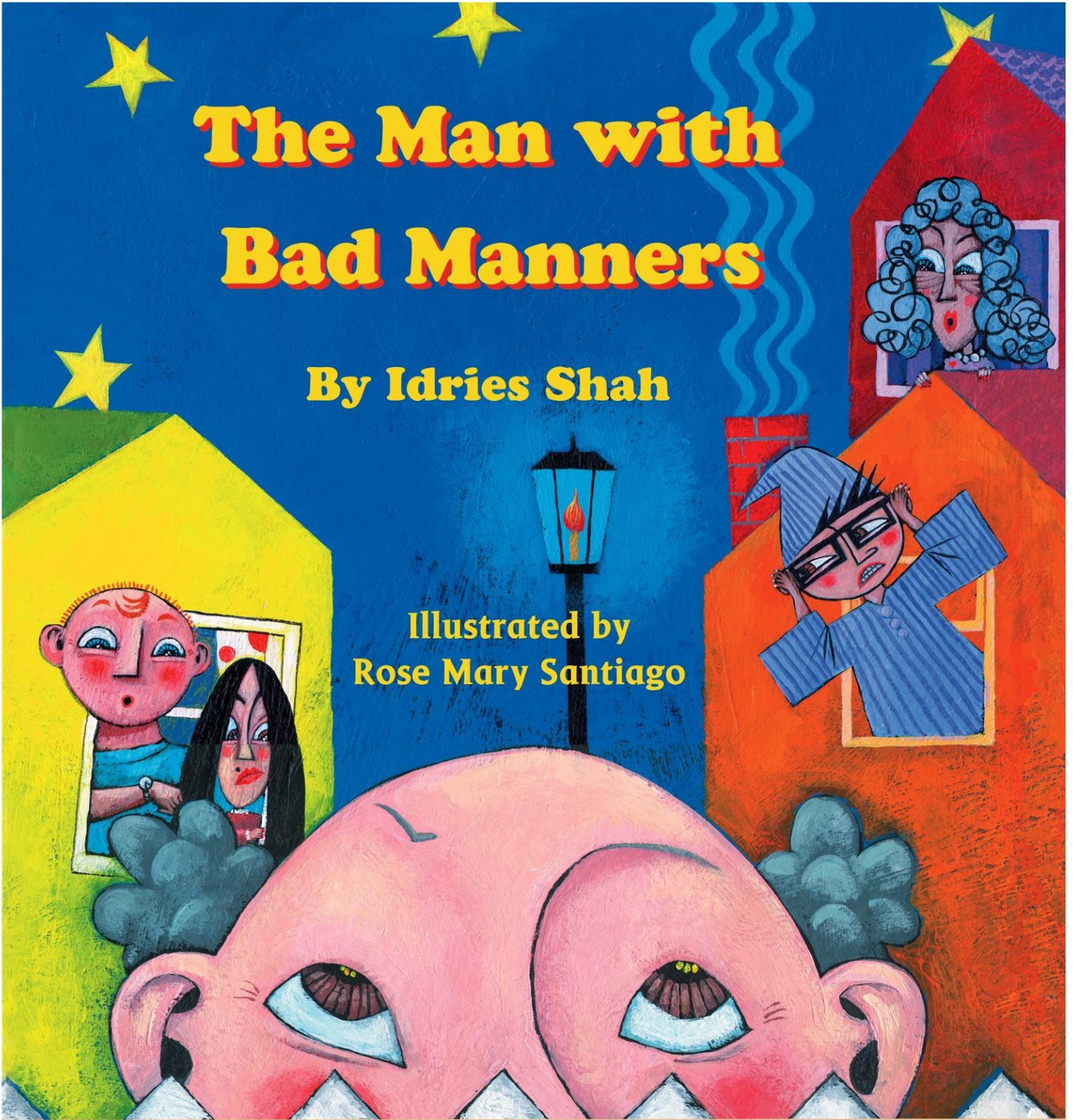


The Man with Bad Manners

By Idries Shah

Illustrated by
Rose Mary Santiago

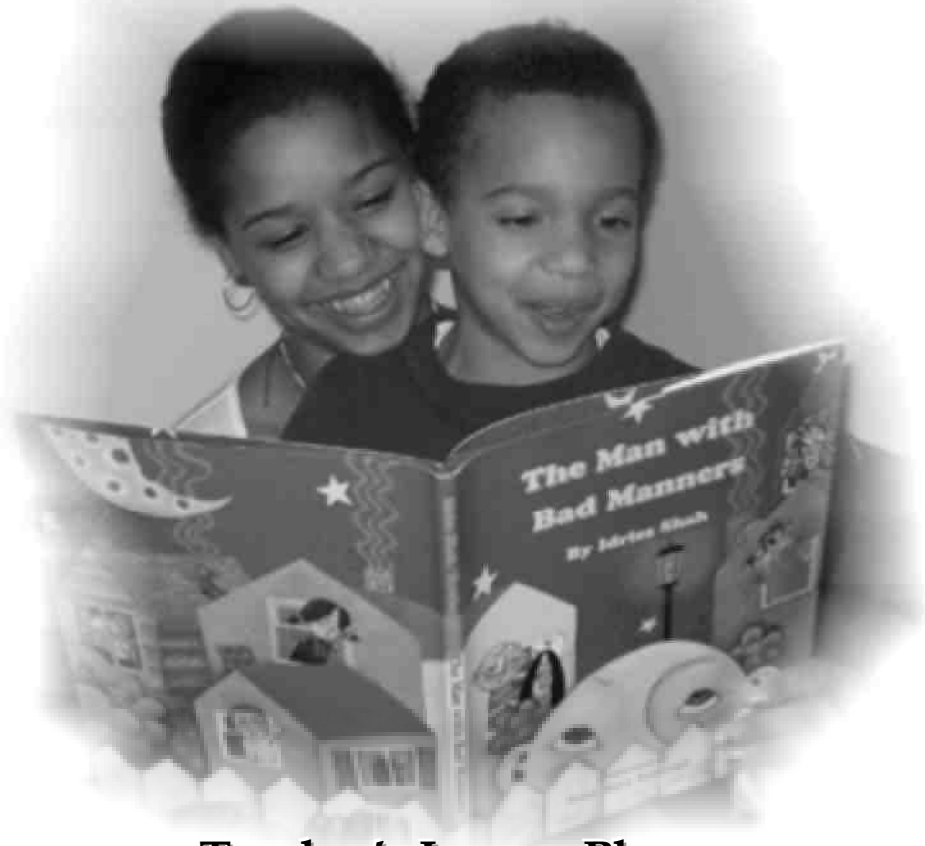


**HOOPOE LITERACY CURRICULUM
TEACHER'S LESSON PLAN**

Teaching-Stories™: Learning that Lasts

Grades K-2

Hoopoe Early Literacy Curriculum
Teaching-Stories: Learning That Lasts



Teacher's Lesson Plans
Grades K – 2

The Man with Bad Manners

by
Idries Shah

HOOPOE BOOKS
Los Altos, CA

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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 Lasts* from our website
www.hoopoekids.com



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Go to www.hoopoekids.com to download the following standards alignment charts for this title:

- A. COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS
- B. CALIFORNIA CONTENT ENGLISH LANGUAGE DEVELOPMENT
- C. CALIFORNIA CONTENT VISUAL AND PERFORMING ARTS
- D. HISTORY CONNECTION - IDEAS TO IMPLEMENT HOOPOE IN THE CALIFORNIA SOCIAL STUDIES CLASSROOM

Worksheets: The worksheets in this guide can be used for many of the activities.

Worksheets include: color picture cards for vocabulary and sequencing; paper bag and finger-puppet instructions; felt-board character instructions; prepared drama script.

See www.hoopoekids.com for color versions of puppet instructions and more.

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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 and the Fox
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 and the Fox
The Old Woman and the Eagle
The Silly Chicken

Lesson Plans for Grades 3 – 5

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

Lesson Plans for Grades 6 – 8

The Boy Without a Name
Fatima The Spinner and the Tent
The Magic Horse
Neem the Half-Boy

Lesson Plans for Grades 9 – 12

The Boy Without a Name
Fatima The Spinner and the Tent
The Magic Horse
Neem the Half-Boy

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



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

NEA TODAY – The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

Where schools 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 students, 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 them 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 students 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 include (the Hoopoe guides cover all skills listed 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

Word Study

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

Comprehension

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

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 set of classification levels of intellectual behavior relevant in learning. Bloom's studies showed that most questions that students were required to answer used only the simplest level of thinking skills: recalling information.

In addition to the skills and strategies that are taught using these lesson plans, students are also moving through all levels of the Bloom's hierarchy of cognitive and affective skills. Working with these stories allows students to examine, explore, and enhance cognitive and affective attitudes.

Educators should also look for verbs (see sample lists below) with each one of Bloom's thinking or affective skills within the lesson plans. Many of the Hoopoe Teaching-Stories lessons meet 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 levels.

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.

As educators, we want to teach students that different types of questions require us to use different complexities of thinking. By asking students questions that require simpler and more complicated level thinking skills, we are stimulating thought processes.

The following is a list of the levels of Bloom's taxonomy and includes examples of verbs that represent the intellectual activity 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 define vocabulary from 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 lesson.

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.

Introduction to Teaching-Stories

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

Example: Student will dramatize the Teaching-Story by participating in the Readers' Theater.

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: Students 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 design his/her own tessellations.

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

Example: Student will justify his/her predictions regarding "what will happen next" in each 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 listens to the Teaching-Story being read. Student listens to the opinions and interpretations of others with respect. Student remembers the names of characters in 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.

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.

Examples: Student actively participates in class discussions. Student participates in Readers' Theatre presentation. Student questions new ideals, concepts, models, etc. presented in the Teaching-Story in order to fully understand them.

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 (values diversity) and is able to examine and articulate a variety of points of view presented in the stories. Student is able to come up with a variety of possible solutions to problems explored in the lessons.

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

"Suggests ways of looking at difficulties that can help children solve problems calmly, while at the same time giving them fresh perspectives that help develop their cognitive abilities."

Robert Ornstein, Ph.D.

From "Teaching-Stories and the Brain" a lecture given at the Library of Congress, featuring *The Clever Boy and the Terrible, Dangerous Animal* by Idries Shah



The Man with Bad Manners

This is a story about a man who had bad manners which bothered all the villagers. A young boy initiates an unusual plan to change the man's behavior. With the help of all the villagers, the plan succeeds and the man promises to change his ways.

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

"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 listener and the reader.



SKILLS AND STRATEGIES

Personal Response

- 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 9-11 minutes of reading time. The activities in this session will take 30-40 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!**

I. 1st Hearing of the Story/Making Predictions

- 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 story says that all the people were “**very courteous and well-behaved, except for one man, who had very bad manners,**” you might ask:

What do you think the man did to make all the people think he had bad manners? Why do you think so?

