disagree on what will happen next.

I am going to read the story to you now. Listen carefully and look at the pictures as I read. Sometimes, I will stop and ask you what you think will happen next. You will probably not know for sure, but think about what has already happened and what might happen next. Listen carefully so that you can figure out what will happen next!

When I finish, I will show you the pictures again and you can tell what you remember about the story.

2. During Reading

- **a.** Hold the book so that all the students will be able to see the pictures as you read. Read slowly, with expression, and pause before turning the pages to give the students a moment to think about what they just heard and to look at the illustrations. You may want to walk around the room as you read to let everyone see the illustrations up close.
- **b**. Prediction questions help activate children's prior knowledge, Each time you pause to have the students make predictions, ask these questions:

What do you think will happen next in the story?

Why do you think so? What details from the story are you using to make your prediction?

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

c. As you read aloud, make sure that children understand the words in the story. For instance, ask children if they know what "pickles" and "whiskers" are, or what the word "generous" means. As you read any words you think children may not understand, ask them if they know the word and ask them what the word means. You can use the sentences in the story to help them unlock the meaning of the word.

3. After Reading

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

what happened at the very beginning of the story. Use these questions to guide the students' recall:

Who are the characters shown here?

What is happening in this part of the story?

- **b.** Then turn to the next two pages and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.
- **c.** Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the story again on another day soon and will be discussing it again.
- **d**. Give each student a copy of the book or a Home Literacy Kit. You may wish to collect these after each session and keep them at the school for use with other activities, until the independent reading session is completed.
- **e.** As a final activity, ask students to go back through the book, looking carefully at the illustrations, and naming the objects they see pictured. For instance, on the first several pages of the book, students will notice the fox, the birds, trees and flowers, hills, ants and other insects, etc.
- **f.** Start a list of their observations on the board or on a large piece of paper so that you can add to it each day you read the story. There are many interesting elements pictured in the book. Give children a chance to look carefully at the illustrations (examining the details) and to learn the names of the various things pictured, some of which may be unfamiliar to them.

ASSESSMENT: Making Predictions

Levels of mastery 1-4

Level 1: Student is unable to make predictions when invited or makes predictions that are not logically related to the available information.

Level 2: Student is able to predict an outcome that follows logically from the available information and gives a reason to support the prediction. Student may or may not remember the prediction when reading on and does not always recognize when new information relates to the prediction.

Level 3: Student is able to predict an outcome that follows logically from the available information, gives a reason to support the prediction, recognizes when new information relates to the prediction, and keeps or revised the prediction accordingly.

Level 4: Student is particularly astute in using available story information in making and justifying predictions and in using subsequent information to keep or revise the predictions.

B. DEVELOPING READING VOCABULARY

Once students have heard and discussed the story, they will probably be ready to learn to read some of the words from the story. The purpose of these activities is to help students read the words for themselves.

SKILLS AND STRATEGIES Vocabulary

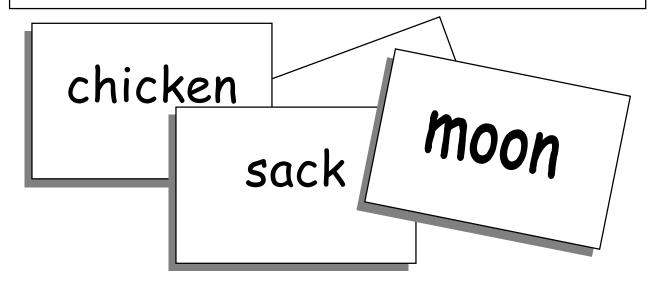
 developing an understanding of the denotation and connotation of words and phrases

TO PREPARE FOR THE LESSON

• Go through the book and choose ten words from the story for the students to learn to recognize when they see the words written down. Make a list for yourself to keep so you will remember which words you chose. (You'll do this activity later with other words.) Choose words that are particularly meaningful in the context of the story and that can be visualized or acted out. For example, here are ten words that would be good to start with:

moon	generous	stones	clever	sack
pickles	chicken	paws	ants	whiskers

- Prepare the word cards. Prepare the picture cards. (Picture cards that can be used for these words are provided in this guide.)
- Look over the lesson plan so that you are familiar with the steps to follow.



1. Recognizing Words

- **a**. Tell students that today they will be learning to recognize words from the story you have been reading with them. Tell them you are sure everyone will be able to learn at least one of the words today and that some may learn more.
- **b.** Hold up the word **clever** so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Explain the meaning of the word, and then have the students use the word in a sentence. Their sentences can be about the story or can simply use the word correctly. For example, you might say something like this:

This word is **clever**. "Clever" means very smart and skillful. Do you remember how the story tells us that the fox was clever? Think of your own sentence using the word "clever." For example, "The man was not as clever as the fox." Think of another sentence using the word

"clever."

Call on two or three students to say the sentence they thought of. Then put the word on the wall or have one of the students stand next to you, holding the word so that everyone can see it.

c. Hold up the word **generous** so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Explain the meaning of the word, and then have the students use the word in a sentence. Their sentences can be about the story or can simply use the word correctly. For example, you might say something like this:



This word is **generous**. Generous means free in giving and sharing. Do you remember the man in the story who told the fox that he was feeling generous? Think of your own sentence using the word "generous." For example, "The man pretended to be generous." Think of a sentence using the word "generous."

Again, call on two or three students to say the sentences they thought of. Then put the second word on the wall or have another student stand next to the first one, holding the second word so that everyone can see it. Point to each of the two words and have the students say them with you while they look at the words.

d. Continue in this way with each of the ten words. Each time, say the word, have the students say it with you, explain its meaning and use it in a sentence, then have two or three of them use the word in a sentence, and finally put that next word in line with the others. Once the new word is in place (on the wall or in the line of students holding words), point to each word in turn and have students say it with you.

e. When you have presented all the words, mix them up and have the students say the words again, one at a time, when you point to them. For example, if the words are posted on the wall, move them around so that they are in different positions in relation to each



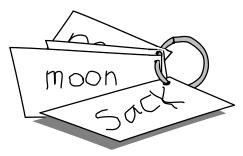
- other. If students are standing in a line holding up the words, have them move from their original positions into new positions in the line and then hold up their words again.
- **f**. Have students practice saying the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.
- **g**. Have the students act out the words with gestures without saying anything and let the other students try to guess what word they are acting out.

2. Reading Words

a. Give each student ten cards (or ten sturdy slips of paper) and have them copy, as carefully as they can the ten words

on the cards, one word per card. Tell them to keep the cards in a safe place and practice reading the words on their own once or twice a day. (A good size for these word cards is

about 3" x 5".) You can punch holes in the corners of the cards and hold all of them together with a large ring. This will prevent students losing their cards. The ring can be undone and the words separated for activities and the words can be used for other activities as well. (Rings can be purchased at office supply or school supply stores, or you can use a piece of yarn or heavy string.)



- **b.** When students are done, they can take their word cards and, using the picture cards provided at end of this guide, try to match the pictures to the words that represent them. Students can play a game of memory by matching the pictures and the words. (Later on, they can add their own words and pictures to the game.) For the words that do not have corresponding pictures, invite students to think of ways of conveying the meanings through dramatization. Model with this example: Create the form of a broken glass on paper and tell students that the form represents a dangerous thing that could injure someone's foot if they stepped on it. Put the "broken glass" on the floor, walk away, then turn and pretend to come upon it for the first time. Pantomime alarmed surprise. Then ask students which word best matches your dramatization and why. They may say "alarmed" because you pretended to be alarmed or they may say "astonished" because you pretended to see the item. Either answer is acceptable. Then invite students to invent similar dramas to illustrate the other words that do not have corresponding pictures.
- **c**. When students have made their own set of the words to practice, choose another ten words from the story and repeat steps **1a-1g** above. Have the students add the second

ten cards to the first set they made and now practice all twenty words on their own. Continue in this way until the students have learned all or most of the words in the book.

- **d**. As students acquire more word cards, you may want to suggest that they arrange some of the words into phrases or sentences to read. This is a good classroom activity that students can do individually or in pairs. When they have arranged words into a phrase or sentence, they can read their sentences to their partners. Alternately, they can select individual words to real aloud to their partners.
- **e.** Have students combine words into brief statements and act out the meaning of the statements using pantomime or speaking.

3. Share Words at Home

You may also suggest that the students take their word cards home to read to their families and perhaps teach to others in the household who cannot yet read. They can also show their families how they can organize individual words into phrases or sentences to read.

