

Illustrated by
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HOPOE EARLY LITERACY CURRICULUM TEACHER'S ACTIVITY GUIDE

Teaching-Stories™: Learning that Lasts
Grades PreK - 1

Hoopoe Early Literacy Curriculum
Teaching-Stories: Learning That Lasts



A Teacher's Activity Guide for
Pre-K – 1st Grade

The Old Woman and the
Eagle
by
Idries Shah

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WORKSHEETS: The worksheets provided in this guide can be used for many of the activities. Worksheets include: color pictures for counting, sequencing and words; paper bag puppet instructions; felt-board character instructions.



Standards

Other Symbols Used in this Guide:

- ◇ National Standards for Arts Education K-4
- ◇◇ National Standards for English Language Arts K-12
- ◆ National Head Start Child Outcomes PreK
- ◆◆ National Principles and Standards for School Mathematics PreK-K
- ^ National Science Education Standards K-4
- ^^ National Geography Standards K-12
- % National Head Start Program Standards
- %% National Association for Sport and Physical Education

OTHER HOOPOE BOOKS

The Boy Without a Name
The Clever Boy and the Terrible, Dangerous Animal
The Farmer's Wife
Fatima the Spinner and the Tent
The Lion Who Saw Himself in the Water
The Magic Horse
The Man and the Fox
The Man with Bad Manners
Neem the Half-Boy
The Silly Chicken

Other Teacher's Activity Guides

Activity Guides for PreK-1

The Clever Boy and the Terrible, Dangerous Animal
The Farmer's Wife
The Lion Who Saw Himself in the Water
The Man and the Fox
The Man with Bad Manners
The Silly Chicken

Lesson Plans for Grades 1 – 2

The Clever Boy and the Terrible, Dangerous Animal
The Lion Who Saw Himself in the Water
The Man with Bad Manners
The Man and the Fox
The Old Woman and the Eagle
The Silly Chicken

Lesson Plans for Grades 3 – 5

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

For information about these and other educational materials,
please visit

Hoopoe Books at www.hoopoekids.com



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

NEA TODAY- The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

Where schools for children are rare, education comes primarily from stories. For many, many centuries, the peoples of Afghanistan, Central Asia, and the Middle East have told stories among themselves and to their children. Idries Shah, who came from Paghman, Afghanistan, spent 30 years of his life collecting, selecting, and translating stories from this tradition. Those he selected were Teaching-Stories created specifically to help people of all ages better understand themselves and their world. Reading or telling these stories, even today, offers much more than entertainment – though, of course, they are entertaining – and much more than a simple moral.

Shah is the author of Hoopoe Books’ collection of these ancient tales written especially for children. Teaching-Stories contain, in the movement and thoughts of characters, in what happens to them, and in the challenges they face, information that informs and prepares us for similarly structured events in our own lives.

Children will take what they can from each tale according to their stage of cognitive development. At first, a child may respond only to one character or event in a story, or may understand only the most obvious meaning, but he or she will grasp a little more each time, bit by bit finding more meanings, concepts, and insights.

Through repeated exposure to these tales, children and adults, too, learn to understand their lives and reflect on how people think and act in various situations. These tales help us all learn to distinguish effective from ineffective patterns of thought and action. For children, these stories illustrate qualities such as self-reliance, the ability to overcome irrational fears, peaceful negotiation rather than violent confrontation, and much else.

USING THE TEACHING-STORIES

You will be able to accomplish many things by using the Hoopoe Books Teaching-Stories in your classroom including:

- ★ To allow and encourage children to absorb each Teaching-Story so that it can help them understand and prepare for analogous situations in their own lives.
- ★ To encourage children to enjoy and appreciate stories from the cultures of Afghanistan and other parts of Central Asia and the Middle East that have been told for many generations.
- ★ To guide discussions of the stories in ways that each story will help children learn to think more effectively.
- ★ To use the language patterns and vocabulary of the stories in ways that will help children learn to read and use language effectively themselves.
- ★ To give children opportunities to think about the meanings of the stories in ways that will enrich their lives.

HOW THIS GUIDE CAN HELP YOU

This guide gives you many activities to do with *The Old Woman and the Eagle*. Children will get the most out of this story if you remember these points:

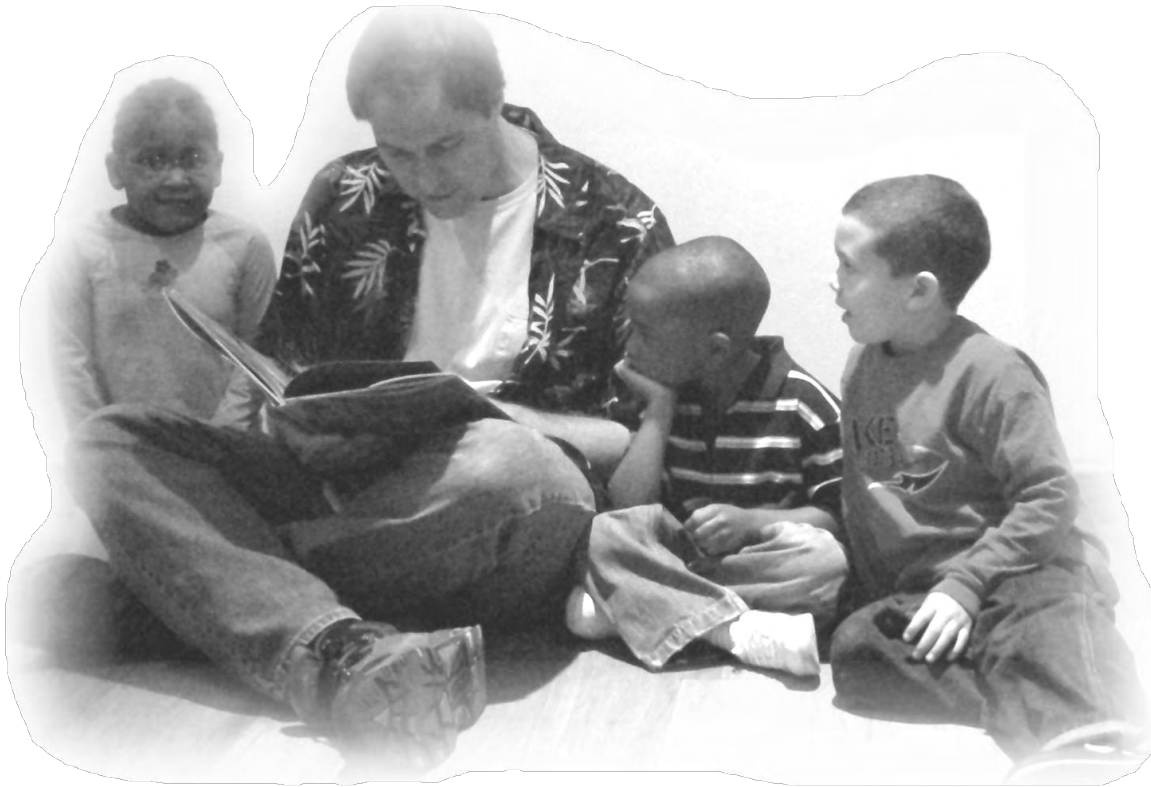
- ★ Children need to hear this story several times in order to become familiar with it and begin to understand its meanings. This guide will give you ideas for reading and rereading the stories to children in order to have them learn the stories.
- ★ Children understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging children in discussions so that they can express the meanings the stories have for them.
- ★ Children enjoy a story more if they are able to respond to it in interesting ways such as drawing a scene, retelling the story, acting the story out, or writing in response to the story. This guide will give you ideas for enjoyable activities that are connected to the story.
- ★ Children enjoy making a story their own by engaging in different types of activities that relate to the story. This guide will give you ideas for using center activities that will help children better understand the story.
- ★ Children will enjoy the stories even more if they share what they are learning with their families. This guide will give you ideas for having children share the stories and what they are learning at school with their families.

ACTIVITY GUIDE FOR USING THE STORIES IN THE CLASSROOM

The activity guide is designed to help you get the most from working with Teaching-Stories. This guide is organized into group activities, center activities, and activities that build home/school connections. All of the activities in this guide are tied to National Education Standards for PreK-1st grade.

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

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



"These Teaching-Stories can be experienced on many levels. A child may simply enjoy hearing them; an adult may analyze them in a more sophisticated way. Both may eventually benefit from the lessons within."

Lynn Neary "All Things Considered," NPR News, Washington
(An audio version of this entire program can be heard on www.hoopoekids.com)

I. GROUP ACTIVITIES



Story Synopsis



The Old Woman and the Eagle

In this amusing story, an old woman encounters an eagle for the first time. Perplexed by its unfamiliar appearance, she decides to change it to suit her own ideas of what a bird should look like. When the eagle is released, he is befriended by another eagle who recognizes him for who he is.

The efforts of the old woman mirror a common pattern of human thought: *altering the unfamiliar to make it acceptable*. Children can gain many other insights and understandings as they discuss and work with this entertaining Teaching-Story.



A. READ ALOUD



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

Repetition Deepens Understanding

Children love to hear Teaching-Stories again and again. With each reading, children learn what they can in accordance with their understanding. At first, a child may respond only to one character or event in the story, or understand only the most basic meaning. But with each rereading, he or she will find more meanings and insights.



Standards*

Children will:

- ★ demonstrate increasing ability to attend to and understand conversations and stories.♦
- ★ show growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.♦
- ★ demonstrate progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.♦
- ★ progress in learning how to handle and care for books, knowing to view one page at a time in sequence from front to back, and understanding that a book has a title, author and illustrator.♦
- ★ begin to understand and share opinions about artistic products and experiences.♦
- ★ progress in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.♦
- ★ read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. ◇◇
- ★ understand there are different responses to specific artworks.◇

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

ACTIVITIES

1. Practice reading the story aloud a few times to perfect fluency and inflection.
2. Choose a prop to focus the children's attention and trigger prior knowledge to help comprehension. If possible, wear a wig with very different hair from what your hair typically looks like. Or if you have long hair, put it up inside a hat. As the children join you for story time, ask them if they know who you are. Suggest that maybe you are someone else because



I. Group Activities

you look different. How do they know it is you? Other props could include a puppet. (See the back of this guide for instructions on preparing simple paper bag puppets and felt-board characters.)

3. Introduce the book by telling about the story, the “title,” “author” and the “illustrator” which are important vocabulary words.
4. Read with expression, enjoyment, and enthusiasm! Remember, your enthusiasm is infectious – your own enjoyment tells the children that they will enjoy reading, too.
5. After reading the story, have children choose an illustration in the book and explain why they like the picture and tell something that they think the illustrator did that was different or especially interesting to them.

ASSESSMENT

- Ask questions and encourage the children to ask questions before, during and after the story. See some discussion-starter questions in the following Discussion section.
- Invite children to recall and retell the story.



B. DISCUSSION



A discussion is more than just questions and answers. It is a back and forth sharing of thoughts and ideas. However, questions are a great way to start a discussion. Remember to listen and respond to whatever children have to say. Add to their thoughts with extension ideas, vocabulary, and genuine interest.

We need to ask questions that engage the child in making her/his own assessment of a situation and that encourage analogical thought (i.e., using the characters and events of the story to identify with and respond by thinking “if this were me”). With Teaching-Stories, in particular, open-ended questions encourage analogical thinking and leave the door open for deeper levels of understanding.

Use “Wait Time” When Asking Questions

“Wait Time” refers to the amount of time you allow to elapse between the time you ask a question and the time a child begins to speak or the time you speak again. When you wait patiently and quietly, you encourage children to think before they respond. The number and quality of responses you get is likely to increase when students have time to think and formulate an answer.

Use wait times of 5 seconds or more after asking any question and after children answer questions. Remind the children that this is because you are paying close attention and thinking carefully about what they have said and that you want to be sure they have time to think and explain their views. Model and encourage this behavior in discussion between the children.