- For the read-aloud, you may wish to use a special area of the room – on a reading rug or in a reading corner. Or have students sit more comfortably than sitting at their desks. This is a special time for students and for you.
- If you are doing the chart in step **3d**, have chart paper available.

You may have a **home literacy kit** for each student in your class. If it is possible, please keep these stored safely until you are ready to hand them out for student activities. You may wish to have the students leave their books/CDs in the classroom and take them home once all the activities have been completed. But, if this is not possible, make sure you have enough copies of the books available for all activities.

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. Before you begin reading, 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. Many of them are collections of Teaching-Stories such as The Man with Bad Manners. The illustrator of this book is Rose Mary Santiago. (Make certain that students know what “illustrator” means. If not, say: “An illustrator is someone who creates the pictures for a book.”)

I. 1st Hearing of the Story/Making Predictions

- b.** To get students 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 is happening here? Which of the characters shown here do you think is the man with bad manners? Why do you think so?

Do you think this is happening in the night time or the day time? Why do you think so?

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.

Accept and discuss any ideas offered, then say:

I am going to read the story to you now so we can find out just what the man with bad manners does and what happens to him. 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. If the students are at their desks, you may want to walk around the room as you read to let everyone see the illustrations up close.



- b.** Each time you pause to have 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 students understand the words in the story. For instance, ask the children what they think “courteous” means. As you read any words

I. 1st Hearing of the Story/Making Predictions

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. As a final activity, form the students into small groups and make sure each group has a book. Ask the groups to go back through the book, looking carefully at the illustrations and naming the things they see pictured. For instance, students will notice the houses, the gardens and flowers, all the different things the man with bad manners was shown doing, the checkered tablecloths, the waitress and all the different people. Give students a chance to learn the names of and discuss the various things pictured, some of which may be unfamiliar to them. You may want to start list of their observations on chart paper and keep it posted in the classroom and add to it during future readings.

e. 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 final class reading of the story is completed.

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.

“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

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:

manners	people	courteous	grew	crops
potatoes	carrots	fields	racket	house

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

manners

potatoes

courteous

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 **manners** 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, use it in a sentence, 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 **manners**. "Manners" means the way someone acts. You remember that this story is about the man who the people thought had bad manners. Think of your own sentence using the word "manners." For example, "The man had such bad manners that he never said 'good morning' nicely." Think of another sentence using the word "manners."*

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 **house** 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, use it in a sentence, and then have the students use the word in a sentence. The sentence can be about the story or can simply use the word correctly. For instance, you might say something like this:

*This word is **house**. A house is a building where one or more families live. It could also be something (nest or den) an animal uses for shelter. Another word for house is home.*

Do you remember that there are houses in the village, and that everyone who had a house also had a field? Think of your own sentence using the word "house." For example, "The people who lived in the house also had a field." Think of another sentence using the word "house."

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.



I. 1st Hearing of the Story/Vocabulary

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.



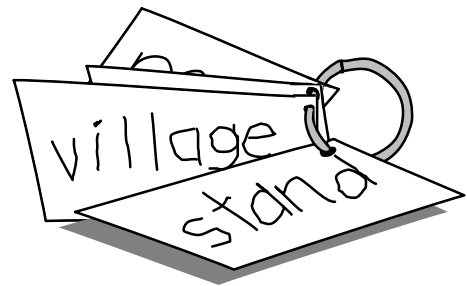
e. When you have presented all the words, mix them up and have the students say the words again, one at a time, when you point to them. For example, if the words are posted on the wall, move them around so that they are in different positions in relation to each other. If students are standing in a line 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 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 note cards or 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 in 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 snake using paper and tell students that the form represents a very poisonous snake. Put the "snake" on the floor, walk away, then turn and pretend to notice the "snake" for the first time. Pantomime fright. Then ask students which word best matches your dramatization and why. They may say "frightened" or "scared" because you pretended to be frightened or

they may say “dangerous” because the “snake” is poisonous. Similar answers are 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 read aloud to their partners.

e. Have students combine words into brief statements and act out the meaning of the statements using pantomime or speaking.

f. Have some students draw a scene that incorporates 5 or 10 words into one picture. Other students can try to guess which words the artists have referred to in their drawings.

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.

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/Fun with Manners

II. RESPONDING TO THE STORY

FUN WITH MANNERS

Students can refine their cognitive and observational skills when they explore the world around them. Working with a variety of real objects allows them to become familiar with how people act, how nature works and what they themselves are capable of and their role within the world around them.

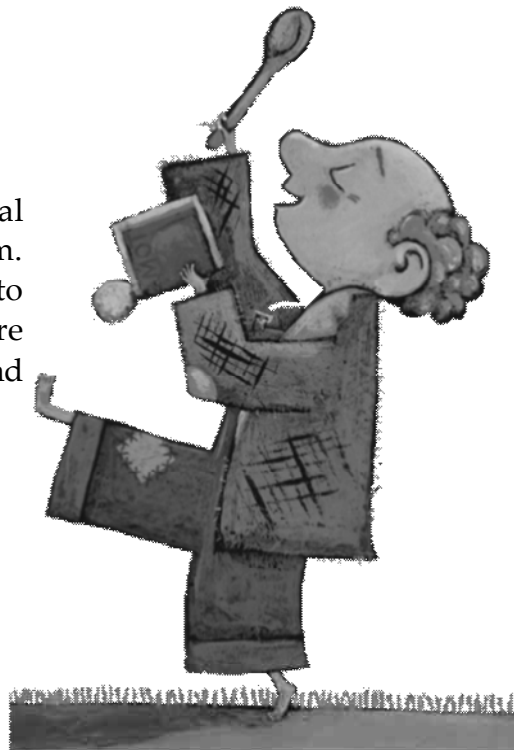
SKILLS AND STRATEGIES

Thinking

- compare and contrast

Comprehension

- *making inferences & synthesizing*



This sequence of activities should take about 20-30 minutes of uninterrupted time for daily activity, and there are multiple days of follow-up activities.

TO PREPARE FOR THE LESSON

- Have poster or chart paper for making “manners” lists.
- Have ingredients and serving materials for “meal” activities. Read the instructions below for ideas. **Make sure you are aware of any food allergies of any who will be handling the food.** (Check with a manager of a local grocery store or a restaurant about donating food items for these projects.)
- Have cardstock and drawing and writing utensils if doing the name cards.

Other material, if desired: books on manners around the world, a toy or non-operating real phone or cell phone, table for table-setting

Manners Around the Classroom

1. Start a discussion about what would be good manners in the classroom. Write the suggestions on chart paper. Here are some suggestions:

Keep the classroom clean

Be polite when asking for something (say “excuse me,” “please,” and “thank you”)

Return borrowed materials

II. Responding to the Story/Fun with Manners

Do not interrupt someone when he/she is talking

Raise your hands when you'd like to speak

2. After discussion, divide into groups. Each group takes one of the good manners listed and makes a poster to illustrate the item.

3. Keep the posters up in the room to help everyone remember what good classroom manners are. From time to time, go over some of the manners on the posters asking if there should be any more added or changed.

4. Keeping Track of Manners. List manner words and phrases that students think of (*excuse me; please; thank you; I am sorry; no thank you; after you; you're welcome*, etc.) on chart paper and have star stickers available. Every time a student hears someone say one of the words, he/she places a star beside the manner word or phrase). During one group time have a student volunteer count the number of stars beside each and create a graph showing the frequency of the use of each expression. Discuss why they think some manner words or phrases are used more often than others.

Manners Around the Home

1. Start a discussion about what would be good manners in the home. Write the suggestions on chart paper. Here are some suggestions:

Say manner words when asking for or receiving something

Answer the telephone with politeness

Do homework before watching TV

Help with cooking, cleaning and table-setting

2. Practicing Good Manners at Home: Discuss with the students about using good manners at home such as sharing their toys and clothes with brothers and sisters or having good table manners, or helping out with chores. After a few minutes of discussion, introduce the "Good Manners Meal" activity next. (See Home/School Communication for more home activities.)

Good Manners Meal

Students will enjoy the practice of "extreme" good manners with this simple meal-planning activity. They will be preparing a "snack time" meal where very good manners will be carried out. Organize the students into at least four groups:

(Note: Be cognizant of allergies when the food plans are carried out.)

Meal-Planning: One or two groups will plan the "meal" by listing what they would like to have served and they will determine what utensils will be needed for serving and eating. Here are some suggestions they may come up with:

Finger foods: fresh fruit pieces, berries, nuts (if desired), cookies, crackers, cheese, vegetable sticks, dip, pretzels, etc. Serving utensils for "finger foods": large serving

II. Responding to the Story/Fun with Manners

spoons, tongs, forks, plates, and so on. Food handlers should always wash hands and wear plastic food-service gloves.

Foods needing spoons or forks for eating: apple sauce, ice cream, puddings, jello, soup, cereals, French fries, salads, etc. Serving utensils needed: large serving spoons, tongs, forks, spoons, plates, bowls, and so on.

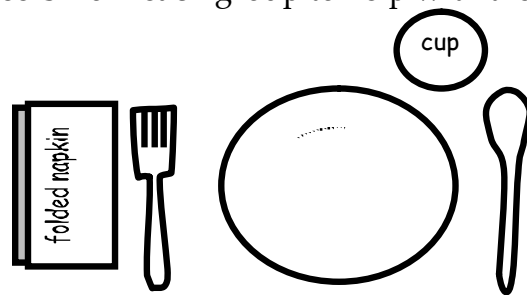
Drinks: apple and other fruit juices, punch, water, etc. Serving utensils to be considered for drinks: pitchers for serving, cups, straws.

Setting the Table: Another group will plan the table setting. They may want to form a committee to ask the school to use a room especially for this purpose. They will plan how many tables and chairs they will need to set up. They will determine by checking with the menu planning group if they will be setting out forks and/or spoons, serving utensils, bowls, plates, etc.

This group will help set up the tables, chairs and place the food on the tables. It's best to have the food in larger serving bowls or platters, so that students can practice their table manners by asking to be passed something or asking to be served something.

Optional Name Cards: Each of the groups' members may want to make up and decorate name cards for themselves. These cards will be used as place settings, and on the day the table is set up, have the name cards mixed up in a basket and drawn out randomly and placed at the table setting by the table-setting group.

On the day of the event, demonstrate how to set a proper place setting. Below is a suggestion. Ask for volunteers from each group to help with the setting of the table.



The Manners Meal:

Have students take their place before a place setting and begin the “meal” using only manner words. You may want to act as the host to the meal, and get the meal started by asking if you could serve someone. Have the students practice only talking when others are not talking; saying “excuse me, but could you please pass the...” or “please serve me...” and “thank you” after being served. After the snack, have all students help with the cleaning up chores.