4. Additional Activities

Students may also draw a scene that incorporates several words into one picture.

Other students can try to guess which words the artist has referred to in his/her drawings.

ASSESSMENT: Vocabulary

Levels of mastery 1-4

Level 1: Student is unable to recognize words that have been taught.

Level 2: Student is able to match some of the word cards with some of the picture cards individually.

Level 3: Student is able to match all of the words to the pictures.

Level 4: Student is able to read most of the words found on the word cards without reference to the pictures.

II. RESPONDING TO THE STORY

ARE ALL STONES THE SAME?

SKILLS AND STRATEGIES Comprehension

• sorting, comparing & contrasting



With this activity, the students will reinforce their grouping and counting skills as well as practice their speaking and listening skills.

TO PREPARE FOR THE LESSON

- Over a period of time, collect a selection of rocks and stones. Have a variety of sizes, colors, and textures of stones. Make sure you have at least one stone per student. (If you have trouble finding enough stones, a local garden shop or landscape contractor may be a resource.)
- Wash these stones in warm, soapy water and allow to dry. Then place them in a large sturdy plastic garbage bag until use. You may want to label the bag "Stone Sack."
- If you are doing the art activity, have a variety of smooth flat type rocks for painting and several colors of tempura paints, plastic cups for paint, brushes for each student (or use large cotton swabs as brushes), and plastic sheeting for covering furniture.
- Look over the lesson plan so that you are familiar with the steps to follow.

1. Begin this activity by saying:

In the story of The Man and the Fox, the fox was fooled for a while to think that a sack contained a chicken. What was in the sack instead?

Stones must have been easy for the man to find and for the fox to carry. Where would you look to find a stone?

After a few minutes of discussion, show some of the stones from the "Stone Sack" and ask the students what they all are. You will probably find a range of vocabulary used: *rocks, stones, pebbles, gravel,* etc. Explain to the students that they are all correct and these words are all used to describe different rocks.

2. Ask them where they think these stones come from. Initially, they will say they came from the garden or the schoolyard. Discuss this further, developing a basic understanding that the Earth's outer layer is made up of rock and that if they dug down far

enough in the dirt, they would eventually get to rock. Explain that the rock is made in different ways and that is why it can look different and also that rocks have different things inside them that can make them different colors and textures. Rocks are also broken up by many different ways, which makes them different sizes and weights.

- **3**. Form the students into small groups. Have each student choose a rock from the "Stone Sack" and make sure the groups have a variety of sizes and types of stones. Give them time to hold them and look closely at them. Encourage them to use sight, smell and touch to explore their rocks. Ask the students if they'd like to describe their rock to the class.
- **4.** Ask the groups to sort the rocks they have according to size, shape, texture, weight or color. Allow each group to decide how to sort them. Once they have done this, ask each group to describe how they chose to group their samples. Encourage the children to sort in different ways: you may ask them to sort them into a line, with the smallest on the left and the largest on the right. Or you may suggest that they sort from lightest to darkest color, from smoothest to roughest feel, from round to square shapes, and so on.
- **5**. Place the stones into the "Stone Sack" and do the art activity below if desired.

Stone Art Activity

- **1**. Have the students choose a stone from the "Stone Sack" that they would like to paint. (The best stones to paint are flat and smooth, but not too large or heavy.)
- **2.** Have the students work in groups so they can share paints, and make sure each group has a variety of paint colors. Paint brushes are preferred, but large cotton swabs can be used for painting. Students can paint their stones any way they want.
- **3.** When finished, set the stones in a drying area and make sure the student's name is on or near their art. These stones can be taken home to decorate an indoor garden or windowsill. They also make great paperweights. You may want to keep the "Stone Sack" available for other sorting activities and use in the Readers' Theater.

Optional Activity: Explain to the children that in special places called "quarries" rock is removed from the ground. Get a picture book on quarries, on building construction where stone is used, or a landscaping book from the library and show the students the images. Or, if a quarry is in your area, ask one of the quarry engineers to visit the class and tell about what they do and how some stones are used.

ASSESSMENT: Sorting, Comparing & Contrasting

Levels of mastery 1-4

Level 1: Student is unable to understand how to sort by size, color, texture.

Level 2: Student is able to recognize differences in size, color and texture but has to have assistance or have directions repeated.

Level 3: Student is able to recognize differences in size, color and texture and is able to express these distinctions in words or actions.

Level 4: Student is able to recognize and sort in a variety of ways without assistance and is inventive in making comparisons.

"A form of literature little-known in the West but common in Afghanistan can help develop thinking skills and perceptions..."

"...Reading Teaching-Stories activates the right side of the brain much more than does reading informational text. The right side of the brain provides 'context,' the essential function of putting together the different components of experience. The left side provides the 'text,' or the pieces themselves. Familiarity with these stories can expand context: enabling us to understand more about our world and our place in it."

Robert Ornstein, Ph.D.

From "Teaching-Stories and the Brain" a lecture given at the Library of Congress

III. 2ND HEARING OF THE STORY

A. DEVELOPING COMPREHENSION

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 literal meaning. But with each reading, he or she will find more meanings and insights.



When children learn Teaching-Stories, discuss them, and think about them in depth, they are able to hold on to them and utilize them as tools for life. Reading and discussing the story help them to internalize it. Children can reflect on the story and use it to help them understand new situations and experiences.

SKILLS AND STRATEGIES

Personal Response

- discussion
- retelling

Vocabulary

 developing an understanding of the denotation and connotation of words and phrases

Comprehension

- determining important ideas
 - synthesizing

Thinking

- reflecting
- generating analogies
- compare and contrast

This sequence of activities should take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Practice reading the story again so that you can read it even more effectively this time. Use different voices for the characters to make them come alive.
- Read through the comprehension, reflection, and analogical questions and decide which ones from each category you might want to ask.
- To prepare for Step 6, have ready the list of objects and characters the class began on Day 1.

1. Before Reading

Hold up the book and ask students if they remember the title of the story, the author of the story, and what the author accomplished. Tell students you want them to listen again with attention because when you finish, you will again ask them to recall the events in the story by looking at the pictures and will also ask them what part of the story is most important to them. Tell them that this time they may notice some things they didn't notice the first time they heard the story.



2. During Reading

- **a.** Read the story from beginning to end as you did the first day, again showing the pictures. Read slowly enough so that students can follow the story and will have a chance to think about the events as they unfold.
- **b.** When you finish reading, again open the book to the start of the story and hold it up so that the students can see the illustrations. Ask them to look at those first illustrations and recall what happened at the very beginning of the story, using these questions:

Who are the characters shown here?

What is happening in this part of the story?

- **c.** Then turn to the next two pages and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. It is likely that the students will have noticed more details this time and so will have more to say as they recall the events in the story. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.
- **d**. When you have gone through the entire book, discussing the pictures and the story in this way, close the book and ask some of the comprehension, reflection, and analogical questions from the next section. Say to the students:

This is a very interesting story. Perhaps the events in the story may remind you of things that have happened to you. I would like you to think about these questions, and then let's discuss our thoughts so we can all learn each other's ideas.

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 student answers the question or you speak again. Waiting quietly and patiently encourages students 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. To allow for such thinking time, use one of these strategies when posing a question to the whole class:

- (1) Pause after asking the question and count to 10 before calling on a student to respond.
- (2) Organize students into pairs or small groups, pose the question, and have them share their thoughts with each other for 30 seconds or a minute before calling on a student or student pair to respond.

With either strategy, explain to the students that you want to be sure they have time to think before answering.

3. After Reading: Developing Comprehension

Discussing the story after reading enables children to deepen their understanding of the characters and events. Begin by asking for volunteers to answer one or more questions and after each student gives his/her answer, ask:

Does anyone else have a different answer? We'd like to hear it.

Here are some questions that can help students develop their comprehension of the story. Choose a few to encourage students to recall key events. Not all questions need be asked.

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?

What did Rowba find in the sack?

Why was Rowba the fox worried?

How did Rowba escape?

After Reading: Reflecting on the Story

Invite children to reflect on and interpret events in the story with questions like these. Choose a few that you think will spark a good discussion.

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?

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?

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

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

Do you think Rowba will trust people from now on? Why or why not?

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 questions to stimulate this kind of thinking. Choose a few that you think will spark a good discussion.

Do you sometimes believe people when they tell you something and then you find out that what they said was not true?

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?

If you were the man, how would you have treated the fox? Why?

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

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?

Have you ever got out of a bad situation by being clever? Can you tell us about this?