Standards*

Children will:

- ★ apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They will draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.◊◊
- ★ appreciate texts. They will draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.◊◊
- ★ use spoken, written, and visual language to accomplish their own purposes.◊◊
- ★ use an increasingly complex and varied spoken vocabulary.◆
- ★ develop increasing ability to find more than one solution to a question, task, or problem.◆
- ★ progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.◆

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

ACTIVITIES & ASSESSMENT

Reading, writing, speaking and listening are all linked literacy activities. You might wish to use some of the following questions as group-writing prompts as well as prompts for oral discussion. (See "Group Writing" section on page 10.)

1. Before Reading - Prediction Questions

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

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

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

I. Group Activities

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

What kinds of birds are shown on the cover? What makes you think that?

The title of the book is The Old Woman and the Eagle. Have you ever seen a real eagle?

Now turn to the title page and ask:

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

The title of the book is The Old Woman and the Eagle. Why do you think there is not a picture of an old woman or an eagle?

2. During Reading

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

When the eagle is flying and decides to stop for a rest:

One day, an eagle was flying high in the sky and decided to stop for a rest. He swooped down and landed...

Where do you think he lands? Why do you think so?

When the old woman is looking at the eagle and she says his beak is bent and his claws are too long and his feathers are all messed up:

"And look at the feathers on top of your head! They are all messed up and need to be brushed down. Pigeons have nice, smooth feathers on their heads."

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

When the old woman tells the eagle that he now looks much more like a pigeon, but the eagle doesn't feel any better:

But the eagle didn't feel any better. In fact, he felt quite sad.

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

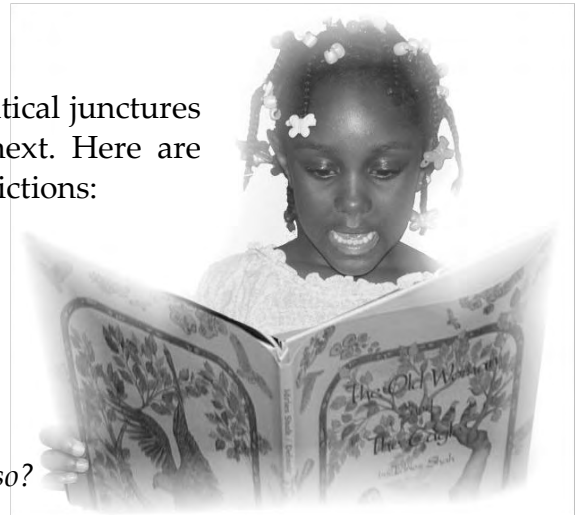
When the first eagle tells the new eagle what the woman has done, and the new eagle tells the first eagle that the old woman must be very silly:

"She must be a very foolish old woman, indeed," said the new eagle.

What do you think happens next? Why do you think that?

3. After Reading - Developing Comprehension

Discussing the story after reading enables children to deepen their understanding of the characters and events. Here are some questions you may want to ask to help children develop their comprehension of the story. Choose the questions you wish to use. You do not have to use all of them.



What does the author mean when he says, "...when cups were plates and when knives and forks grew in the ground"?

What did the old woman do to make the eagle look more like a pigeon?

Why was the eagle so sad when the old woman finished changing him?

What warning did the second eagle give to the first eagle?

4. After Reading - Reflecting on the Story

Invite children to reflect on and interpret events in the story with questions like the ones below. Again, you do not have to use all of them, but choose some that will initiate discussion and reflection.

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

Why do you think the old woman tried to change the eagle?

Was it a good idea to change the eagle? Why or why not?

What else could the old woman have done when she thought she saw a "funny" pigeon?

Do you think the new eagle is right to say "stay away from that silly old woman and people like her?" Why or why not?

Do you think the sad eagle was pleased to see the new eagle? Why do you think so?

Does it matter if we look different from other people? Why or why not?

Does it matter if we behave differently from other people? Why or why not?

5. After Reading - Exploring Analogies

Invite children to relate events, characters and situations in the story to themselves, to similar elements in other stories and to elements in the world around them. Thinking analogically in this way helps children better understand themselves and others. Here are some suggestions for questions to stimulate this kind of thinking:

Did you ever meet a person who was different from everyone you knew? In what way was he/she different? What happened?

Do you remember when you saw something for the first time ever? Did you know what it was? Did you think that it was something else?

If someone told (tells) you to act differently or change the way you look, without giving you a reason that makes sense to you, how would that make you feel?

What would you do if somebody treated you the way that the old woman treated the eagle?

Have you ever had a friend like the second eagle? How did he or she help you?

What things make you different or special?

Would you rather be the same or different? Or sometimes the same and sometimes different? Why? When?

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



C. GROUP WRITING



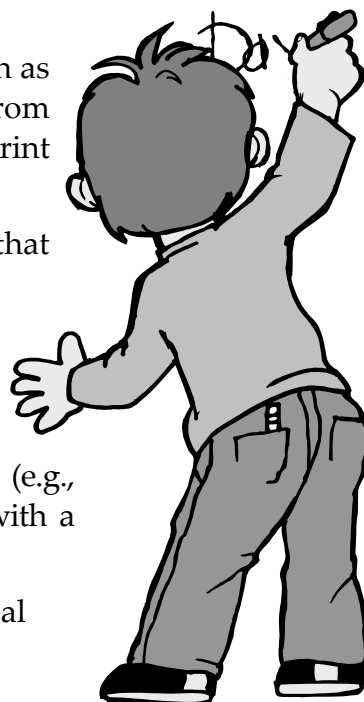
Writing with children draws attention to print, introduces the alphabet, models directionality of print, and sharpens communication skills. Use large print, repeat what you write, and involve the children in listening, speaking, writing and reading throughout the activity.