In the classroom, have the students engage in a discussion on how they felt about practicing good manners at the table. You may say:

When you were practicing good table manners, did you feel different? If so, how did it make you feel?

II. Responding to the Story/Fun with Manners

Do you think people should always have these kinds of manners every time they eat? Why or why not?

What are some table manners you could teach to the man with bad manners in the story?

Manners Around the World

- Research manners from other countries and cultures using the internet or library books and have a discussion on how they are the same or different from manners the students and teachers practice. (See the Compare & Contrast section in this guide.)
- Discuss how in some cultures what is considered good manners, may be considered bad manners in another culture.

Good Phone Manners

- Discuss whether saying manner words is just as important on the phone as it is in person. Have pairs of students practice good speaking manners while talking on a toy or pretend phone.
- Have the students write a dialogue using good phone manners. It could be a dialogue between two friends talking about a story they read in class, or about someone else behaving badly and how they could help that person behave better. It could also be a dialogue between them and one of their parents about someone's behavior at school. Allow the students to decide what the conversation will be about.
- Have students volunteer to share what they have written with the class.

ASSESSMENT: Making Inferences & Synthesizing

Levels of mastery 1- 4

Level 1: Student is unable to make reasonable inferences; often misinterprets key ideas.

Level 2: Student is able to make some simple inferences, but may be somewhat vague or confusing.

Level 3: Student is able to make simple inferences and provides adequate support in synthesizing; is often somewhat general.

Level 4: Student is able to make inferences with some insight; may show some complexity. Provides effective support and is often specific and creative in discussions.

III. 2nd Hearing of the Story/Developing Comprehension

III. 2ND HEARING OF THE STORY

A. DEVELOPING COMPREHENSION

Children love to hear Teaching-Stories again and again. With each reading, students 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 students 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. Students 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.

III. 2nd Hearing of the Story/Developing Comprehension

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 especially interesting to them or their favorite part. 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.

III. 2nd Hearing of the Story/Developing Comprehension

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 students 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.

- ❖ *What do you think that manners are?*
- ❖ *What do you think it means to have "bad manners"?*
- ❖ *What types of things did the man do that made the people think he has bad manners?*
- ❖ *Did the man with bad manners follow the example of the villagers?*
- ❖ *When the villagers ask the man with bad manners "Why do you have such bad manners," what did he say?*
- ❖ *What did the man with bad manners do that made the people finally get fed up with him?*
- ❖ *Did the people do anything about the man with bad manners then? Why do you think that was?*

III. 2nd Hearing of the Story/Developing Comprehension

- ❖ *Who came up with an idea of how to make the man with bad manners change his ways?*
- ❖ *Could the clever boy carry out his idea on his own, or did he need the help of the villagers? How so?*
- ❖ *Why is the man so sad when he thinks he is in the wrong village?*
- ❖ *What is the “secret” that the boy tells the man?*

4. After Reading: Reflecting on the Story

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

- ❖ *What was your favorite part of the story? Why? What was your favorite picture? Why?*
- ❖ *Do you think having good manners, being courteous and well-behaved is important? Why or why not?*
- ❖ *Is it important to know how to behave well wherever you are? Why or why not?*
- ❖ *Do we behave the same way with everyone? Why?*
- ❖ *Do we behave the same way everywhere? Why?*
- ❖ *Can a person have bad manners and still be happy? Why so?*
- ❖ *Do we learn how to behave from watching other people and following their example?*
- ❖ *Do you think other people learn how to behave from watching you?*
- ❖ *Do you think the clever boy’s idea of how to change the bad-mannered man was a good one? Why or why not?*
- ❖ *Could the villagers have solved the problem without the boy? Could the boy have solved the problem without the villagers? Why do you think so?*
- ❖ *Is it a good idea to discuss problems with others? Why do you think so?*
- ❖ *Do you think it is possible to change everything about someone’s home the way the villagers did?*
- ❖ *What can we do to help people understand that they are making us upset at their behavior?*
- ❖ *If the villagers had asked the man to behave better, what do you think would have happened?*
- ❖ *Do you have any ideas why the man had such bad manners? Would you like to share these ideas?*
- ❖ *Would you be friends with the man with bad manners? Why or why not?*
- ❖ *Can you think of other ways to teach someone to change their ways?*
- ❖ *The man with bad manners went to see his friends in another village. What do you think his friends were like?*
- ❖ *Are all good manners the same everywhere? Why do you think that?*

III. 2nd Hearing of the Story/Developing Comprehension

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.

- ❖ *Apart from telling someone directly, can you think of other ways you could help somebody realize that they are being selfish or behaving badly?*
- ❖ *Do you need other people to help you solve a problem?*
- ❖ *Are there some problems you have to solve alone? What are they?*
- ❖ *Who is the most well-behaved person you know? Why do you think so?*
- ❖ *If you met someone with bad manners, what would you do?*
- ❖ *If someone asks you to change your behavior, do you?*
- ❖ *If someone shows you how your behavior makes them feel, does that make it easier for you to understand what you are doing? Why do you think that?*
- ❖ *If you understand that what you are doing has a bad affect on people, do you change?*
- ❖ *If you don't understand that what you are doing has a bad affect on people, do you change?*
- ❖ *If you came back from a trip and everything about your house was different, how would that make you feel?*
- ❖ *Did you ever get a clever idea? How did you know it was clever?*
- ❖ *Do you know anyone who has different manners from you?*
- ❖ *If you went to another country and the people were eating using the fingers on their right hand instead of using a fork or spoon, what would you do?*
- ❖ *If you wanted to enter a building and you saw people taking off their shoes before they entered it, what would you do?*
- ❖ *Do we behave the same way everywhere we go? Can you give an example of times when you behave differently or the same?*
- ❖ *Have you ever had bad manners? What happened? What did you do?*
- ❖ *Can a person younger than you have a clever idea? Why do you think that?*
- ❖ *Can someone you dislike have a clever idea? Why do you think that?*
- ❖ *How important is one person?*
- ❖ *Does this story remind you of any other story you have heard? What is it?*

6. More Elements

Invite the class to add more elements pictured in the story (houses, people, pets, plants, cars, etc.) to the list that you started with the first reading of the story (page 9).

ASSESSMENT: Deepening Understanding (Comprehension & Analogies)

Levels of mastery 1- 4

Level 1: Student is unable make reasonable inferences or to connect something in the story to something 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 village had houses and so does his/her community) 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 the clever boy's idea reminds him of the time he/she also had a clever idea for something).

Level 4: Student is able to make an analogical connection to something in his/her life in the story to something in his/her life that shows a depth of insight (e.g., the student is able to make and use the connection with many events in the classroom and on the playground).

“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)

B. WORD STUDY

SKILLS AND STRATEGIES

Word Study

- *phonics - rhyming*

1. Sorting Words with 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:

- a.** 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?

man

him

can

- b.** 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.

indeed

would

should

annoy

boy

paint

outside

quite

inside

happily

morning

everything

- c.** 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.

d. 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.

e. 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 16.)

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.

"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.

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. Sequencing

- a. Tell students that they are going to see if they can remember the story that you have read several times, *The Man with Bad Manners*.
- b. Distribute sets of the sequencing cards to either pairs of students, individual students or groups of three. (See cards included in this guide that you can use for this and other activities.)
- c. Have students work (together) to arrange the cards in the correct chronological order (the order in which they occur in the story).
- d. 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.)
- d. You may also wish to have them write a few words or a sentence for each card to identify this part of the story. (For example, "The clever boy stood on a box.")

2. Sequencing Games

- a. Have students create a game using the sequencing cards.
- b. Have groups of students share their games 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.

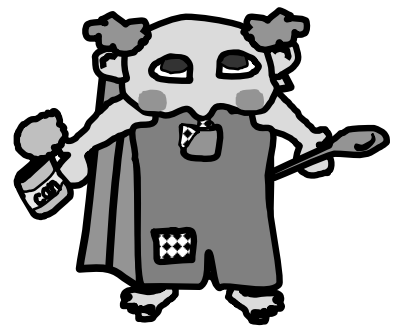
Level 2: Student is able to sequence some of the story adequately in chronological order, such as the beginning and end, and gives some essential details. The story may be out of sequence, or the student may include some inaccuracies.

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 detail the chronological order accurately and elaborates on essential details. Student infers a major outcome and synthesizes key themes, if appropriate.

B. RETELLING WITH PAPER BAG PUPPETS

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 them-selves in a non-threatening way. Students also learn cooperative interaction.



SKILLS AND STRATEGIES

Personal Response

- *retelling*

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

IV. Responding to the Story/Retelling with Puppets

TO PREPARE FOR THE LESSON

- Have all the materials you will need well organized and easily accessible to students. (A set of directions is included in this guide for students' referral. Have books available for reference.)
- Look over the directions for making a paper bag puppet. You may wish to try one ahead of time 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, cardstock or heavy paper, construction paper, scissors, newspaper for desks or tables. Optional: feathers, felt or fabric scraps, yarn or cotton for fur, plastic eyes, pipe cleaners.
- Prepare the finger puppets or felt-board characters if you wish to use these for activities.

Tell 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 bad-mannered man, the clever boy and the villagers.

1. Discuss the characters from the story with your students. Talk about all the people in the village, and have the children look carefully at the illustrations of all the different people and ask them what they can tell about the characters from the illustrations. For example: Can they tell where they come from? Can they tell how old they are? What can they tell from their faces? What can they tell from their clothes?

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. (Possible characters to create: the man, friends in the other village, the clever boy)

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 you and 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 with bad manners. Using the steps in the instructions provided 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 clever boy and others will make the man or a person from the village, 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.

IV. Responding to the Story/Retelling with Puppets

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 boy and some have made the man with bad manners or characters from the village, 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 making finger puppets and felt-board characters are provided in this guide.)

ASSESSMENT: Retelling

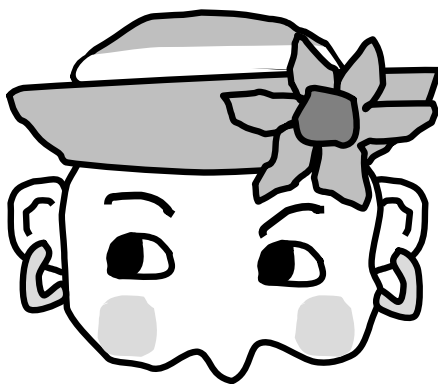
Levels of mastery 1- 4

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.