III. 2nd Hearing of the Story/Developing Comprehension

Have you ever had a problem that at first you thought you could not solve but then, like Rowba, you did? Would you like to tell us about it?

Do you think it can take a long time to solve some problems? Why do you think so?

Are some problems difficult for some people to solve, but not for others? Why or why not?

Can you think of something you thought was useless but turned out to be useful. What was it and what happened?

Can you think of a time when you or someone you know made use of something that did not at first appear useful, just as Rowba made use of the stones in the 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?

6. After Reading: More Elements

Invite the class to add more elements pictured in the story (buildings, mouse, rabbit, ant, window, etc.) to the list that you started with the first reading of the story.

ASSESSMENT: Deepening Understanding (Comprehension and Analogical Thinking)

Levels of mastery 1-4

Level 1: Student is unable to connect anything in the story to anything in his/her own life, even as a one-to-one relationship.

Level 2: Student is able to make a one-to-one connection between objects or characters in the story and objects or characters in his/her own life (e.g., the fox likes to eat chickens and the student likes to eat chicken, too) but is unable to make inferences.

Level 3: Student is able to make a one-to-one connection in the story to events in his/her life that demonstrates an event in the story (e.g., the student says that the fox finding stones in his sack reminds him/her of when someone traded an empty box of candy for a granola bar).

Level 4: Student is able to make an analogical connection to something in his/her life (e.g., when he/she was able to think of a clever way to get out of a particularly troubling situation, such as when the fox was able to get out of the net).

B. WORD STUDY

SKILLS AND STRATEGIES Word Study

• phonics - rhyming

As students acquire a reading vocabulary (words that they have learned to recognize in print), they can use the words they know to learn about spelling and sound patterns in words. A very good way to help students see patterns in words is to have them sort (categorize) words. Here is one way to do this:

1. Tell students that the more words they know, the more easily they will be able to see sound and spelling patterns in words. Choose three words that you have been teaching the students to illustrate what you mean. Two of the words should rhyme with each other (have the same ending sound), and the other should have a different ending sound. Say something like this:

Listen to these three words. Say them with me. (Have students say the words in unison with you.) Two of these words rhyme with each other, that is, they have the same sound at the end. Which of the words rhyme?

claw paw sad

2. When students correctly identify the rhyming words, say another set of three, again with two words that rhyme and one that has a different sound. Again have them identify the rhyming words.

box	fox	boat
send	friend	land

- **3**. When students understand the concept of "rhyming words," AND if they are able to read the words, have students sort (categorize) their own individual word cards according to rhyming sounds. (Divide the set of rhyming words into separate piles.) Students may not be able to find a rhyming word for every word in the set they have, but it will be very good practice to go through their collection of words, say each one to themselves, and decide if it rhymes with any of the other words.
- **4.** When students understand how to sort (categorize) words according to rhyme, they can learn to sort the words according to other features. For instance, they can sort the words according to beginning sound or according to number of syllables. There may be other patterns in the words that you would want them to look for.

5. You may also suggest that the students take their word cards home and show their families how to sort the words according to the different patterns you have showed them (rhymes, beginning sounds, etc.).

A good way to organize their words and keep them from getting lost is to punch a hole in the corner of each word card and secure the group of words with a metal ring. The ring can be undone and the words separated for activities and the words can be used for individual writing as well. (See the "Vocabulary" section for an illustration of this ring on page 15.)

ASSESSMENT: Phonics (Rhyming)

Levels of mastery 1-4

Level 1: Student is unable to demonstrate ability to identify rhyming words when they are pronounced orally.

Level 2: Student is able to identify some, but not all rhyming words when they are pronounced orally.

Level 3: Student is able to identify rhyming words with regular consistency.

Level 4: Student is able to identify rhyming words with regular consistency and to think of other words that rhyme with presented words.

"When academic and social-emotional learning both become a part of schooling, students are more likely to remember and use what they are taught. They also incorporate into their education a sense of responsibility, caring, and concern for the well being of others, as well as themselves."

- Herbert J. Walberg, Vice President, International Academy of Education (IAE)

IV. RESPONDING TO THE STORY

A. PUTTING THE STORY IN ORDER

SKILLS AND STRATEGIES Comprehension

sequencing

This sequence of activities should take about 20-30 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Decide how you will group students for this activity. You may wish to have them work individually, or in groups of two or three.
- You may wish to make a set of the sequencing cards that can be found in the worksheets section for each of your students or make a set for each group of students.
- Look over the lesson plan so that you are familiar with the steps to follow.
- 1. Tell students that they are going to see if they can remember the story that you have read several times, The Man and the Fox.
- **2.** Distribute sets of the sequencing cards to either pairs of students, individual students or groups of three. (See cards provided in this guide that you can use for this and other activities.)
- **3**. Have students work (together) to arrange the cards in the correct chronological order (the order in which they occur in the story).
- **4.** When they have arranged the sequencing cards, have them tell the story using the cards as prompts. (For students in groups, tell them they are to decide which part of the story each will tell, and remind them that every part of the story is important.)
- **5**. You may also wish to have them write a few words or a sentence to identify this part of the story on a separate piece of paper and tape it to the card. You can use post-its as well. (For example, "The fox finds a stone with a sharp edge.")
- **6**. Have students create a game using the sequencing cards.
- **7**. Have groups of students share their game with the entire class.

ASSESSMENT: Sequencing

Levels of mastery 1-4

Level 1: Student is unable to demonstrate the ability to sequence the story or gives limited or incorrect information about the story or may give information that is off topic.

Level 2: Student is able to sequence some of the story adequately in chronological order, such as the beginning and end, and gives some essential details. The story may be out of sequence, or the student may include some inaccuracies.

Level 3: Student is able to sequence the story in chronological order with regular consistency and states essential details and at least one key theme.

Level 4: Student is able to able to detail the chronological order accurately and elaborates on essential details. Student infers a major outcome and synthesizes key themes, if appropriate.

B. PAPER BAG PUPPETS FOR RETELLING

Creating and working with puppets allow students to learn how to express themselves through a medium that both entertains and informs simultaneously. Students will create a simple hand puppet out of a paper bag and use the puppets to retell the story. Using puppets often helps students who are otherwise shy to express themselves in a non-threatening way. Students also learn cooperative interaction.

SKILLS AND STRATEGIES Personal Response • retelling

This sequence of activities should take about 40-45 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

• Collect all of the materials you will need for the paper bag puppet. Have materials ready for distribution. Have materials well organized and easily accessible to students. (A set of directions is included in this guide.)

- Look over the directions for making a paper bag puppet. You may wish to try one on your own to show the students.
- Materials you will need for the paper bag puppets: tape, paper bags, colored pencils, crayons, markers, glue, paste spreader, disposable containers (for the glue and paste spreader), colored tissue paper, shirt cardboard or oak tag, construction paper, scissors, newspaper for desks or tables. *Optional*: add feathers, beads, buttons, fabric scraps, yarn for hair, plastic eyes.
- Prepare other multicultural bag puppets, the finger puppets or felt-board characters if you wish to use these for activities. (See instructions in this guide.)



Tell students that they are going to make a paper bag puppet of one of the characters in the story and later they will use the puppets to retell the story of *The Man and the Fox*.

1. Discuss the man and the fox from the story with your students. Look at and discuss other animals that may be depicted in the book (the chickens, the mice, etc.). Tell the students that getting to know the characters will help them create puppets that look like the characters and help them to act their personalities and voices as they retell the story using the puppets they make. For those students who make the fox, invite them to think of what a fox would sound like if it could talk.

2. Ask the students:

What is a puppet? What different kinds of puppets have you seen? Has anyone ever seen a puppet show?

- **3**. Remind the students that they are going to make a paper bag puppet of one of the characters in the story and later they will use the puppets to retell the story of *The Man and the Fox*. Using the steps in the instructions in this guide, demonstrate the drawing, cutting and assembly of the puppets to the students, as you are making one with them. Some students will make the fox, while others make the man, so adapt your instructions accordingly.
- **4.** Distribute a paper bag to each student, and place all required construction paper or cardstock and all tools including drawing and decorating material within reach.
- **5**. Have students write their names on the back of their paper bag before assembly. After assembly, allow the paper bag puppets to dry completely before use. You may have to apply extra glue or staples from time to time to keep them in shape.
- **6.** Have students clean up and return their supplies to the designated areas.
- **7.** When students have completed their puppets and the puppets are dried, let them gather in groups of two or three and act out the story. If some students have made the fox

and some have made the man, group the students together to act out the scenes with multiple characters.