Standards*

Children will:

- ★ develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, questions, needs; and for other purposes.♦
- ★ progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.♦
- ★ develop understanding that writing is a way of communicating for a variety of purposes.♦
- ★ demonstrate increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.♦
- ★ associate sounds with written words such as awareness that different words begin with the same sound.♦
- ★ progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.♦
- ★ adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.♦♦
- ★ participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.♦♦



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

ACTIVITIES & ASSESSMENT

1. Use chart paper to list each child's response to any of the questions in the Discussion section. Let children watch as you write their words and reread them. Encourage the

child to write his/her own name near his/her quote and to point to the words as each child reads it back.

2. Have children identify the parts of the eagle that the woman changed (claws, beak, tuft). Write these words on a chart and read them back to the children. Have children come up to the chart and circle a letter that they know and tell the class the name of the letter. Have children copy one or more of the words onto their own paper and create illustrations for the words.

3. Find pictures of many different types of birds. Have children name as many of the birds as they can. Write those bird names on a chart and place the pictures next to the words as illustration. Share with the children the names of the birds they do not know. Post the chart for later use in other activities.



D. SOUNDS OF LANGUAGE



The basis for advanced language skills lies in the ability to discriminate the sounds of language and to manipulate those sounds.



Standards*

Children will:

- ★ show increasing ability to discriminate and identify sounds in spoken language.♦
- ★ show growing awareness of beginning and ending sounds of words.♦
- ★ show growing ability to hear and discriminate separate syllables in words.♦
- ★ associate sounds with written words, such as awareness that different words begin with the same sound.♦

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

ACTIVITIES

1. Have a basket of toys and items that begin with the /p/ sound such as popcorn, something pink, a puppy, a peach, a pineapple, penguin; and /ee/ sounds, such as earrings, eagle, easel, emu, an equal sign =, an eraser. Talk to the children about each item introducing the words that they might not know. Demonstrate how to categorize the objects into /p/ words and /ee/ words. Have the basket available for children to work with during center activities.

I. Group Activities

2. Encourage children to make rhymes with the word *bird*. Remember to accept and encourage nonsense words as long as they rhyme. You may choose to use rhyme with some of the bird names from the chart you have created with the children.
3. Use the list of all the different kinds of birds from the Group Writing activity. Have the children clap the syllables in the names of each of the birds.

ASSESSMENT

Notice whether children can choose rhyming words. Notice whether children repeat or emphasize the /p/ or the /ee/ beginning sound when they play with and sort the items. Notice whether children can identify individual words when presented with segmented syllables.



E. MUSIC



Standards*

Children will:

- ★ participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.♦
- ★ express through movement and dancing what is felt and heard in various musical tempos and styles.♦
- ★ show growth in moving in time to different patterns of beat and rhythm in music.♦
- ★ demonstrate growing confidence in a range of abilities and expresses pride in accomplishments. ♦

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

ACTIVITIES & ASSESSMENT

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

YOU ARE SPECIAL (*sung to "Good Night Ladies"*)

You are special! Very, very special!

You are special! There's no one just like you!

I am special! I am special!

I am special! There's no one just like me!

DID YOU EVER SEE AN EAGLE? *(sung to: "Did You Ever See a Lassie")*

Did you ever see an eagle, an eagle, an eagle?

Did you ever see an eagle as it flies through the air?

It soars this way and that way and this way and that way

Did you ever see an eagle as it flies through the air? *(shout "SWOOSH!")*

(Have children do soaring/flying movements with arms outstretched.)

Did you ever see a penguin, a penguin, a penguin?

Did you ever see a penguin when it dives in the sea?

It swims this way and that way and this way and that way.

Did you ever see a penguin when it dives in the sea? *(shout "SPLASH!")*

(Have children waddle in place like a penguin, then put the palms together and pretend to dive.)

Did you ever see a pelican, a pelican, a pelican?

Did you ever see a pelican as it catches some fish?

It scoops this way and that way and this way and that way

Did you ever see a pelican as it catches some fish? *(shout "GULP!")*

(Soaring/flying movements, then change to arms in front of face like a large beak, scooping up fish.)

OLD WOMAN AND THE EAGLE SONG

(sung to tune of "Twinkle, Twinkle Little Star")

Old woman, old woman, have you heard *[cup hand to ear]*

That an eagle is a bird? *[flap hands as if flying]*

Not a pigeon or a hawk, *[wag index finger and nod head back and forth]*

Not a robin or a duck.

Old woman, old woman, have you heard *[repeat movements]*

That an eagle is a bird?



F. MATH/SCIENCE



Standards*

Children will:

- ★ begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.♦
- ★ begin to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.♦

I. Group Activities

- ★ progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structure.♦
- ★ develop understanding of scientific inquiry and of the properties of objects and materials.^
- ★ sort and classify objects according to their attributes and organize data about the objects; represent data using concrete objects, pictures, and graphs.♦♦
- ★ develop and evaluate inferences and predictions that are based on data.♦♦

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

ACTIVITIES

1. If you have a window in your classroom, place binoculars and bird books next to the window so children can view real birds. Give them a place to record their observations.
2. Measure each child's height and create a graph to show the children's heights. Discuss the variations. Is there something "funny" (wrong) about being the tallest? The smallest? What does it mean that someone is tall or short?
3. Use a Venn Diagram to compare and contrast an eagle and a pigeon. How were they alike and how were they different? Make sure to show children several pictures of each type of bird before doing this exercise. (**See the bird pictures included in this guide.**) Use the Venn Diagram to compare and contrast all types of things including children. It reinforces awareness of similarities and differences. Remember to stick with factual, describing words (boy, blonde, Asian, green eyes), not value or opinion (smarter, mean, pretty, friendly).
4. Have several white eggs and one brown egg. Have children predict what the inside of the eggs will look like. Then crack the eggs and discuss the findings as compared to the predictions.

ASSESSMENT

- Note whether children can describe what the graph indicates.
- Note which children are able to translate their bird observations into some type of "written" record.
- Note whether children contribute to creating the Venn Diagrams.
- Note whether children have different conversations and comments about things and/or people that look the same or different.