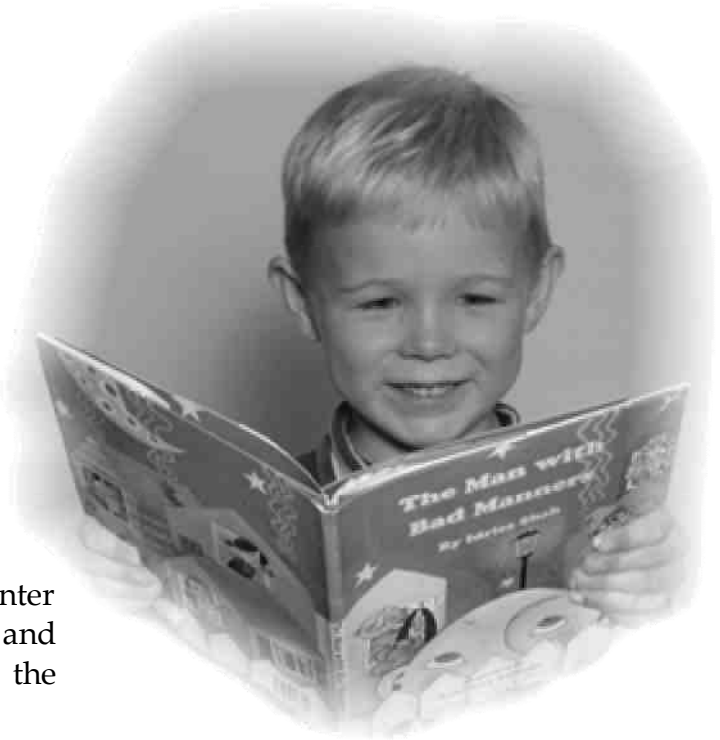
Level 4: Student is able to retell the entire story, in the correct order, including all of the main events and the important details.



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

Personal Response

- discussion
- *reading and retelling*

Comprehension

- visualizing

Vocabulary

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

Thinking

- reflecting

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

TO PREPARE FOR THE LESSON

- Make sure that you have a Home Literacy Kit or copy of *The Man with Bad Manners* 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.
- 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 reading day, children can refine their comprehension of *The Man with Bad Manners* by 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.
- b. As students are reading, you may wish to walk around and make sure they are engaged and able to read the book.

V. Independent Reading

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."

–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 The Man with Bad Manners. 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 as many details as you can think of in your artwork. When we visualize, we imagine how it looks. We see things in our mind's eye.

2. Allow a few minutes for the 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 – if they are going to paint, put down newspapers or protection for the furniture – 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:

VI. Responding to the Story/Retelling with Art

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 class story and/or letter to the butterfly.
- If you are doing Step 2, have 11" x 14" paper available for duplicating the letter so that students can illustrate the letter.
- Have a variety of old magazines with pictures, writing and drawing (or painting) utensils, 8 ½ x 11" white paper, several pairs of scissors, glue, hole puncher, cellophane tape, stapler and coat hangers for steps 4 and 5 below. (Some local libraries may be happy to get rid of old magazines; and local cleaners may gladly give out hangers to schools.)
- Look over the lesson plan so that you are familiar with the steps to follow.
- Make sure that you have a Home Literacy Kit or copy of *The Man with Bad Manners* for each child. At the end of this activity hand one to each child to take home.

1. Have the students help write a story about a situation where they are with a group of people that includes someone who has bad manners. Call on different children to provide the sentences for the story. Write the story on chart paper and reread it with the students, using the "echo reading" technique if they are not yet reading on their own. (**Echo reading** is an activity where the teacher reads the text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the teacher.)

VI. Responding to the Story/Writing

2. Have students, as a class, write a letter from the clever boy to his friend telling his friend about the way the whole village worked together to help the man understand that he needed to change his ways. Write the letter on chart paper. You may want to copy the letter onto a piece of writing paper and duplicate onto larger paper leaving room for the students to illustrate with a picture which they think goes with the letter. If you do this, send home the letter/illustrations so the students can read it to their families. (See Home/School Communication for more activities with families.)

3. Tell students to imagine that there is a sequel to this story— explain that a “sequel” is another story that begins where this one ends. Invite them to think about the story of the man with bad manners and what might happen in that next story. Students can write a sequel as a group or individually, and they may wish to use the book to help them know where to begin their story. 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 man no longer has bad manners. What do you think happens to the man, the boy and the people of the village after the story ends? Do you think they all become friends? How does the man behave now around the village? How do the villagers know that he has changed? How does he behave when there are new problems to solve? Now, think of these questions and others of your own, then write your sequel to The Man with Bad Manners.

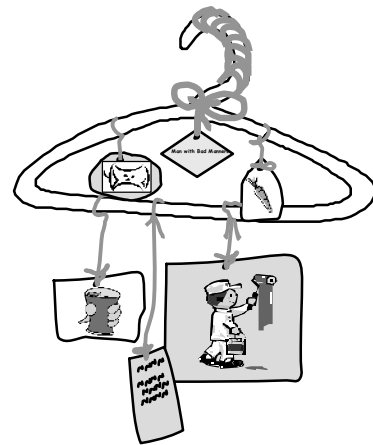
4. Making Cut-Out Pictures & Collages: Have students cut out pictures from old magazines that remind them of the story of *The Man with Bad Manners* and glue the pictures onto paper. Some may want to make their cuttings into a collage, arranging them in a special way. Then, have the students write underneath each picture (or collage) some words about the picture(s) which reminded them of the story. Keep the copies of these creations in the class book.

5. Making a Mobile

Choose one of these mobiles to do as a classroom activity.

Mobile Option #1:

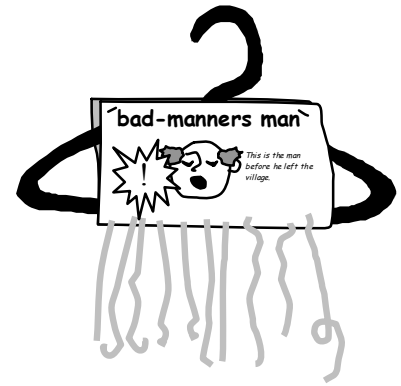
- Lay out all the materials where students can get to them easily.
- Tell the students they will be cutting pictures from old magazines that remind them of the story, pasting these pictures onto pieces of construction paper and writing on the back why that picture reminds them of the story (you may have to assist some students with the writing). Tell them that the construction paper should be cut just large enough for the picture, but also have enough room on the reverse to write their sentences.
- When they have done several of these, have students punch a hole at the top of each piece and tie different lengths of yarn through the hole.



d. Using a piece of construction paper about 3" squared, have them make a tag writing "The Man with Bad Manners" on one side and their own name on the other, punch a hole at the top and attach to a coat hanger with yarn so it hangs in the center (see image).

e. Next have them tie all their images onto the coat hanger. Use extra yarn to decorate the hanger.

Mobile Option #2: (This activity can also be used in the next "Compare & Contrast" section.) Tell the students they will be drawing 2 different pictures, characters or scenes from the story. For instance, they could draw a picture of the man on one side when he had bad manners and draw him on the other side when he had good manners. Or draw one of the villagers looking at the man with bad manners on one side and looking at the man with good manners on the other. Let the students choose what to draw on both sides.



Here are the steps:

a. Have the students fold an 8 ½ x 11" sheet of white paper in half so they have a piece 5 ½ x 8 ½", then have them draw or paint a picture from the story on one side of the folded paper **with the fold at the bottom**.

b. Tell the student to write the title of their drawing at the top and to write a sentence telling what they have depicted.

c. Then have them flip the folded paper over and draw the second picture, title and sentence, again **with the fold at the bottom**.

d. Once they have finished their drawings, have the students place a coat hanger between the folded halves, and staple or tape it at the top (see illustration).

e. They then can suspend yarn or cut strips of paper as streamers and tape to the bottom as decorations.

Both of these mobiles make great decorations in the classroom or at home.

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.

C. COMPARE AND CONTRAST

Students can refine their thinking skills and learn to see more critically when they employ the thinking skills of compare and contrast. 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 and it 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 “Solving Problems” comparison chart.
- Have paper for writing exercises.
- Have art paper and drawing materials for the “Pictures and Imagination” 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 – “Before, After, and the Same”

a. Draw a Venn diagram on the board or chart paper. (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.

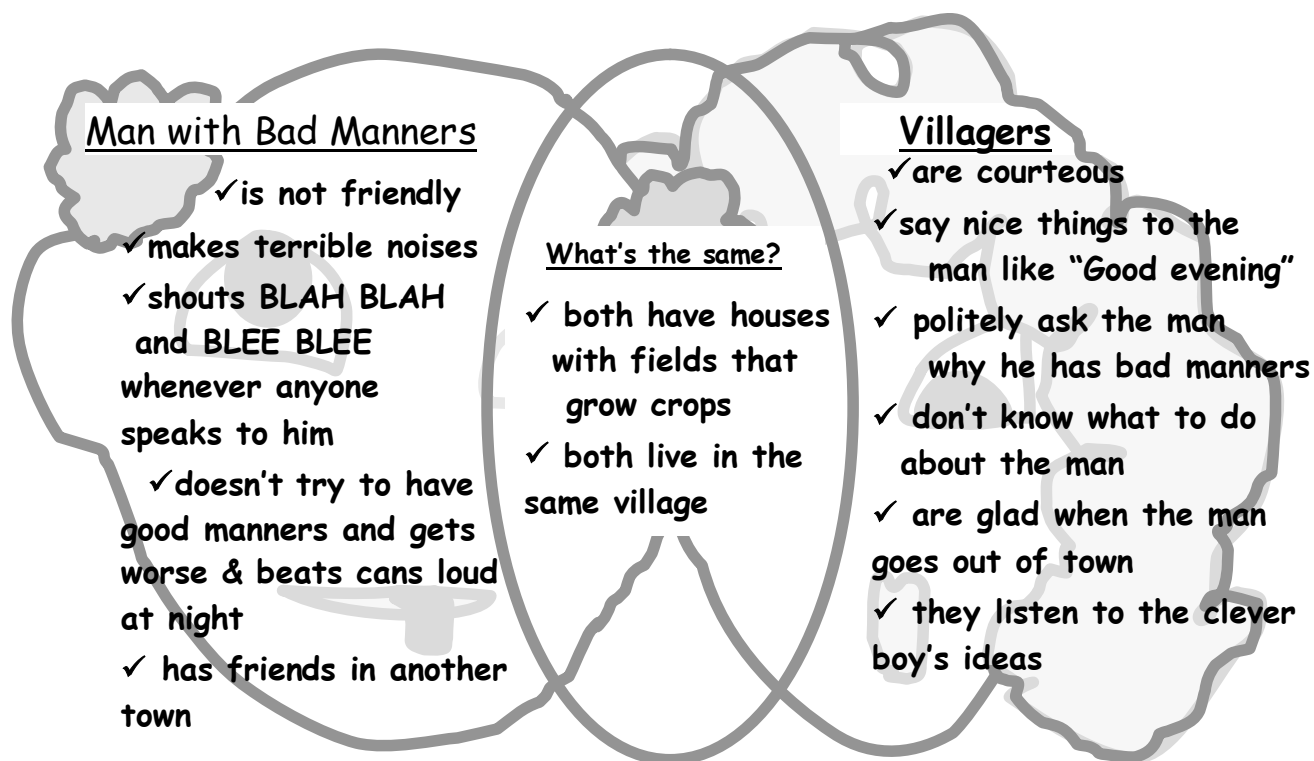
b. To help the students understand about comparisons, use this approach. Pick two comparisons from events or characters in the story—for instance, “The Man with Bad Manners” and “Villagers.” Say to students:

Let’s compare the Man with Bad Manners before he leaves town and the Villagers while the man was behaving badly.