- **8**. Have the students take their puppets home and encourage them to use the puppets to retell the story to their families. Or, have the students use the puppets to perform skits at a family event in the classroom.
- **9.** You may also have students use the felt-board characters or finger puppets to retell the story. (Instructions for finger puppets and felt-board characters are included in this guide.)

Additional Puppets: You and/or the students may want to make other paper bag puppets, such as those suggested in the instructions included in this guide.

ASSESSMENT: Retelling

Levels of mastery 1-4

Level 1: Student is unable to retell the entire story and remembers only one or two events, not the key events, and not in the correct order.

Level 2: Student is able to recall and retell when assisted by clues, such as illustrations in the book.

Level 3: Student is able to retell the key events (beginning, middle, end) in the correct order, leaving out only minor details.

Level 4: Student is able to retell the entire story, in the correct order, including all of the main events and the important details.



C. FIND THE FOX WORD SEARCH

SKILLS AND STRATEGIES Word Study

- spelling
- phonics

<u>Comprehension</u>

• Listening & Following Directions

This will be an amusing exercise for the students while they listen for and see key words from the story and hunt for them in a puzzle. You may want to use the "Words in a Sack" puzzle in this guide or you can make your own using the blank Word Search Puzzle template also in this guide.

TO PREPARE FOR THE LESSON

• Make a copy of Words in a Sack puzzle for each pair of students. Or, prepare your own puzzle by using the template in this guide. If you do the latter, choose words that are particularly meaningful in the context of the story and that can be visualized or acted out. For example, the ten words used in the previous lesson would be good to start with:

moon	generous	stones	clever	sack
pickles	chicken	paws	ants	whiskers

- Write the words on the board or chart paper in letters large enough for all to see.
- Have pencils or fine-tip markers for each student.
- Look over the lesson plan so that you are familiar with the steps to follow.

This exercise will help students listen for word sounds, visualize words, and follow directions. Phonological awareness in early readers is critical to reading. This exercise will reinforce this in young readers as they listen to word sounds while they are read and see words and spelling patterns. When students are able to learn sounds in words, they will be able to apply this knowledge to new and unfamiliar words.

Here are some suggested steps for this activity.

- **1**. Write the list of words from Words in a Sack puzzle from the back of this guide (or from your own created list) on the board or chart paper for all to see. Tell the students that these are key words from the story.
- **2.** Have the students work in pairs and hand out the puzzle to each pair.

- **3**. Start the activity by pointing to a word on the board, pronouncing it twice, and telling the students:
 - **a**. Partners, find this word in your puzzle and circle it.
 - **b.** You may find the words may <u>across</u>, or <u>down</u>, or <u>diagonally</u>.
 - **c**. Once you circle the word, cross it out on the list at the top of the puzzle, so you know you have already found it.
- **4.** You may want to suggest that partners take turns doing the circling and crossing out but that they should search for the words together.
- **5**. Allow enough time for all pairs of students to find a word before you go to the next word. Of course, there will be some pairs who will find the words independently, and this should not be discouraged, and remind them to do this quietly so as not to disturb the others.

Optional Word Search. Students may want to create their own word list and puzzle. Have them use their word cards to choose the words to put in their puzzles. Make copies of the blank template for their use, or draw one with fewer blocks if desired. The students may want to play this game with each other using their own puzzles.

ASSESSMENT: Word Phonics, Spelling & Listening/Following Directions

Levels of mastery 1-4

Level 1: Student is unable to recognize words as pronounced or find them.

Level 2: Student is able to recognize and find some of the words but has to have assistance or have directions repeated.

Level 3: Student is able to recognize words as pronounced and written and follows directions easily.

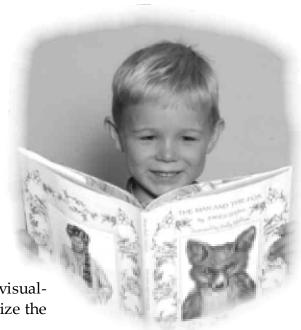
Level 4: Student is able to recognize and find the words as pronounced and written. Student may contribute his/her own list and puzzle.

V. INDEPENDENT READING

READING THE STORY

This third reading of the Teaching-Story will help students make the story their own. In this way, students are able to hold on to it and utilize it as a tool for life. Students will read the story independently. Those students who don't yet read can listen to the CD and follow along in their books. Children can reflect on the story and use it to help them understand similar situations and experiences when they

encounter them in their lives. When children visualize and draw or paint, they are able to internalize the story in yet another way.



After the reading, begin a class discussion using the reflection and analogical questions, which encourage the students to see the relevance of the story to their own lives.

Here are some suggestions for reading the story a third time.

SKILLS AND STRATEGIES

<u>Personal Response</u>

- discussion
- reading and retelling

<u>Comprehension</u>

visualizing

Vocabulary

 developing an understanding of the denotation and connotation of words and phrases

Thinking

reflecting

This sequence of activities should take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Make sure that you have a Home Literacy Kit or copy of *The Man and the Fox* for each child. You may wish to keep these kits at the school for use for all the activities until you are finished with the activities in this lesson plan.
- Check on the CD players and make sure that they are in good working order.
- Determine which of your students (those not yet reading) will use them with their books. You may wish to have one CD player for each child so that they can stop the CD and replay a particular part or you may have one CD player and allow several students to listen together as they follow along in their books.
- If doing the drawing and retelling (see next section), have drawing paper and a variety of drawing and painting materials, such as watercolors, markers, crayons, and colored pencils available for the drawing or painting activity.

1. Before Reading

On this third day, children can refine their comprehension of *The Man and the Fox* by reading, drawing scenes from the story and talking about them to you and to one another. Read the story aloud to students again or, if possible, have students listen to the CD with their own CD players and read along. If you decide to have them read along with the CD, here are the steps to follow.

- **a**. Give out copies of the book to each child, and give out CDs to those using them. If you take books and CDs from the Home Literacy Kits, make sure they are replaced after the lesson is completed.
- **b**. Tell students that today they will be reading the story independently.
- **c.** Help those students who will be using the CD players to get their equipment. If you have only one CD player, group these students around the machine and have them turn the pages as the story is read. You may want to make sure the CD player is not too loud for the independent readers. If there is no CD player available, for those students who require assistance, you might pair a good reader with a less able reader and have them read aloud together.
- **d.** Explain that there are bell prompts for page-turning so that students can follow along in their books as they listen to the CD.
- **e**. Make sure students know how to use the CD players.

2. During Reading

- **a**. Tell students that after they read (or listen to) the story, they will be retelling the story in their own words and drawing a scene (see next section).
- **b**. As students are reading, you may wish to walk around and make sure they are engaged and able to read the book.

3. After Reading

- **a.** When students finish reading their books, have them take turns retelling the story. You may wish to begin by opening the book to the first page and reading the first sentence of the story and then asking if there is anyone who would like to tell what happens next as you turn the page. Have students take turns telling each part of the story, as you turn the pages of the book. If a student misses a part or tells something out of chronological order, you can ask if everyone agrees with that student, or if someone wishes to change that part. Continue until the students have retold the story.
- **b**. If students have engaged in reading along with the CD, collect the books and CDs (make sure they are returned to the Home Literacy Kits) and keep in the classroom until all activities using them are completed. You may want to remind the students that they will be taking the books and CDs home later so they can read them or listen to the CDs again whenever they want.

Even young children without any formal training have a natural capacity to reason by analogy. By allowing students to juxtapose situations, characters and events that occur in Teaching-Stories with those that occur in their own lives, we enhance their ability to understand, through analogy, aspects of their lives that may otherwise perplex or confuse them. When children start to think in this way with these stories, they begin to experience social and emotional growth.

(See also Keith J. Holyoak, Paul Thagard, Mental Leaps: Analogy in Creative Thought, MIT Press, 1996.)

VI. RESPONDING TO THE STORY

A. RETELLING WITH ART

TO PREPARE FOR THE LESSON

- Have drawing paper and a variety of drawing and painting materials, such as watercolors, markers, crayons, and colored pencils.
- If you are making the class book covers, have cardstock or heavy construction paper, fasteners, yarn, and other materials the students may come up with.



This sequence of activities should take about 15-20 minutes of uninterrupted time.

Tell students you want them to draw or paint a scene from the story. Here are the steps to follow:

1. Hold up the book so that students can see the cover. Say:

Think about the story of The Man and the Fox. I would like you to choose a scene from the story to draw or paint. Which scene would you like to draw or paint? Think about the scene and visualize it so that you will know what to put in your picture. Make sure you include many details in your artwork. When we visualize, we imagine how it looks. We see things in our mind's eye.