II. CENTER ACTIVITIES



A. LISTENING CENTER



Standards*

Children will:

- ★ demonstrate increasing ability to attend to and understand conversations, stories, songs, and poems.♦
- ★ show growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.♦
- ★ show progress in recognizing the association between spoken and written words by following print as it is read aloud.♦
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.♦

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

ACTIVITIES & ASSESSMENT

1. Introduce the idea of listening to the story with the equipment in the Listening Center. Make sure children know how to use the equipment and that it is set up to make use as easy as possible. A simple green dot on the play button and a red dot on the stop button may be all that is needed to remind children which is which. Have the CD with page-turn signals and the book together so children can listen to the story whenever they want.
2. Have the Listening Center available as often as possible and note which children choose to participate in this activity.
3. Play the game of “telephone” by whispering a sentence from the book to one child. Then that child must whisper what he/she heard to the next child and so on. Have the last child repeat what she/he thought was heard and compare that to what you said originally. Choose key phrases from the book such as:

When cups were plates and when knives and forks grew in the ground.

Oh my, what a funny pigeon you are!

The eagle didn't feel any better. In fact, he felt quite sad.

She must be a very foolish woman indeed.

When they are silly like that, they do very foolish things.

II. Center Activities



B. DRAMATIC PLAY CENTER



Standards*

Children will:

- ★ participate in a variety of dramatic play activities that become more extended and complex.♦
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.♦
- ★ understand how culture and experience influence people's perceptions of places and regions.^
- ★ use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). ♦♦

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

ACTIVITIES

1. Have multicultural puppets and a puppet theater available. Encourage children to create puppet shows that have each puppet talking about what makes each of them different. There are instructions that you can use to create paper bag puppets as well as felt-board characters for the old woman and the eagle at the end of this guide. You may wish to make these for the children to use.
2. Make sure the dolls in your dramatic play area are varied in gender, hair color, race, age, and abilities. This promotes play that recognizes similarities and differences.
3. In the dress-up area include items such as eyeglasses (with the glass removed), canes, or child-sized crutches.

ASSESSMENT

Note which children participate in these activities and at what level they are involved. Over time, note whether children demonstrate, through dramatic play, a higher level of understanding and a greater complexity of role-playing.



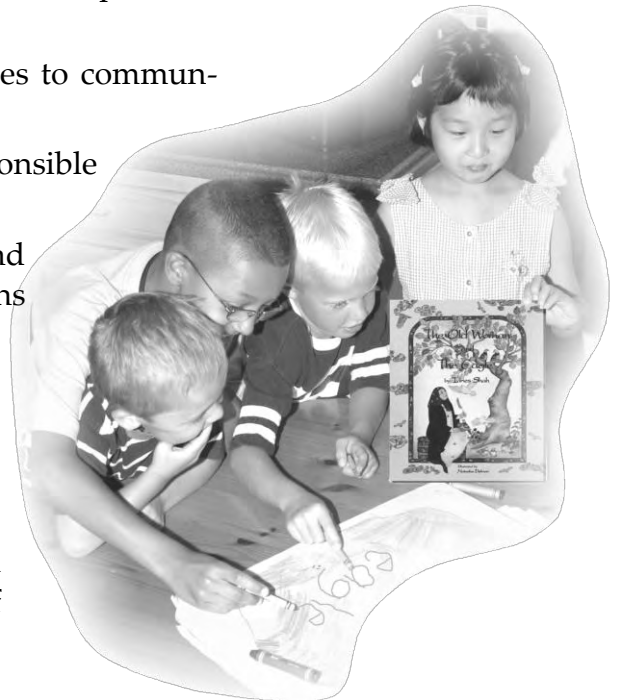
C. ART CENTER



Standards*

Children will:

- ★ gain ability in using different art media and materials in a variety of ways for creative expression and representation.♦
- ★ know the differences between materials, techniques, and processes.◇
- ★ describe how different materials, techniques, and processes can cause different responses.◇
- ★ use different media, techniques, and processes to communicate ideas, experiences, and stories.◇
- ★ use art materials and tools in a safe and responsible manner.◇
- ★ progress in ability to initiate and respond appropriately in conversation and discussions with peers and adults.♦
- ★ develop increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.♦
- ★ enhance abilities to recognize, duplicate, and extend simple patterns using a variety of materials.♦



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

ACTIVITIES

1. Have children draw, paint, sculpt, or collage, their favorite scene in the story.
2. Draw children's attention to the tessellation pattern designs on the end pages and throughout the book. Provide cutouts of shapes, stencils, markers, paper, etc., and have children create their own pattern designs or duplicate any of the designs shown in the book. Their work can be used as end pages for their own books.
3. Have 2 vases of flowers available for children to choose from as models for a painting, drawing, sculpture or collage. One arrangement should have all different types of flowers and the other should have one single type of flower. Discuss the similarities and differences in the artwork that was created looking at the single type of flower arrange-

II. Center Activities

ment versus the arrangement with many varied flowers. Have children discuss how they created their art. Did they make each flower in the vase the same way or differently? In creating the varied arrangement they may have used different materials or colors; more or fewer brush strokes or pieces of tissue paper; bigger or smaller buttons or pompoms.

ASSESSMENT

Have children talk about their artwork – how they created it, what materials they chose and why, what tools and techniques they used and why, what meanings were they trying to convey and why.



D. WRITING CENTER



Standards*

Children will:

- ★ develop understanding that writing is a way of communicating for a variety of purposes.♦
- ★ begin to represent stories and experiences through pictures, dictation, and play.♦
- ★ experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.♦
- ★ progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.♦

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

ACTIVITIES

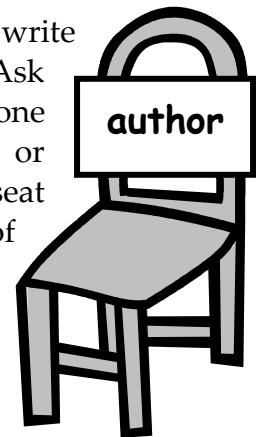
1. **Vocabulary** – Create word cards with key words from the story such as: **claws, tuft, feathers, beak, same, different** or other words as suggested by the children so that they may use them in creating their own pictures, stories and books.
2. Have children draw what they think happens after the end of the story.
3. Suggest that children write a letter to the old woman from the eagle after he got back to his home. Have them “read” their letter to you. Ask if they would like you to write their words down.
4. Use the bird chart from the Group Writing activity. Ask children to choose a bird from the chart and draw or write about its identifying characteristics (i.e., robin – red breast; penguin – black on back, white belly, doesn’t fly, good swimmer; ostrich – fast runner, long neck, long legs, brown; flamingo – pink, likes to stand on one leg in the

water, very curved beak; macaw – either blue & gold or red & yellow with very long tail feathers).