VI. Responding to the Story/Compare & Contrast

- c. Gather the students into 3 groups. Ask one group to share the unique characteristics of how the man behaves when he was showing bad manners, and ask another group to share the unique characteristics of how the villagers behave when the man behaves badly. Then, ask the third group to think of how the two are similar.
- d. Put their comments about how the man behaves in appropriate circle (or drawing) on the left.
- e. Put the comments about how the villagers are in the circle (or drawing) on the right.
- f. Put any comments from the students about how the villagers and the man behave the same in the center or overlapping part.

Example of a Venn Diagram



You can also compare and contrast:

the person with bad manners and a person with good manners
manners from another culture with local manners

this story with another Hoopoe story, such as *The Clever Boy and the Terrible, Dangerous Animal*

- h. Point to each entry and have students use them to expand on the ideas using complete sentences. (For example: *Before the man went away, he annoyed the people by making terrible noises.* OR: *The villagers were always courteous and said "Good morning."*) Discuss their ideas.

VI. Responding to the Story/Compare & Contrast

- i. You can use the Venn Diagram to have children write simple paragraphs or stories, using the points they made to guide them in their writing.

2. Solving Problems

- a. Draw a line down the center of a piece of chart paper (or on the board). On the left write “problems you can solve all alone” and on the right side write “problems that are better solved with other people helping. Say:

There are many problems you can solve all by yourself. Let's name a few. (Write the suggestions on the left.) Then say:

There are also many problems where you may need help from others. Let's name a few. (Write the suggestions on the right.) Then you may want to ask:

What would you do if you saw someone trying to solve a problem on their own, and you knew you could help them?

- b. Start a discussion on which is better to do: telling a person what they should not do or helping a person to understand that what they are doing is not as productive or safe as another way. You may say:

You want to tell someone that they should not talk when others are speaking. How would you do that?

Can you think of times when you can talk when others are speaking? What are they? (For example, when reciting the “Pledge of Allegiance.”)

Now, can you think of times when it might be necessary to speak when others are speaking? What are they? (For example, when someone is talking to you while you're walking together and he/she doesn't notice a crack in the sidewalk which could cause injury.)

3. Pictures and Imagination

- a. Organize the students into small groups, and make sure each group has a book to look at. Have the groups look through the book noticing and discussing what the pictures in the story show about the man, the clever boy and the villagers. For instance, have them notice how the pictures show that the man has bad manners by his foot being on the table, he's picking his teeth with a fork, and he dropped his apple core and his tin can on the ground rather than using the trash cans, and so on. They may notice how the villagers have meals together, how they sit properly at a table, how their napkins are on their laps and the man's is tied around his neck.

- b. Allow discussion for a few minutes. You may want to draw attention to the man's dirty clothes and bare feet, and ask:

Why do you think he has dirty clothes and no shoes on? (Possible comments may be he doesn't have any other clothes; he doesn't have a washing machine; he doesn't have enough money to buy shoes; he doesn't want to be like everyone else; he wants to annoy the neighbors.)

VI. Responding to the Story/Compare & Contrast

At the end of the story, the picture shows that the man has clean clothes. (Hold up the book and show the last picture.) What else do you notice in that picture about how things have changed? (Possible comments are he still doesn't wear shoes but his feet are clean, the clever boy is helping him with his potato crop, the man and the boy are happy.)

- c. Have the students think about the man's friends in the other village. You may say:

The story told about the man with bad manners going to stay with some friends in another village.

Were you surprised that he had friends? Why or why not?

Do you think that everyone in the friends' village would have manners just like the man? If so, would they think that the clever boy's villagers had bad manners? Why do you think this?

- d. After a few minutes of discussion, hand out paper and drawing material and have them imagine a village where bad manners were considered good manners and draw what they imagine. Ask them to imagine what the houses would look like, what the crops would look like, how the pets would look, the streets, the people's clothes, what cars would look like, and so on.

- e. After students are done, you might wish to ask them if they'd like to share their drawings and compare their "bad-mannered" village with the village from the story.

- f. Let students take their drawings home and use them to retell the story of the man with bad manners and tell how their drawings are just the reverse of the village in the story. Or, collect them into a Class Book and have it displayed at a "parent night."

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.

VI. Responding to the Story/Readers' Theater

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 (provided 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

- *Prepared 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 playing animals, have students practice animal movements. 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

VI. Responding to the Story/Readers' Theater

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. Songs About Manners in other Cultures

Have the students learn about manners in other cultures. Then change the movements and the words to the songs below to match. Students in small groups may want to wear different costumes for the country or culture featured in the verse and sing as a group:

Good Manners Songs

(sung to "Where is Thumbkin")

American Culture:

I have manners, very good manners
When I eat, when I eat.
I use a fork and knife-o [pretend to
use silverware]
To eat my mashed potato
With my meat, with my meat.

African Culture:

I have manners, very good manners
When I eat, when I eat.
I use my fingers and hand-o [pretend
to use fingers to eat]
To eat my sweet potato,
With my beets, with my beets.

Chinese Culture:

I have manners, very good manners
When I eat, when I eat.
I use chopsticks and bowls-o [open
and close fingers like chopsticks]
To eat my eggy noodles-o,
With my meat, with my meat.

Afghan Culture:

I have manners, very good manners
When I eat, when I eat.
I use my fingers to eat pastry
[pretend to use fingers to eat]
Which I call "boolawnee"
Made with leeks, made with leeks.

ASSESSMENT: Reading Skills for Prepared 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, if you see one of your students not using his/her best manners, you might remind him/her of the man with bad manners. You might say something like:

Do you remember the story of the man with bad manners and how he was not nice to other people? Do you think something like that happened just now? Why do you think so?

Do you recall how the man changed his behavior and was now nice? It is much more pleasant for everyone when everyone uses good manners.

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 expand 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.

Meals Manners

You may want to send home a note to families that the students are learning about manners around the world. Suggest to students that they tell their families about the Manners Meal they had at school and suggest that they help their families prepare a meal, set and clear the tables, and help clean the dishes. Have the student draw pictures of what happened, and bring these to class to share if they want. Display these pictures on "parent night" or other events.

Writing About the Story

Make copies of group-writing projects (such as those in the Writing section of 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 families are able to, suggest to students 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 the play.

Host a Parent Night

Here are some suggested activities for this event:

1. Show “The Magic of Reading” DVD and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like to have clarified.
2. Give out *The Man with Bad Manners* book or the Home Literacy Kits, if they have not been given out already.
3. Discuss with parents the importance of their completing and returning the questionnaires in the kits.
4. Read the story aloud to parents and students.
5. Display students’ artwork, Venn diagrams and writing at this event.

Host a “Pajama Party”

You might want to host a “Pajama Party,” where students and families come back to school in comfortable, loose clothing, even pajamas for the kids. Do some of the activities suggested in the “parent night” section above.

Parent/Child Reading and Art Activity

Have parents and students read the story together, then draw something that represents the story of *The Man with Bad Manners* and that they’d like to share with others. A suggestion is: drawing about something that they (the parents and students) thought was bad manners, but found out later that it was good manners in some countries. Ask the students to voluntarily return the pictures for discussion and display. Invite family members to come in and talk about their drawings.

Parent Visitor/Speaker

Invite parents or other adults from the home to come to school to tell the students other stories that remind them of this story or tell about a situation where they were afraid of something unexpected and how they were able to overcome their fear.

**More from The Library of Congress lecture,
"Teaching-Stories and the Brain,"
by Robert Ornstein, Ph.D.**

"Teaching-Stories are key to our basic cognitive development, leading the child and then the adult to learn more about what happens in the world and when and how events come together. It's as if we had the unassembled parts of a bicycle and knew, through analogy (the shapes perhaps), that there was a relationship between the handles and our hands, the pedals and our feet, and so on. We may even have an idea that these are a necessary part of what is known as 'a bike' and of 'riding a bike.' But to actually assemble the bike correctly, then to be able to ride it, when and where to ride it, etc., that requires contextual thinking: seeing each disparate part as part of a whole. That 'whole,' of course, expands with experience and understanding. A comprehensive study of Teaching-Stories provides what is, for all intents and purposes, a limitless whole...."

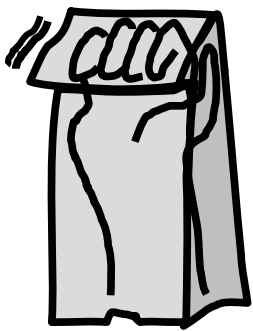
"Teaching-Stories exist in all cultures. An analysis of the stories throughout the world shows that the same stories occur time and again in different cultures. It is the 'Disneyfication' of such stories – the selection and retelling of only those elements within the original that have a strong emotional appeal – that has led to the temporary demise in Western culture of the Teaching-Story as a developmental instrument."

"... 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."

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

Hoopoe Teaching-Stories™

Man With Bad Manners Paper Bag Puppets



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

See next page for other pattern ideas.

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

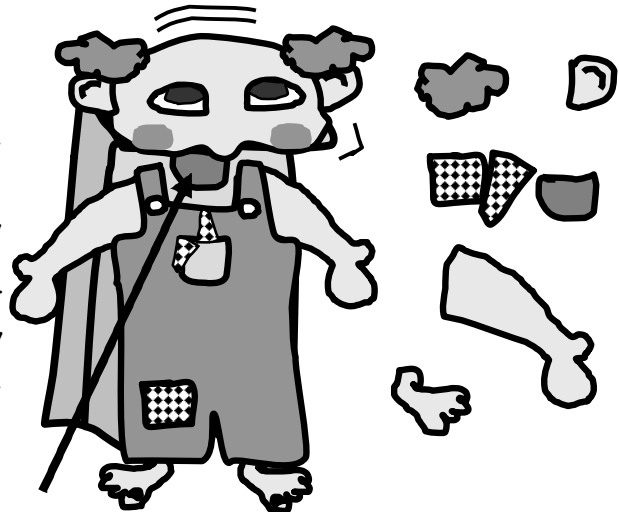


1. With a piece of construction paper about the same size as the flap of the bag, draw and color the top part of the character's face (eyes, cheeks, and nose). Or, glue on plastic eyes, cut colored paper, etc. Cut out the face.