- **2.** Have students think about what scene they are going to draw and what they are going to put in their picture.
- **3.** Hand out paper and drawing and/or painting tools such as pencils, crayons, markers and watercolors and let students draw or paint their pictures. You may want to walk around as they are working and ask them to tell you about what they are drawing or painting and why they chose to do that. You may also encourage the students to talk to one another about the story and about what they are drawing or painting.
- **4.** When students have finished their drawings or paintings, do one or more of these activities:

Have a "Museum Walk"

Post the drawings on the wall of the classroom in the sequence of the story (if there is not enough room, do this in groups). On a volunteer basis, have students take turns standing beside their drawings and talk to the class why they chose the scenes and what was

important or interesting to them about the depiction and/or have them answer questions from the class about their drawings. Once all the students who would like to do this have had a turn, have the students move around the "museum" as a group to view the art. You may want to organize the movement clockwise for traffic flow purposes, or organize the students into groups and have each group take turns doing the "Museum Walk." Additionally, you may want to check out from a library an art book from a well-known museum and show the students how other museums display their art.

Make a Class Book

Collect all the students' artwork. You may ask the students to help you organize their pictures according to the order of the story before fastening them together to make a class book. You may want to have the students design and make covers for the book (see below). You may also want to make more than one book if there are a lot of pictures. Keep the book(s) in the classroom and invite students to retell the story in small groups or to the whole class by going through the book and telling about the scenes depicted in the drawings or paintings. Place the books in your classroom library.

Make Book Covers for the Class Books

Have the students form into three groups to help design and create covers for the class books. Explain to them that this will be a project that the whole class will be participating in, and that every group has an important job to do. One group (the "engineers") can determine the size and the type of paper or material and the "binding" mechanism (yarn, brass fasteners, etc.); one group (the "designers") can determine what pictures to put on the cover and the title and text; and the third group (the "art department") can cooperate to do the drawings and writing, taking turns with each other on drawing and/or writing, based on the other groups' plans.

ASSESSMENT: Retelling

Levels of mastery 1- 4

Level 1: Student is unable to retell the entire story and remembers only one or two events, not the key events, and not in the correct order.

Level 2: Student is able to recall and retell when assisted by clues, such as illustrations in the book.

Level 3: Student is able to retell the key events (beginning, middle, end) in the correct order, leaving out only minor details.

Level 4: Student is able to retell the entire story, in the correct order, including all of the main events and the important details.

B. WRITING

Students can refine their comprehension of the story by writing about it in different ways, either by writing individually or as a group. Here are some suggested writing activities to do with students.

SKILLS AND STRATEGIES

Comprehension

- determining important ideas
 - synthesizing
 - making inferences

This sequence of activities should take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Have chart paper and markers available for recording the group letter. Have 11" x 14" paper available for duplicating the letter and so that students can illustrate their own letters.
- Have a variety of drawing materials and paper available for students who wish to create a comic strip or picture story.
- If you are doing Additional Writing Activity, prepare the multicultural puppets and prepare a space for the "puppet theater." (See the instructions in this guide.) Have the student word rings available.
- Look over the lesson plan so that you are familiar with the steps to follow.
- 1. Write a group letter to the farmers who live around as if you were the man telling how you tricked the fox. Call on different children to provide the sentences for the letter. Write the letter on chart paper and read it with the students using the "echo reading" technique if they are not yet reading on their own. Make a copy of the letter on 11" x 14" paper for each student, leaving room for the students to illustrate the letter. If students are writing comfortably on their own, have them do this as an individual writing activity.
- **2.** Tell students to imagine that there is a sequel to this story—another story that begins where this one ends. Invite them to think about what might happen in that next story and write the sequel. Students may write a sequel as a group, or individuals may write their own. Students who are not yet writing may create a comic strip or picture story to represent their ideas about a sequel. Say:

At the end of the story, the fox runs off down the road, laughing... What might happen next to Rowba the fox?

Additional Writing (Dialogue): Have the students write a dialogue between the man and the fox puppets, seeing each other for the first time. Have them use their word cards for reference, and display a set of puppets, stuffed or other toys, or felt-board characters. On chart paper or the board, demonstrate "dialogue" (see sample). Say:

Sample Dialogue

Rowba: I haven't had a chicken to eat for so long!

The man: Well, we can soon change that!

Rowba: Do you often eat chickens yourself?

... and so on

The man and the fox go together to the man's home. What do you think Rowba and the man would talk about on the way?

Then encourage the students to read or perform their dialogue as a puppet show using the fox and the man bag puppets, finger puppets, felt-board characters, or toys. Set up a "puppet theater" in the classroom.

ASSESSMENT: Synthesizing

Levels of mastery 1-4

Level 1: Student is unable to contribute ideas or sentences to the writing of the letter.

Level 2: Student is able to contribute one or two sentences in the order in which the story occurs.

Level 3: Student is able to contribute several ideas that clearly indicate comprehension of the story.

Level 4: Student is able to contribute ideas that clearly show depth of understanding and are particularly inventive.

"Constructing meaning is the major requisite to learning and the core of intellectual processing. When children make analogies, they are constructing meaning by relating something that is both emotionally and intellectually familiar to them with the new information. This is a very powerful way to learn."

-Yvette Jackson, Ph.D., National Urban Alliance for Effective Education, "Reversing Underachievement in Urban Students: Pedagogy of Confidence" in Costa, A., *Developing Minds: A Resource Book for Teaching Thinking*, ASCD, 2001.

C. COMPARE AND CONTRAST

Students can refine their thinking skills and learn to see more critically when they employ the thinking skills of <u>compare and contrast</u>. Comparison and contrast are ways of looking at objects and thinking about how they are alike and different. When students look for similarities and differences, they pay attention to the details. Having students use compare and contrast in an artistic manner also enables them to learn in a different modality.

SKILLS AND STRATEGIES

Thinking

- compare and contrast
 Comprehension
 - making inferences

This sequence of activities should take about 50-60 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Have chart paper for the Venn diagram (or draw on the board) and for the "Clothing" comparison chart, if you choose to do that.
- Have paper for writing exercises.
- Have art paper and drawing materials for the "Clothing Differences" activity.
- Have copies of the book for each group of students.

Tell students that one of the ways we can think about things is to see how they are the same and how they are different.

1. Venn Diagram

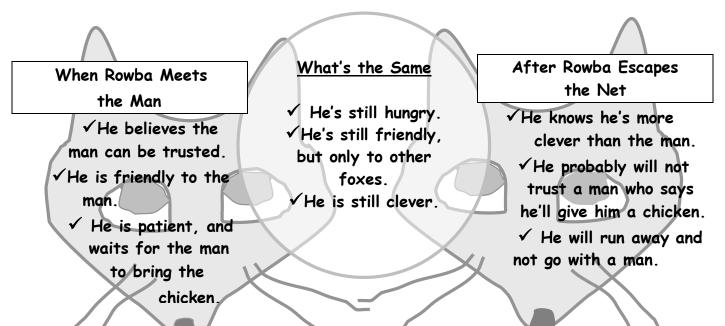
- **a**. Draw a Venn diagram on the board. (See example in the illustration on the next page.) The Venn diagram is a great visual for helping children to visualize the thinking skill of compare and contrast.
- **b.** Put "When Rowba Meets the Man" in one circle and "After Rowba Escapes the Net" in the other circle.
- **c**. Say to students:

Let's compare what happens when Rowba meets the man with what happens when Rowba escapes the net. We will be thinking about how these events are different and how they are similar.

Ask the students to compare and contrast how Rowba was, how he looked and talked, when he first met the man with how he was at the end of the story.

- **d**. Put their comments about how the fox was originally in the circle on the left.
- e. Put the comments about how the fox was after he escaped from the net.
- **f.** Now, ask them to think of ways he was the same at both times. Put any comments from the children about this in the overlapping circle in the middle.
- **g.** Write their suggestions in the proper space on the Venn Diagram.
- **h**. Encourage students to speak in complete sentences, and to discuss their ideas.