5. Have children draw what they think is special about themselves. Then have them dictate what they want to say about the picture and have them sign the page. Put the pages together to make a class book.

ASSESSMENT

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



E. BLOCK CENTER



Standards*

Children will:

- ★ begin to recognize, describe, compare, and name common shapes and their parts and attributes.♦
- ★ begin to be able to determine whether or not two shapes are the same size and shape.♦
- ★ progress in ability to put together and take apart shapes.♦
- ★ enhance abilities to recognize, duplicate, and extend simple patterns using a variety of materials.♦
- ★ grow in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.♦
- ★ progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language and family structures. ♦ ♦

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

ACTIVITIES & ASSESSMENT

1. Offer parquetry blocks for children to work with and create patterns such as the tessellations used in so many of the illustrations of the book. Have a copy of the book in the block center so children can refer to those designs if they want.
2. Have small wooden people for the block area who display varying abilities. They may use a wheel chair, crutches, or eyeglasses. Introduce ramps and explain their helpfulness for people in wheelchairs.
3. Add small toy people and birds to the block area to stimulate play based on the story.



F. MATH/SCIENCE



Standards*

Children will:

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

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

ACTIVITIES & ASSESSMENT

Matching, Ordering & Sorting

1. Duplicate the cards included this guide to create a dozen picture cards of eagles and pigeons. Then have children use the cards to create patterns such as pigeon, eagle, pigeon, eagle (ABAB); or pigeon, pigeon, eagle, pigeon, pigeon, eagle, pigeon, pigeon, eagle (AABAAB). Add more birds so children can create more intricate patterns.
2. Create picture cards of one bird, two birds, three birds, etc., through nine birds. Have children match the cards to manipulative numerals such as magnetic numbers or number

puzzle pieces. Similarly, have number cards with both the numeral and the number word printed on the card. Have children count out plastic toy birds (if available) to match the number on the card. Check the child's work when done.

3. Using the pictures in the back of this guide, prepare the sequence cards of the woman feeding pigeons, the woman seeing the eagle for the first time, the woman changing the eagle, the eagle meeting the second eagle, and the two eagles flying off together. Encourage children to put the cards in order according to the sequence of the story. Have children tell you what is happening in the sequence they have created.



6. OUTDOORS



Remember that outdoors is an extension of the learning environment. You should plan activities that strengthen skills and use the uniqueness of the environment to your advantage.



Standards*

Children will:

- ★ understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. %%
- ★ demonstrate understanding and respect for differences among people in physical settings. %%
- ★ grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks. ♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. ♦

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

ACTIVITIES

- 1.** Have two rock (or shell) collections outside for the children to play with. One collection should have all the same type of rocks. The other collection should have as many different types of rocks as possible. Ask children why they chose one collection over the other? Reinforce that differences can be interesting.
- 2.** Play a game of "Pigeon, Pigeon, Eagle" with the same rules as "Duck, Duck, Goose."
- 3.** Have a "bird watch." Use toilet paper rolls to make binoculars. Create checklists of bird pictures and place them on clipboards. Place cards around the playground with the same bird pictures and the names of the birds. Encourage children to work in pairs. Have

II. Center Activities

them take a pair of binoculars, a pencil, and a clipboard and set off on a hunt around the playground to see how many birds they can find that match the birds on their picture lists. They should copy the bird name onto their list when they find each bird.

ASSESSMENT

- Observe and note as children play with materials, make their own observations, and use the vocabulary that has been introduced. How does their play change and grow over time?
- Note increasing levels of proficiency in gross motor skills such as running.



H. FOLLOW-UP



There will be opportunities to recall and use the story with your children. For example, whenever you notice a student reacting towards something that s/he is unfamiliar with or someone different or unfamiliar in manner, remind the student about *The Old Woman and the Eagle*.

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

Do you remember the story of The Old Woman and the Eagle when the old woman thought the eagle was a pigeon because she had not seen an eagle before? Do you think something like that happened just now? Why do you think so?

Go back to the story from time to time, weeks or months later, to see if your students can remember the story. Remember, these stories can be enjoyed and be useful for people of all ages.

III. HOME/SCHOOL CONNECTION

Parents are a child's first teachers

They know their child better than anyone, and their involvement in their child's development is critical. The best parent involvement is both ways between teachers and parents. Teachers should seek ways to send home information and activities that will get families involved in learning together. At the same time, encourage families to send to school evidence of those family activities so classes can celebrate the learning that happens at home.



Standards*

- ★ These activities can be used to improve parent knowledge and involvement in literacy activities. %

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



ACTIVITIES & ASSESSMENT



A. Host a Parent Night: Here are some suggested activities for this event:

1. Show "The Magic of Reading" DVD and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like clarified.
2. Give out *The Old Woman and the Eagle* books or home literacy kits, and talk about the importance of doing reading activities at home with their children and the importance of returning any questionnaires on the material to you.
3. Display children's artwork and writing at this event.

B. Parent/Child Reading and Art Activity: Have parents and students draw something that represents the most important part of the story, *The Old Woman and the*

III. Home/School Connection

Eagle, that they'd like to share with others. Ask them to return the pictures for discussion and display.