2. Draw on or cut and glue on pieces of construction paper or yarn for hair: add ears, hats and other decorations. Glue or tape securely onto the head/face. Glue head/face securely on the flap of bag taking care not to glue the flap down.

3. Cut out other shapes for the clothes, arms, shoes or feet from construction paper. Glue or tape pieces together as desired. Allow to dry, then glue, tape or staple the entire piece to the front of the bag (again, make sure you do not glue the bag shut). Decorate pieces as desired by coloring, drawing, gluing on beads, buttons, pompoms, decals, fabric pieces, and so on.

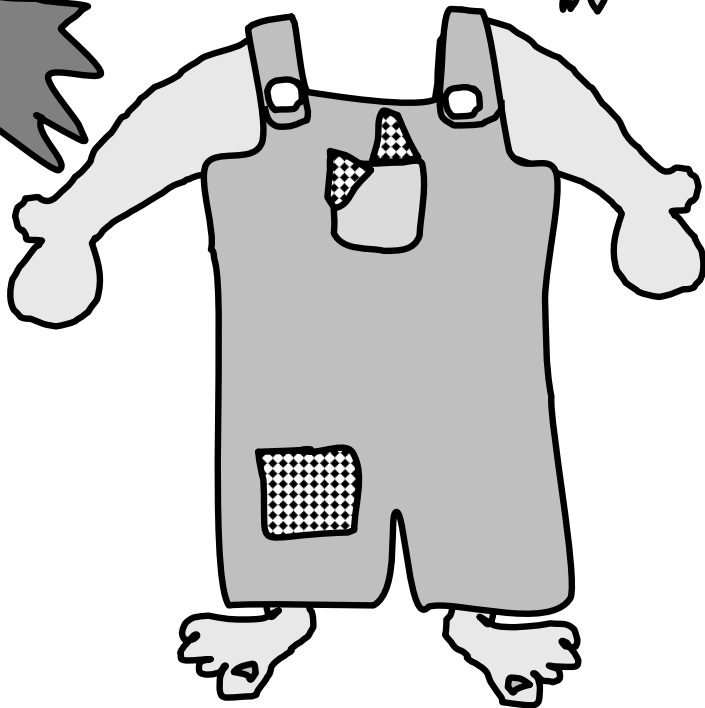
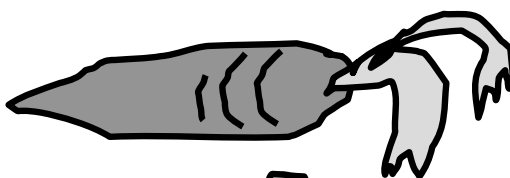
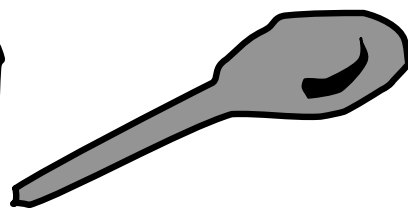
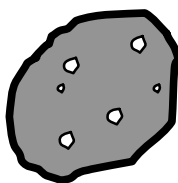
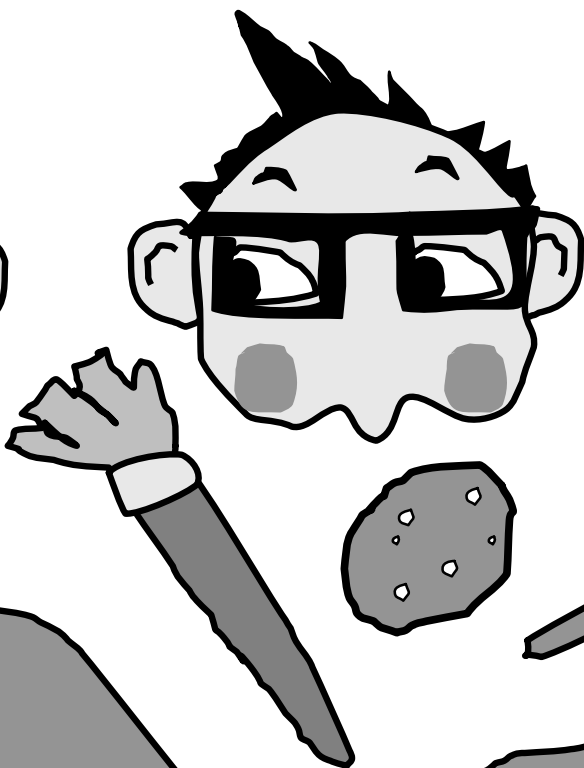
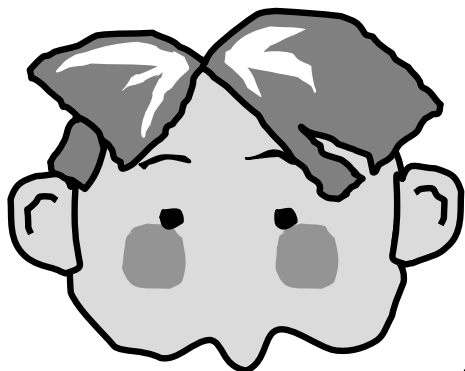
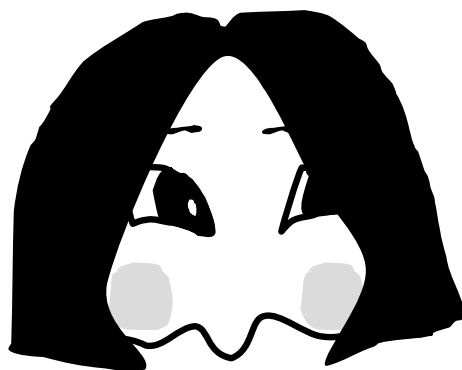
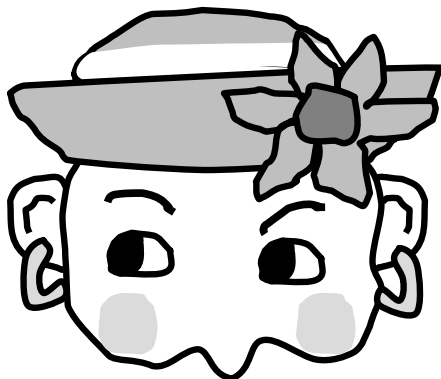
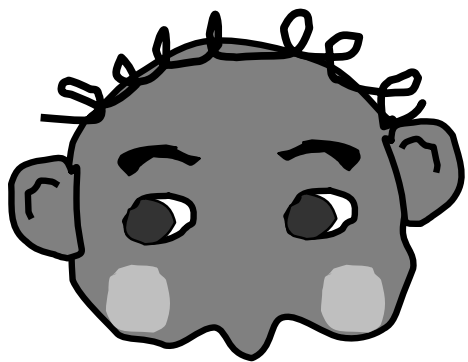


4. Finish by drawing or gluing a red tongue under the flap. Draw and cut out other props, such as the can and spoon for the man. These props can be glued, taped or paper clipped into place as needed for play. Allow the puppets to dry completely before use. Sometimes an extra bit of glue, tape or stapling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



Puppet Theater Ideas

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



Hoopoe Teaching-Stories™

How To Make Felt-Board Characters

The Man with Bad Manners

SUPPLIES:

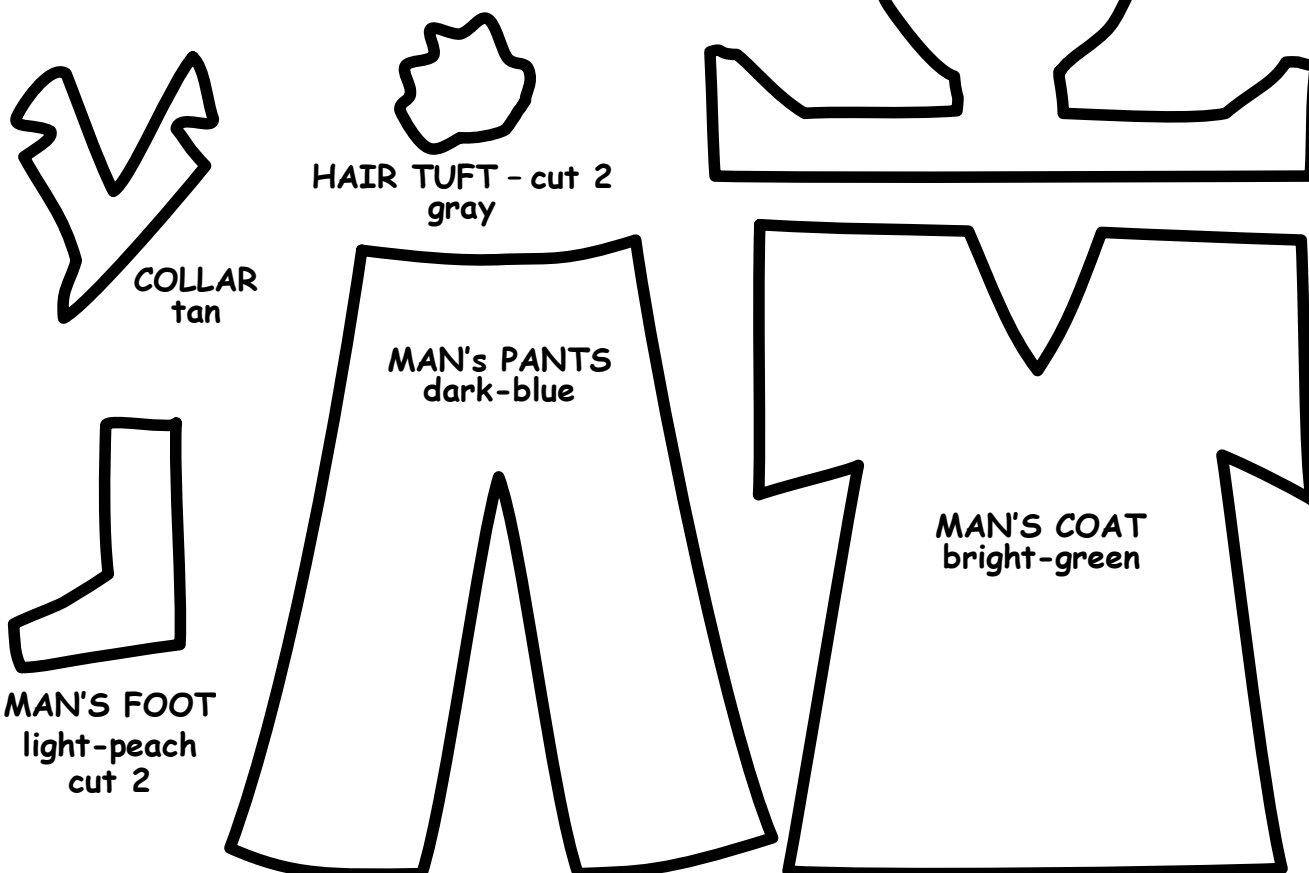
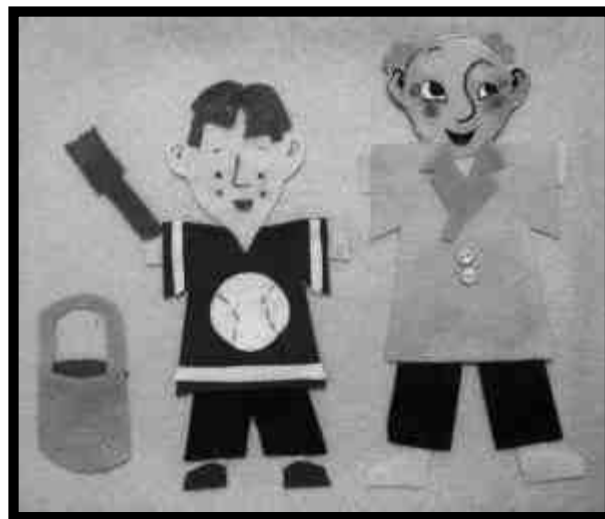
1. Felt: bright-green, brown, dark-blue, light-peach, gray, green, red and tan
2. Good all-purpose glue
3. Markers, fine-point: black and red
4. Scissors