Example of a Venn Diagram



2. Clothing Differences



a. Have available and display photos from magazines or newspapers of people's clothing from Middle Eastern and Central Asian cultures, including Afghanistan. You may want to do a little research on the clothes of Afghanistan and discuss with the students some aspects of the clothing, such as head covering. For instance, you may say:

The story of The Man and the Fox came from a country in the Middle East called Afghanistan. In Afghanistan and other countries,

people wear clothing that is very different from what we may wear. For instance, in Afghanistan and other places, women wear a headscarf, usually called a hijab, and some men

wear turbans of different colors, sizes and shapes. The way a turban (commonly called a lungi in Afghanistan) is worn — usually wrapped around a cap with a long flap to one side — varies from one part of the country to another. Other headwear examples include woven rolled hats called pakol that are made of thick wool, sheep fur hats called karakuli, and the embroidered hats (see the image) worn in many parts of Afghanistan called kulah or khwala.

- **b**. Have the students discuss for a few minutes among themselves the differences between the clothing depicted in the photos with what they wear to school.
- **c**. Ask the students to make two drawings: one with a person wearing clothing from the culture that they choose, and one of themselves wearing their ordinary school clothes.
- **d**. Have them create a Venn diagram showing how the clothes are the same and how they are different.

ASSESSMENT: Compare and Contrast

Levels of mastery 1-4

Level 1: Student is unable to compare or contrast items or objects that are presented by the teacher.

Level 2: Student is able to compare **or** contrast items presented by the teacher but does not include both and lacks supporting information. (For the drawings: student has the some ability to explain or discuss.)

Level 3: Student is able compare and contrast and includes supporting information that is specific.

Level 4: Student is able to compare and contrast items, objects and/or ideas of his/her own and includes supporting information that is specific.

"... if we spend enough time with these tales to become familiar with them so that we not only remember them but can keep a place for them in our minds, we will experience dimensions of meaning that increase as our experiences increase, gaining additional deeper analogical insights from each tale."

Robert Ornstein, Ph.D.

From "Teaching-Stories and the Brain" a lecture given at the Library of Congress

(go to http://hoopoekids.com/sources.htm to view the complete lecture)

D. PREPARED READERS' THEATER

Readers' Theater is an excellent way to allow students to learn the story, while promoting reading fluency. Students learn to read with expression and to practice such attributes of fluency as pausing, inflection and intonation. Having students take on character roles helps them understand literary elements, such as motivation and characterization.



The prepared Readers' Theater script (included in this guide) also promotes listening skills as students follow along silently and listen for spoken cues. The script provides a great opportunity for student cooperation, and is an enjoyable way to teach reading fluency.

SKILLS AND STRATEGIES

Personal Response

• Readers' Theater

This sequence of activities should take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Make a copy of the script for each student. (A script is included in this guide.)
- Gather props and costumes (see script). You can make this as elaborate or as simple as your students wish.

1. Using the Script

- **a.** Your students should be familiar with the story and the vocabulary in the script before they engage in this activity.
- **b**. Tell students that different combinations of readers will take turns reading the "play."
- **c**. Assign the first set of readers and give them time to practice their roles and feel confident. Encourage them to read with expression.
- **d.** When the first readers are ready, you may want to have them stand in front of the class to read their lines. They may also read from their seats. Coach the readers to look up

occasionally from their scripts and to make eye contact with the audience and other characters/readers as they read their lines.

e. Have other sets of readers take turns at reading the script.

2. Staging the Play

- **a**. When students have become familiar with the script from several readings, you may want to create a full stage performance with costumes, props, and an audience of students, parents, and teachers. It is always a good idea to allow more rehearsal time when applying extra touches such as costumes or movement.
- **b.** In planning a performance, encourage students to think about the expressions and movements characters might make. For example, have students think about how people look and move when they are mad, happy, angry, or nervous.
- **c**. Have students practice facial expressions. If the character is the Fox, have students practice fox movements as depicted in the book. You might have a mirror around for the students to practice making their "faces."
- **d**. Encourage them to create a "voice" for their character.
- **e.** Encourage students to "ham it up," playing creatively with the script to increase the entertainment value of the performance, keeping in mind that the most important purpose of Readers' Theater is to give students a chance to build their reading fluency.
- **f**. Establish a "stage" area in the classroom, moving and using tables, desks, and chairs and using the floor as needed and as safety allows.
- g. Use these simple tips to keep the performance smooth and entertaining:
 - Make sure readers are positioned within view of all members of the audience. It is
 important that the audience can hear lines and see movements and expressions. If
 you choose to place all the readers in front of the audience at once, it is helpful to
 have them stand in a semicircle so that each reader can be seen by all the other
 readers and by the audience.
 - Suggest where readers should stand so that they do not block the audience's view of other readers.
 - Remind students that they should be looking at, talking to, and reacting to the other readers/characters. However, the narrator may face and speak to the audience.
 - As an alternative to having all the readers stand together in the performance area, you may want to direct the performance by having readers enter and exit off to the side before and after delivering their lines. Having readers move in and out of the performance area will require more rehearsal time.

3. Extras: Costumes and Props

The face and head command the most attention, so a hat, mask, or makeup can work as an entire costume. Make sure that students obtain permission before borrowing items from other people. It's best not to let them cut, paint, or modify any clothing items unless you bring in special "costume clothes."

Students will have their scripts in hand while performing. So, when choosing props, keep in mind that objects which require two hands may not be practical. Encourage student imagination as they transform everyday objects into props.

4. Additional Activity

Making a Mask

- **a**. Punch holes on either side of a white paper plate (use the thinner paper plates, not the sturdy cardboard type).
- **b.** Loop pieces of yarn through the holes and secure to make ties for the mask.
- **c.** Allow the students to draw their mask how they would like it. They can also glue or tape on extra yarn pieces for hair or fur, pipe cleaners or strips of construction paper for whiskers, ears and nose for the fox, or a beak and feathers for a chicken.
- **d.** Students may need assistance with cutting out eye, nose and mouth holes.





ASSESSMENT: Reading Skills for Readers' Theater

Levels of mastery 1-4

Level 1: Student is unable to read the script on his/her own.

Level 2: Student is able to read the script and shows some fluency (e.g., reads with expression).

Level 3: Student is able to read with expression and uses facial expression and gestures to give life to his/her character.

Level 4: Student is able to execute the script as a performance, interacts with other characters, and projects/communicates character and character's traits to the audience.

FOLLOW-UP

There will be opportunities to recall and use the story with your students. 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. You might want to say:

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.

"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)

VII. HOME/SCHOOL COMMUNICATION



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 goes 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 examples of those family activities so classes can celebrate the learning that happens at home.

Here are some suggestions for activities that will improve home/school communication:

Drawing and Retelling

Have students take their drawings home to show their families. Suggest that they summarize the story and then explain the part of the story they have drawn in their pictures.

Writing About the Story

Make copies of group-writing projects (such as those suggested in these lesson plans) and have students take them home and to share with their families.

Retelling as a Performance

When students have learned to retell the story smoothly and are comfortable telling it as a performance, have them tell the story at home to their families.

Dramatizing the Story

If several students live near one another, suggest that they get together outside of school to act out the story for their families. Or, if possible, invite family members to come to the

school to see a performance of Readers' Theater or see the story performed using the students' puppets.

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. Explain that it was developed with younger children in mind, but parents may still find elements in it that are useful and enjoyable. Find out what was new for them, what they liked, what they would like clarified.
- **2.** Hand out *The Man and the Fox* Home Literacy Kits, if available, or the books, if these have not been given out already. Discuss with parents the importance of their completing and returning the questionnaires in the HLK.
- **3**. Display children's artwork, the Venn diagrams, puppets and the children's writing at this event.
- **4.** 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.

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.

Parent Visitor/Speaker

Invite parents to come to school to tell the students other stories that remind them of this story.

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. (Same activities as for Parent Night)

WORDS IN A SACK

Find some or all of the key words listed below from the story *The Man and the Fox*. The words are written across and down. When you find a word circle it, then cross out the word on the list.

bu	shes		chicl	ken	C	laws		fox	h	ouse	
	moon		road		sac	k	sto	nes	tr	ap	
					√			•			
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	а	t	j	u	f	р	j	е	О	g	
	V	r	0	С	I	а	W	S	n	h	
	n	а	j	g	q	0	У	V	р	0	
	I	р	f	е	S	а	С	k	q	u	
	r	0	а	d	V	j	u	f	W	S	
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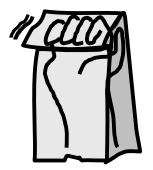
WORD SEARCH PUZZLE

Find some of the key words from the story *The Man and the Fox*. Write the words in the squares. Some words can share letters (see example in the box). When a word is found, circle it, then cross out the word on the list.