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

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

E. Host a "Pajama Party": You might want to host a "Pajama Party," where children and families come back to school in comfortable, loose clothing, even pajamas for the kids. Here are some suggested activities for this event:

1. Show the DVD "The Magic of Reading" and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like clarified.

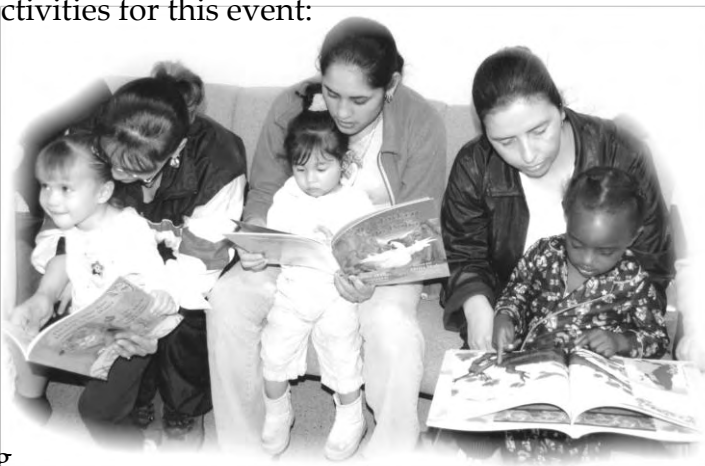
2. Give out *The Old Woman and the Eagle* books or the home literacy kits, and have the parents read the story with their children.

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

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

5. Have the families draw a picture of something that the story of *The Old Woman and the Eagle* reminds them of. Ask them to share the artwork with the other children and families. Send these drawings home and suggest that families display them in their homes as you display students' artwork in your classroom.

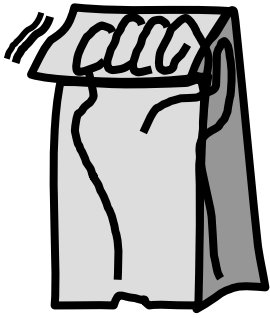
6. Have the children sing a song such as "Old Woman and the Eagle."



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

Hoopoe Books Teaching-Stories™

The Old Woman Paper Bag Puppet



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



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

2. Cut some short pieces of yarn, or gray construction paper, and glue on the "hair."

3. Cut out the shape of the woman's headdress from cardstock leaving the bottom part open. Decorate by gluing on cutout "flowers" or pieces of colorful fabric. Then, glue or tape this piece to the flap over the face of the puppet, making sure the hair is not covered.

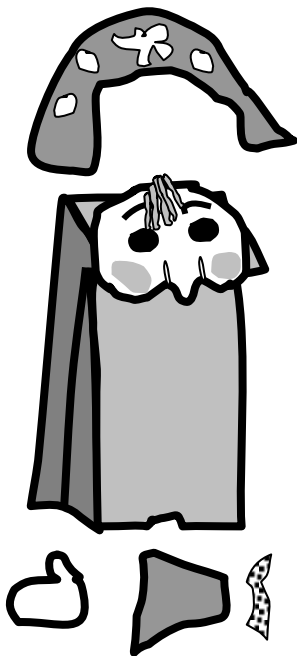
4. Cut out hands and sleeves, and tape or glue together. Decorate sleeve with markers or gluing on fabric pieces, beads, colored paper, and so on. Then tape or staple the arms to the side of the bag.

(Note: cardstock works best for the arms.)

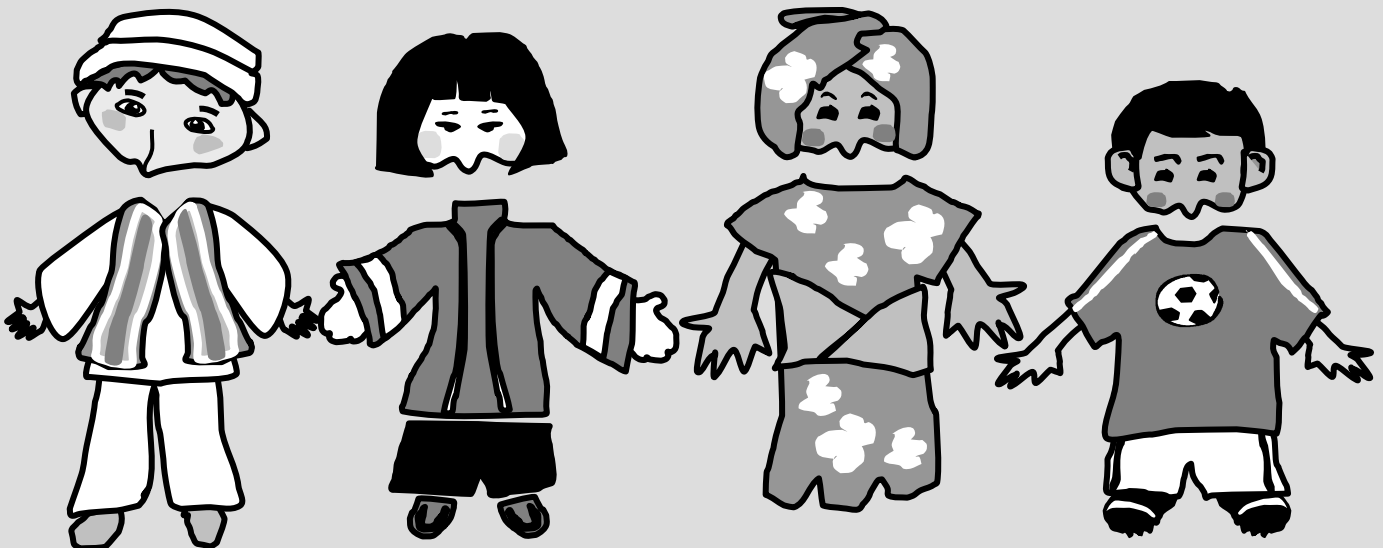
5. Finish by drawing a mouth below the flap, adding a red tongue, gluing on pieces of colorful fabric, buttons, colored paper, or drawing the woman's dress with markers.

Allow puppets to dry completely before use.

Glue or stapling may be required from occasionally.