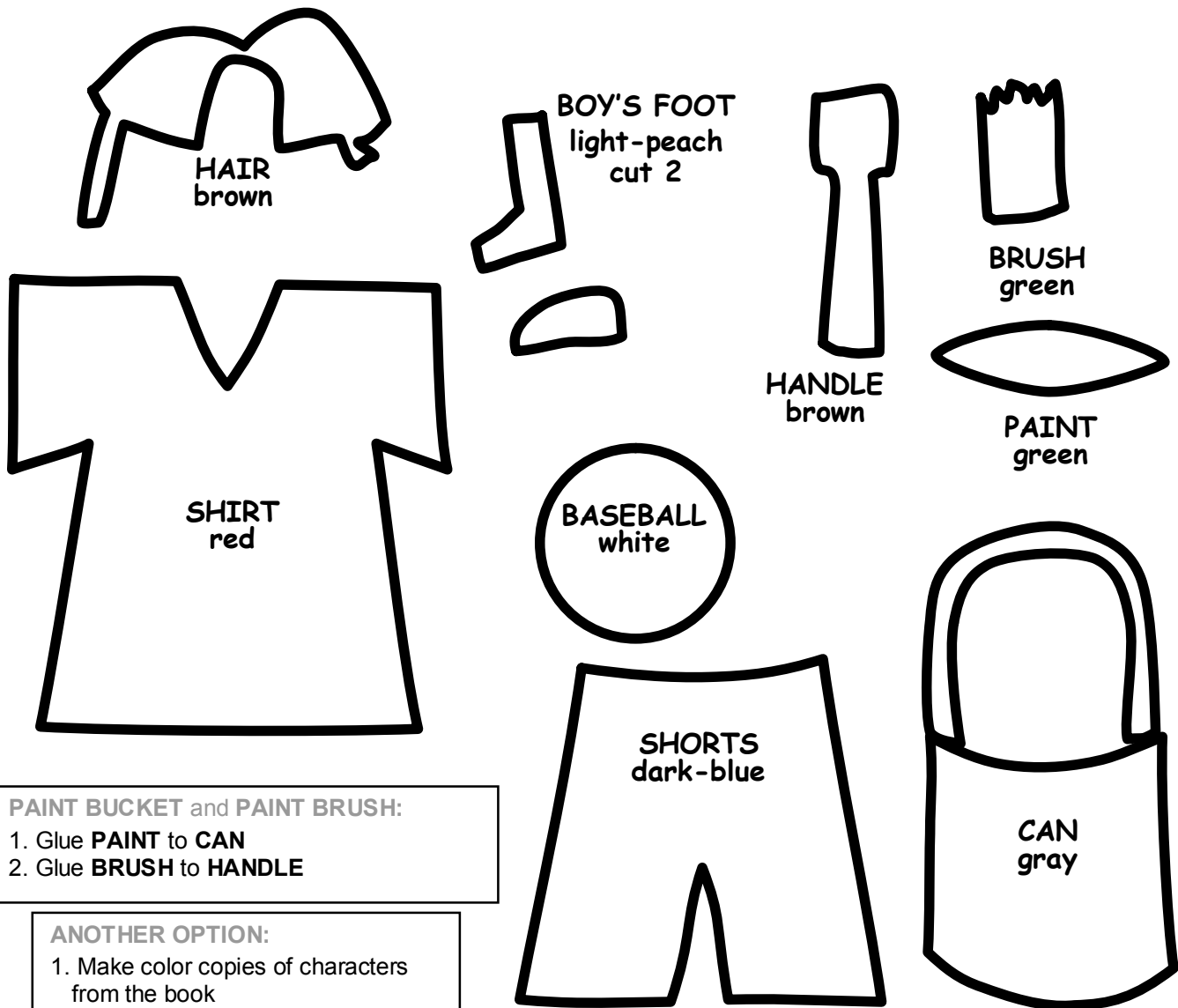
MAN:

1. Cut out **COAT**
2. Glue **HEAD/ARMS** to back of **COAT**
3. Glue **PANTS** to back of **COAT**
4. Glue each **FOOT** to back of **PANTS**
5. Draw face or glue on color copy
6. Glue on each **HAIR TUFT**
7. Glue **COLLAR** and buttons on front of **COAT**

BOY:

1. Cut out **SHIRT**
2. Glue **HEAD/ARMS** to back of **SHIRT**
3. Glue **SHORTS** to back of **SHIRT**
4. Glue each **FOOT** to back of **SHORTS**
5. Glue on **HAIR** and each **SHOE**
6. Draw face or glue on color copy
7. Glue **BASEBALL** on front of **SHIRT** and add stripes





PAINT BUCKET and PAINT BRUSH:

1. Glue **PAINT** to **CAN**
2. Glue **BRUSH** to **HANDLE**

ANOTHER OPTION:

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

Have fun!



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

See www.hoopoekids.com for color versions of these instructions and much more...

Hoopoe Teaching-Stories™

How to Make a Finger-Puppet

The Man with Bad Manners

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

Step 1:

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

Step 2:

1. Take **ARMS** and fold length-wise in half
2. Sew along open edge

Step 3:

1. Center **ARMS** over top of **BODY**
2. Sew together along edge where they meet

Step 4:

1. Line up **HEAD-FRONT** and **HEAD-BACK** pieces, and sew along upper edge
2. Place stretched cotton ball inside **HEAD**
3. Place neck inside **HEAD**
4. Sew rest of open edge around **HEAD** (sewing through neck)
5. Draw man's face or glue on a copy
6. Sew or glue each **HAIR TUFT** on back of **HEAD**

Step 5:

1. Sew or glue **COLLAR** on **COAT-FRONT**
2. Place **BODY** on top of **COAT-BACK**
3. Place **COAT-FRONT** on top, lining up front and back
4. Sew edges of **COAT**: shoulders, under-arms, and sides
5. Sew or glue on buttons

Have fun!



Step 1



Step 2



Step 3



Step 4



Step 5

The Man with Bad Manners by Idries Shah, illustrated by Rose Mary Santiago © 2003



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

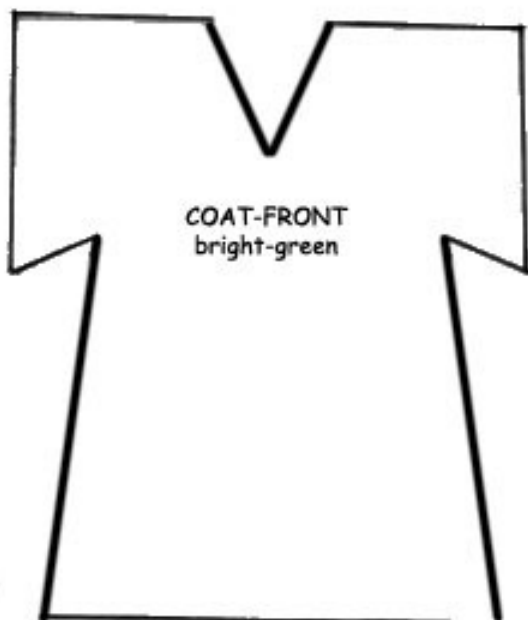
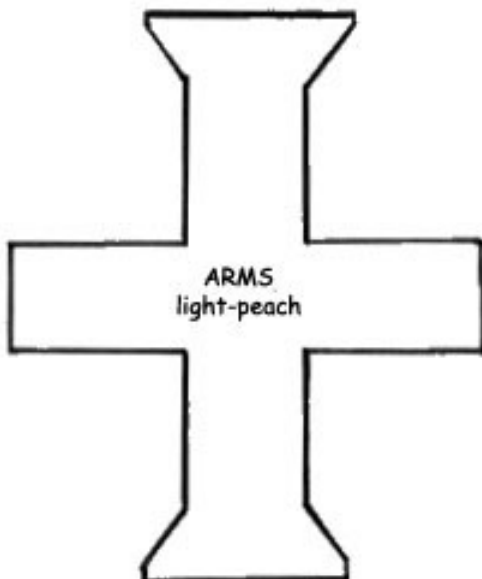
Finger-Puppet Supplies & Pattern Pieces

Supplies:

1. Cotton ball
2. Felt: bright-green, dark-blue, light-peach, gray and tan
3. Markers, fine point: black and red
4. Sewing needle
5. Scissors
6. Straight-pins
7. Thread

Optional:

1. Photocopy of man's face
 2. Glue
- NOTE: Paper Craft Glue works best!





A one-act dramatic play
The Man with Bad Manners
by Idries Shah

CAST

Narrator 1: the waitress
Narrator 2: the young man with the Bermuda shirt
Narrator 3: the young woman with the flower in her hat
Anybody in the Village
The Man with Bad Manners / Then Good Manners
The People of the Village
The Clever Boy
The Old Woman
An Old Man

(If there are not enough students to play the parts, have students play multiple roles, changing their costumes or adding a prop as appropriate.)

Allow the students to think about and create their own props, costumes and scenery. Some ideas on props and costumes are on the next page.