WORD	S TO F	FIND (L	.IST TI	HEM HE	ERE):			
								f Rowb ×
						 	 L.	
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Hoopoe Books Teaching-Stories

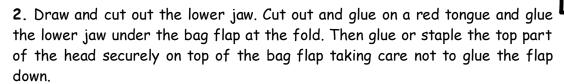
The Man and the Fox Paper Bag Puppet



the puppet's mouth.

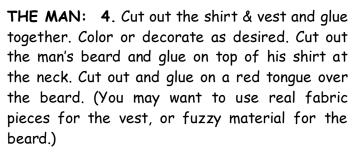


THE FOX: 1. With a piece of cardstock about the same size as the flap of the bag, draw the fox's top part of With bag over hand, move his face and ears. Draw on or glue on pieces of construction paper for eyes and nose. Cut out the face and add the whiskers made of paper or pipe cleaners.

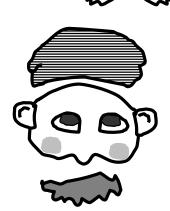




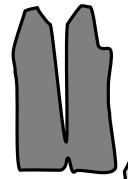
3. Cut out other shapes for the paws and tail from construction paper, other brown bags, or light-weight cardboard. Glue or tape paws to inside of bag at the lower opening. Glue or staple the tail to back side of bag. (Again, make sure you do not glue the bag shut.) Since the fox is usually brown, you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

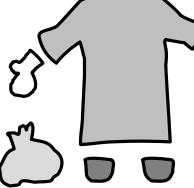


5. Cut out and attach hands and shoes to the backside of clothes. Once dried, glue the clothes/beard/tongue to the bag's front.



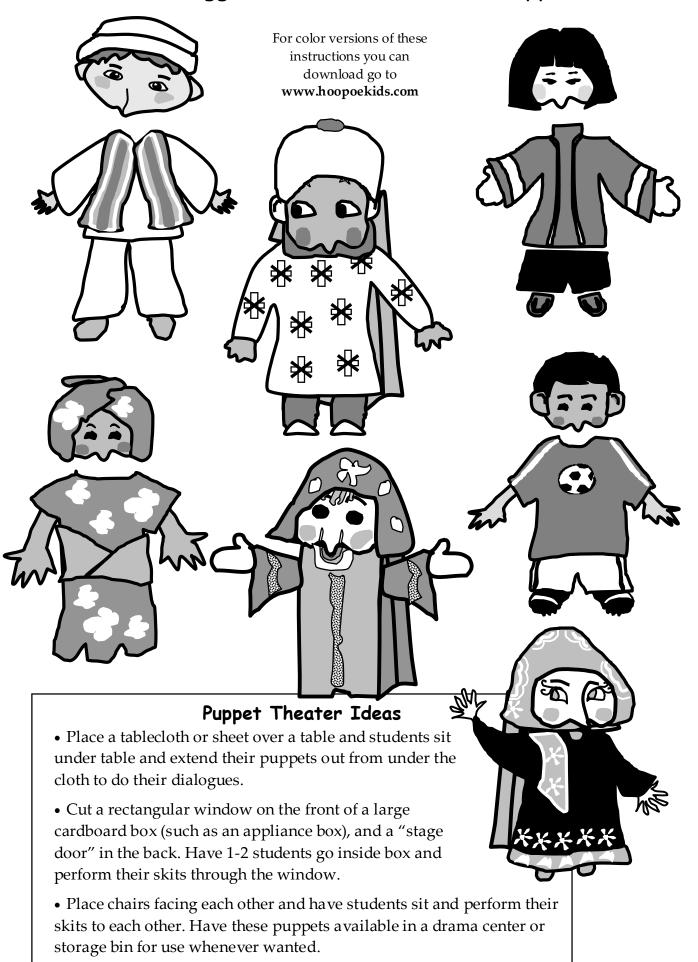








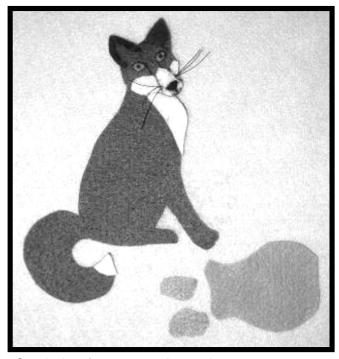
Suggestions on Multicultural Puppets



Hoopoe Books Teaching-Stories

Felt-Board Characters

The Man and the Fox



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. www.hoopoekids.com.

SUPPLIES:

- 1. Felt: blue, black, brown, gray, light-blue, light-peach, tan, yellow and white
- 2. Good All-Purpose Glue
- 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**
- Once dry, draw pupils on the EYES and other details
- 7. Sew on or draw whiskers

MAN:

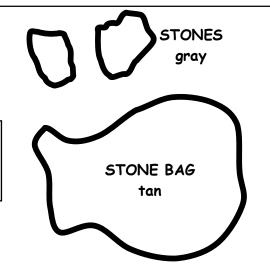
- 1. Cut out **SHIRT** and glue **VEST** on front
- 2. Glue HEAD, HANDS and PANTS to back of SHIRT
- 3. Glue SHOES to back of PANTS
- 4. Draw face or glue on color copy
- 5. Glue on **HEADDRESS**

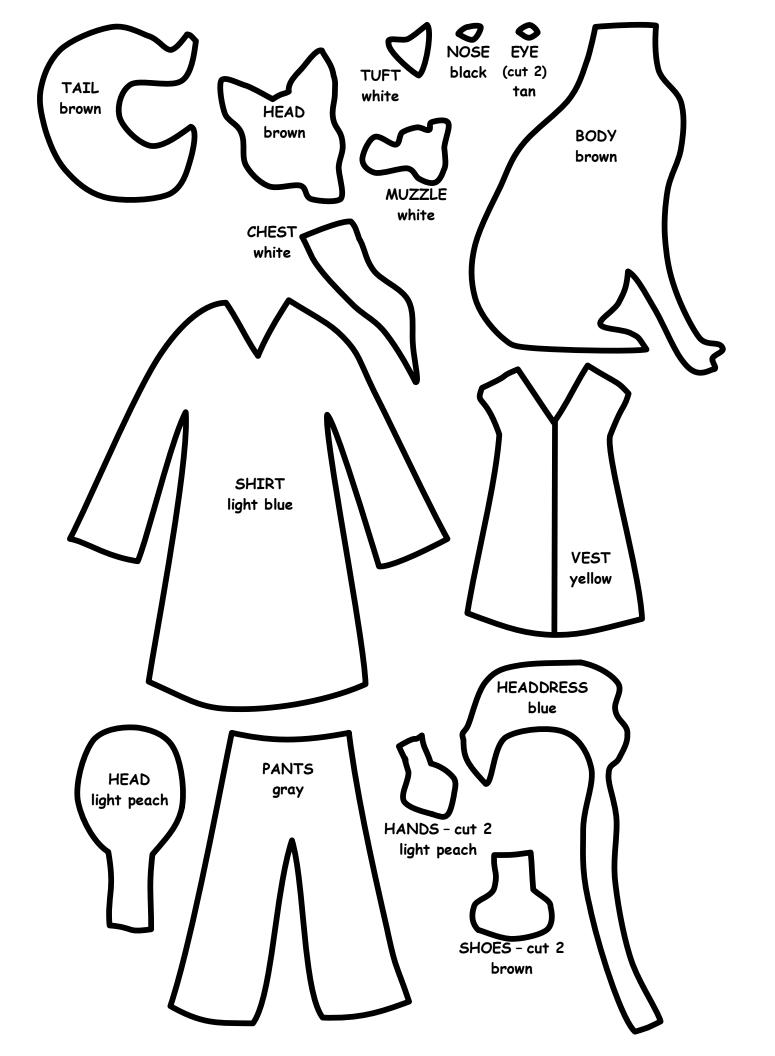
ANOTHER OPTION:

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

NOTE: Paper Craft Glue works best.

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





Hoopoe Books Teaching-Stories

How To Make a Finger-Puppet

The Man and the Fox

Step 1:

- 1. Roll BODY around your finger so it's snug
- 2. Sew along open edge

Step 2:

1. Center **CHEST** on **BODY** (opposite the seam) and sew along edge

Step 3:

- 1. Take **SIDE** pieces and match-up
- 2. Insert **TAIL** at bottom
- 3. Sew along open edge of back from above hind legs to under the **TAIL**, attaching it (sew within X's shown in **Step 3** image)
- 4. Sew **TUFT** to the tip of the **TAIL** (one on each side)

Step 4

- 1. Place **BODY** between **SIDE** pieces
- Sew together along top edge (see X's in Step 4 image)
- 3. Add stitches to attach legs to BODY

Step 5:

- 1. Sew MUZZLE to the face
- 2. Match-up front and back pieces of the head
- 3. Sew along edge from the top point of the **MUZZLE** on one side to the other side (see X's in **Step 5** image)

Step 6:

1. Sew back bottom edge of **HEAD** to back edge of the sewn together **BODY** and **SIDE** pieces

Step 7:

- 1. Glue on EYE pieces and NOSE
- 2. Draw a pupil in each **EYE** and draw a border around edges
- 3. Sew on whiskers

For color versions of these instructions, go to www.hoopoekids.com.