Suggested Costumes

Narrator 1: dress, apron, sneakers, pencil and pad of paper

Narrator 2: Bermuda shirt, shorts, flip-flops

Narrator 3: dress, a hat with a flower attached

The Man with Bad Manners: overalls, a jacket (perhaps another outfit for the end of the story)

The Clever Boy: sports-themed (baseball?) jersey

The Old Woman: “grey” hair, rouge (powder) for her cheeks, lipstick, pearl necklace, frilly blouse and skirt

An Old Man: suspenders

Outfits and accessories for the various People of the Village: dark-rimmed glasses (plastic or no lens), jeans and turtleneck, running outfit and sneakers

For the night scene: hair curlers, toothbrush, pajamas, bathrobe

Other Suggested Props

Two dogs (Have the students make these out of papier mâché or cardboard) with collars and leashes

Tin cans and a spoon (make sure there are no sharp edges on the can)

Suitcase (a real one or cardboard cutout)

Flashlight

Paintbrushes & a pail (for paint can)

Potatoes, carrots and cabbages: Make these out of papier mâché, or draw them on cardboard and cutout

Table, chairs and telephone

The house of the Man with Bad Manners: Have the students make two houses (large appliance boxes make great houses) or two paintings of houses: one in red, and the other in green. Other houses can be made for the villagers (cut a window in one “house”).

THE SCRIPT

Narrator 1: Once upon a time, many, many years ago, when birds flew upside-down, there was a village.

Narrator 2: Everyone who had a house in the village also had a field.

Narrator 3: And in their fields they grew potatoes and carrots and cabbages and all kinds of other crops.

Narrator 1: Now, all of the people who lived in the village were very courteous and well-behaved,

All of the Narrators: except for one man who had very bad manners.

Narrator 2: Whenever anybody said

Anybody in the Village: good morning

Narrator 3: to the man with bad manners, he would say

The Man with Bad Manners: blah, blah, blah

Narrator 1: And when anybody said

Anybody in the Village: good evening

Narrator 2: to him, he would say

The Man with Bad Manners: blee, blee, blee

Narrator 3: The people would become annoyed when he did this, and they would say

The People of the Village: Why do you have such bad manners?

Narrator 1: But he would just say

The Man with Bad Manners: blah, blah, blah

Narrator 2: Except, of course, when he said

The Man with Bad Manners: blee, blee, blee

Narrator 3: For a long time, the people weren't too bothered by the man's behavior.

Narrator 1: They knew good manners from bad manners,

Narrator 2: and most of the time they didn't take much notice of the man with bad manners.

Narrator 3: But one day he got worse.

Narrator 1: He began to go out at night and stand outside different houses,

Narrator 2: and he would beat tin cans and make terrible noises. (*Man with Bad Manners beats the tin cans.*)

All of the Narrators: Bang! Bang! Bang!

Narrator 3: This would wake the people up, and they would lean out of their windows and say,

The People of the Village: Why are you making such a racket?

Narrator 1: But he would just beat the cans harder. (*Man with Bad Manners beats the tin cans.*)

All of the Narrators: Bang! Bang! Bang! Bang! Bong! Bang! Bing! Bang!

Narrator 2: The people simply didn't know what to do with him.

Narrator 3: Now, one day, the man with the bad manners went to stay with some friends in another village.

Narrator 1: The people were so glad he was going away that they all gathered to watch him walk out of town.

Narrator 2: Among those watching was a very clever boy.

Narrator 3: As soon as the man was out of sight, the clever boy stood on a box and called all the people to come together.

Narrator 1: And when the people had gathered, the clever boy said

The Clever Boy: I want to talk to you about the man with bad manners.

Narrator 2: Everyone spoke at once.

The People of the Village: He's gone! Thank Goodness!

Yes, he's gone! What a relief!

Why should we talk about him?

The Clever Boy: But he's going to come back!

The Old Woman: You're right. He's going to come back, and then he will just annoy us all over again!

An Old Man: Yes, indeed.

The People of the Village: What can we do?

The Clever Boy: I have an idea. I've thought of a way to make him change his ways.

The People of the Village: Tell us quickly!

The Clever Boy: Well, the man has a field, and in his field he is growing potatoes. While he's away, we'll take the potatoes out and put carrots in their place. Then when he comes back, we can pretend that it isn't his field and that this isn't even his village.

The Old Woman: What about his house? He'll go to his house, and he'll know that this is his village because he'll see his house right there.

The Clever Boy: His house is red. We'll paint it green so he'll think it's some other house.

The Old Woman: What if he goes inside?

The Clever Boy: I've thought of that, too. We'll paint the walls a different color, and we'll paint the furniture a different color, and then we'll rearrange it. He's sure to think then that it's somebody else's house.

Several of the People of the Village: What good will that do?

The Clever Boy: Well, he'll either go away or he'll change his ways.

The Old Woman: You know, it may just work!

Narrator 3: And so the people got together and worked very hard. They dug up all the man's potatoes

Narrator 1: and put carrots in the ground in their place. They painted the walls outside his house.

Narrator 2: They painted the walls inside his house. They painted all the furniture.

Narrator 3: And they rearranged everything so that it all looked quite different.

Narrator 1: Not long afterwards, the man with the bad manners came back. As he walked into the village, he said

The Man with Bad Manners: blah, blah, blah

Narrator 1: and

The Man with Bad Manners: blee, blee, blee

Narrator 2: to everyone he saw, and he hit tin cans just as loudly as ever.

(Man with Bad Manners hits the tin cans.)

All of the Narrators: Bang! Bang! Bang!

Narrator 3: The people gathered around him.

The Clever Boy: Hello there! Who are you?

The Man with Bad Manners (while banging on a can): You know who I am.

The People of the Village: Oh, no, we don't!

The Man with Bad Manners (*pointing to his field*): Yes, you do! This is my potato field.

The Clever Boy (*pulling a carrot out of the ground*): But there are carrots in this field. This can't be your field.

The Man with Bad Manners: But my house is right over there!

The Clever Boy: What color is your house?

The Man with Bad Manners: You know perfectly well that my house is red.

The Clever Boy: But this house is green.

The Man with Bad Manners (*looking carefully at his house*): Good heavens! That house is green.

Narrator 1: And then he ran over to the window and looked inside and saw that everything was quite unfamiliar.

The Man with Bad Manners (*scratching his head*): Dear me! Maybe I don't come from this village after all.

Narrator 2: He looked around at all the villagers, and then looked down at the ground,

Narrator 3: and all of a sudden, he became very sad.

The Man with Bad Manners: But, if I don't come from this village, where do I come from?

The Clever Boy: It's a secret, but we can tell you the secret only on one condition. You must promise to use good manners and speak courteously and behave properly from now on. If you promise that, we'll tell you the secret.

The Man with Bad Manners: I promise! I promise! Please tell me!

All of People of the Village: We painted your house on the outside. We put carrots in your field. We painted it on the inside. We painted all your furniture. And, then, we rearranged it.

The Clever Boy: We did it all to teach you a lesson. But now that you have promised to behave yourself, we'll change everything back, and we can all live happily ever after.

Narrator 1: So, the man with bad manners promised again to change his ways.

Narrator 2: He promised, and he promised, and he promised.

Narrator 3: And then the people changed everything back for him.

Narrator 1: From then on, when anyone said

Anyone in the Village: Good morning

Narrator 1: to the man, he replied cheerily

The Man with Bad Manners: Good morning to you!

Narrator 2: And when anyone said

Anyone of the Village: Good evening

Narrator 2: to the man, he replied courteously

The Man with Bad Manners: Good evening to you!

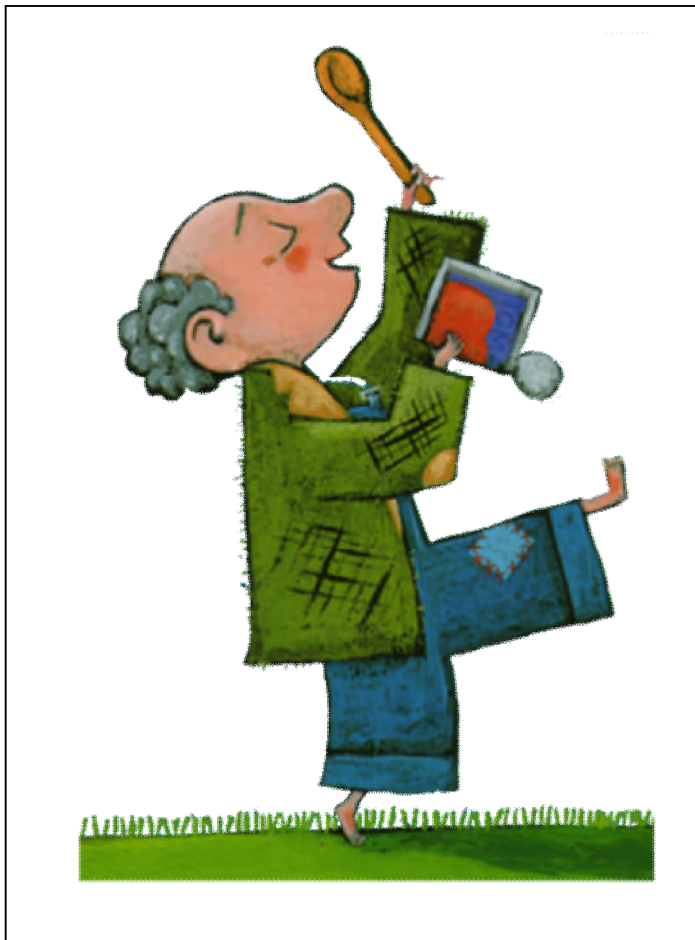
Narrator 3: And he never banged another can...

All of the Narrators: ever. And, so, indeed, everyone did live

All of the cast: happily ever after.

THE END

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





"...a series of children's books that have captivated the hearts and minds of people from all walks of life. The books are tales from a rich tradition of storytelling from Central Asia and the Middle East. Stories told and retold to children, by campfire and candlelight, for more than a thousand years. Through repeated readings, these stories provoke fresh insight and more flexible thought in children.

- NEA Today: The Magazine of the National Education Association

The Hoopoe Teaching-Stories series provides a program designed to meet the National Standards in Education and guide students towards mastery of the content required by the Common Core for State Standards for Language Arts; the California Content Standards in English Language Learners, History-Social Science, Visual and Performing Arts. These multicultural tales are designed with a wide range of student abilities in mind. Hoopoe Teaching-Stories can be used with: advanced students, English-language learners, and students with learning disabilities or reading difficulties.

Titles in the Hoopoe Teaching-Stories Program include:

Read-aloud and independent reading activities

Higher-level thinking skills

Word study and vocabulary building

Main ideas, making inferences, generating analogies, comparing and contrasting
Home/School communication activities