Have fun!



Step 1

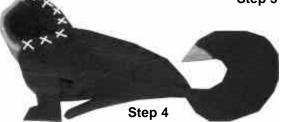




Step 2



Step 3





Step 5



Step 6



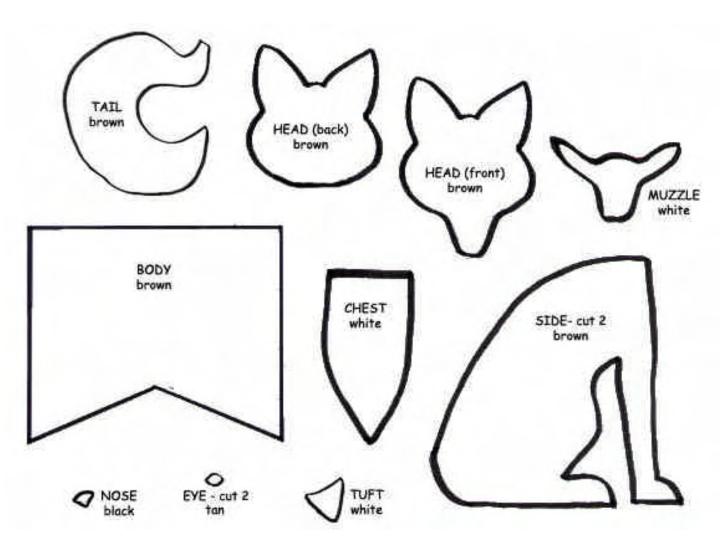
Step 7

Finger-Puppet Supplies & Pattern Pieces

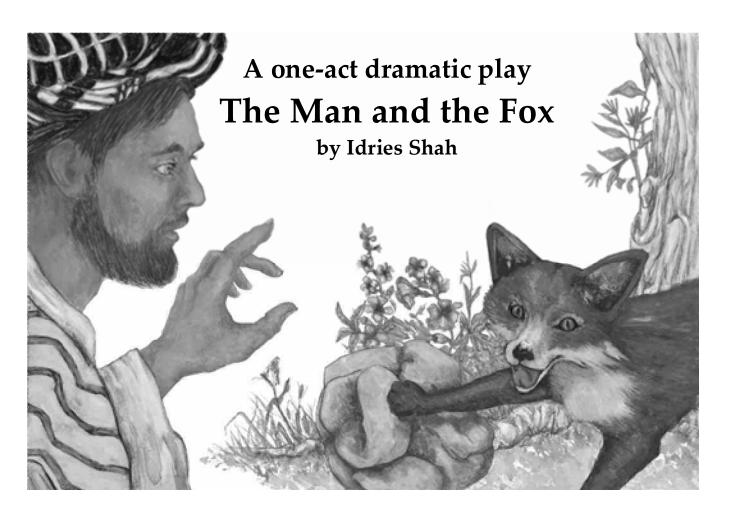
Supplies:

- 1. Felt: black, brown, tan and white
- 2. Glue
- 3. Markers, fine-point: black
- 4. Sewing needle
- 5. Scissors
- 6. Straight-pins
- 7. Thread





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



CAST

Narrator 1
Narrator 2
Narrator 3
Rowba, a lovely brown fox
The Man

Ideas for some props:

A sack
Some stones
An area for bushes under which the fox hides
A net (perhaps something like paper with "netting" drawn on it)

THE SCRIPT

Narrator 1: Once upon a time, when the moon grew on a tree

Narrator 2: and ants were fond of pickles,

Narrator 3: there was a lovely brown fox.

Narrator 1: He had soft fur,

Narrator 2: beautiful whiskers,

Narrator 3: and a fine, bushy tail.

Narrator 1: This fox, whose name was Rowba, was sitting beside a road one day,

Narrator 2: combing his whiskers with his claws,

Narrator 3: when a man came along.

The Man: May you never be tired!

Rowba: May you always be happy!

The Man: I'm feeling generous today. Is there anything you would like?

Rowba: I would like a chicken.

All of the Narrators: Because foxes love to eat chickens.

The Man: Come along with me, then, and I'll give you one! I have chickens at my house.

We'll go there, and you'll have your chicken in no time at all.

Rowba: How marvelous!

Narrator 1: And he trotted down the road beside the man.

Narrator 2: When they got to the man's house

The Man: Wait outside. I'll go to the yard in the back and get you one of my birds.

Narrator 3: So Rowba sat down to wait and the man went into his house.

Narrator 1: Then the man took a sack and put some stones into it.

Narrator 2: You see, he was going to pretend there was a chicken in the sack.

All of the Narrators: He wasn't really going to give a chicken to the fox at all!

Narrator 3: When the man came out again, he handed Rowba the sack.

The Man: Here you are, there's a chicken in this sack.

Rowba: How wonderful!

Narrator 1: and he was just about to open the sack to eat the chicken

The Man: No! Don't open it here!

Rowba: Why not?

The Man: Well, the farmers around here can see us, and they won't like my giving a chicken to a fox.

Narrator 2: Of course, that wasn't true at all.

Narrator 3: The man just didn't want the fox to see that there were only stones in the sack.

Rowba: What shall I do, then?

The Man (pointing to the bushes): Do you see those bushes up there? Take the sack there and open it. Nobody will see you, and you can eat your chicken in peace.

Rowba: That's a good idea. Thank you very much!

Narrator 1: And he trotted all the way to the bushes carrying the sack in his mouth.

Narrator 2: As soon as Rowba crawled under the bushes, he opened the sack

Narrator 3: and saw the stones inside.

Rowba (muttering to himself): Strange! What kind of a funny joke is this?

Narrator 1: When he peeked out of the bushes,

Narrator 2: he saw that a net had fallen over him.

All of the Narrators: It was a trap!

Narrator 3: Some hunters had put a net there to catch any fox that went into the bushes to hide.

Narrator 1: At first Rowba was worried because he thought he might not get out of the net.

Narrator 2: But he was very clever.

All of the Narrators: Foxes are very, very clever, you know.

Narrator 3: He searched through the stones in the sack and found one with a sharp edge.

Narrator 1: With this, he began to cut the net.

Narrator 2: He cut a hole big enough for his left front paw to fit through.

Narrator 3: He cut some more, and soon the hole was big enough for his left and his right front paws to fit through.

Narrator 1: He cut still more, and soon the hole was big enough for his two front paws and his nose to fit through.

Narrator 2: He kept on cutting, and soon the hole was big enough for his front paws, his nose and the rest of his head to fit through.

Narrator 3: Then he pushed

Narrator 1: and wiggled

Narrator 2: just a bit more. And finally

All of the Narrators: Rowba escaped!

Narrator 3: As Rowba ran off down the road, he laughed and laughed and laughed.

Rowba: Men may think they are clever, but foxes are cleverer still!

Narrator 1: Now, all foxes know the story of Rowba and the man who promised him a chicken.

Narrator 2: And that is the reason why, whenever you see a fox,

Narrator 3: if you ask him to come for a walk with you, he won't.

All of the Cast: And that is why it is very, very difficult to catch foxes and why they live such a free and happy life.

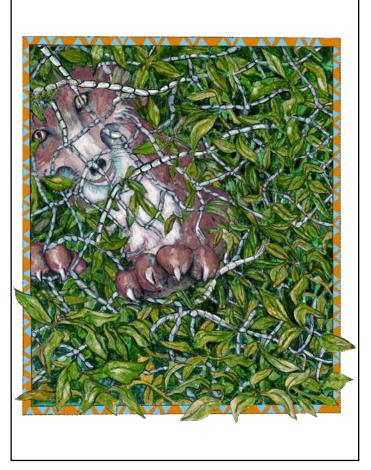
THE END

For Ordering, Vocabulary & other Activities. Laminate and cut for easy handling.









The Man and the Fox by Idries Shah, illustrated by Sally Mallam © 2006