Some Ideas on Other Multicultural Puppets

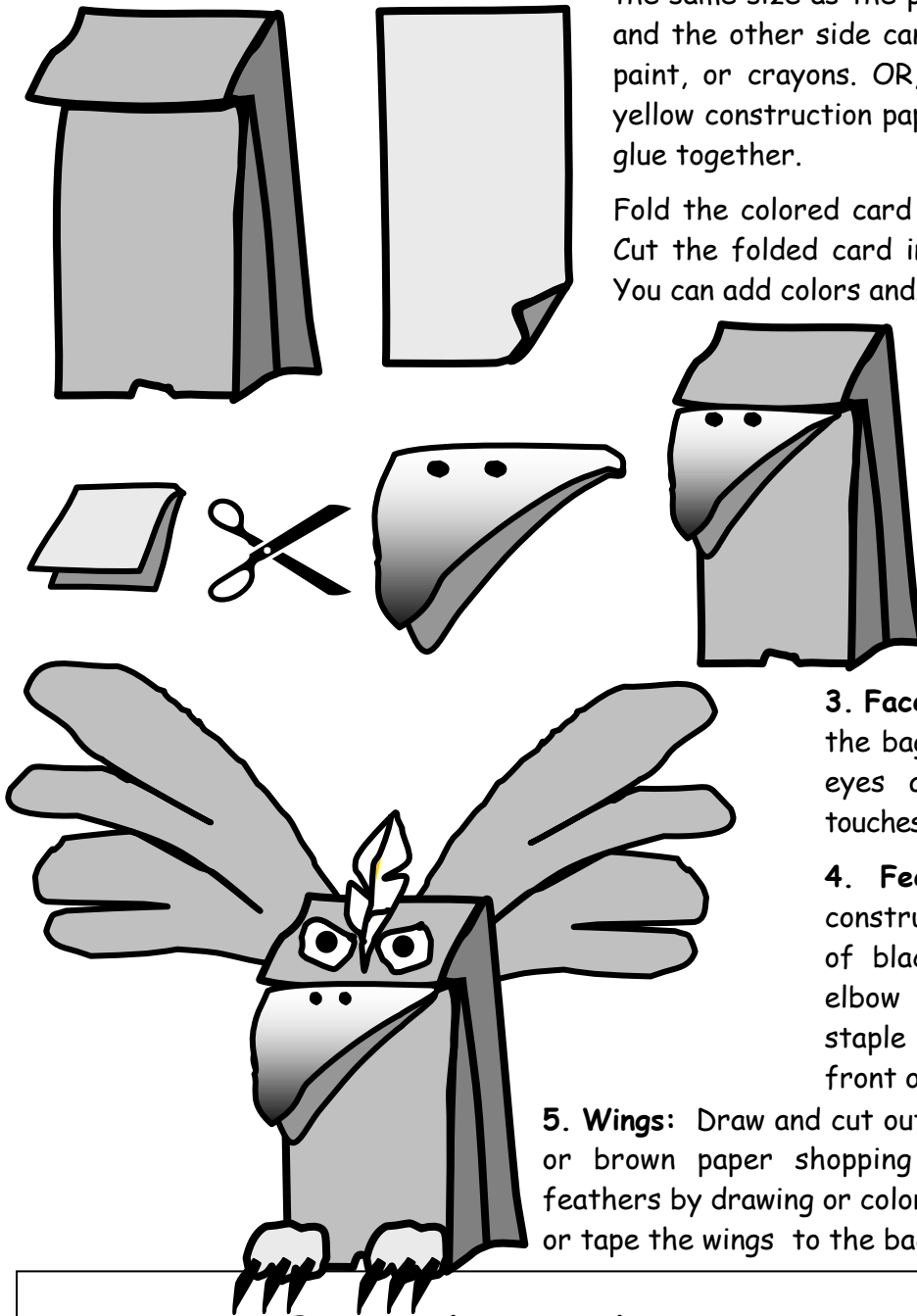


For the EAGLE:

1. The Beak: Using cardstock, cut out a piece about the same size as the paper bag. Color one side yellow and the other side can be colored red using markers, paint, or crayons. OR, cut out two pieces, one from yellow construction paper and the other from red, and glue together.

Fold the colored card in half with the yellow side up. Cut the folded card in the shape of an eagle's beak. You can add colors and/or glue dots on as nostrils.

2. Glue or tape the "beak" into the fold of the bag.



3. Face: Draw eyes on the top flap of the bag, or cut out construction paper eyes and glue in place. Add extra touches such as real or created feathers.

4. Feet and claws: Cut out feet from construction paper and glue on pieces of black construction paper or small elbow macaroni for claws. Glue or staple the feet to the bottom of the front of the bag.

5. Wings: Draw and cut out wings using construction paper or brown paper shopping bags. Make them look like feathers by drawing or coloring or using pinking shears. Glue or tape the wings to the back of the bag.

Optional method: You can also glue or tape on some real feathers if available.

Puppet Theater Ideas

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

Go to www.hoopoekids.com for more ideas on puppets and for color versions of these instructions.

Finger-Puppets

The Old Woman and the Eagle

Go to www.hoopoekids.com to download detailed instructions on creating these wonderful props for little fingers.

This is a great way to get parents involved and it's **FUN!**



Felt-Board Characters

The Old Woman and the Eagle

SUPPLIES:

1. Felt: brown, light-peach, purple, red, tan and yellow
2. Glue: All-Purpose
3. Markers, fine-point: black and red
4. Scissors

OLD WOMAN:

1. Cut out **DRESS** and glue **DÉCOR** on front
2. Glue **HEAD/ARMS** to back of **DRESS**
3. Draw face or glue on color copy
4. Glue on **SCARF**
5. Once dry, put drop glue on back of neck

EAGLE:

1. Cut out **BODY**
2. Glue **WINGS** and **CLAWS** onto back of **BODY**
3. Glue **EYE** and **BEAK** on front
4. Once dry, draw nails on each **TALON**, pupil on the **EYE**, and color tip of **BEAK** black

ANOTHER OPTION:

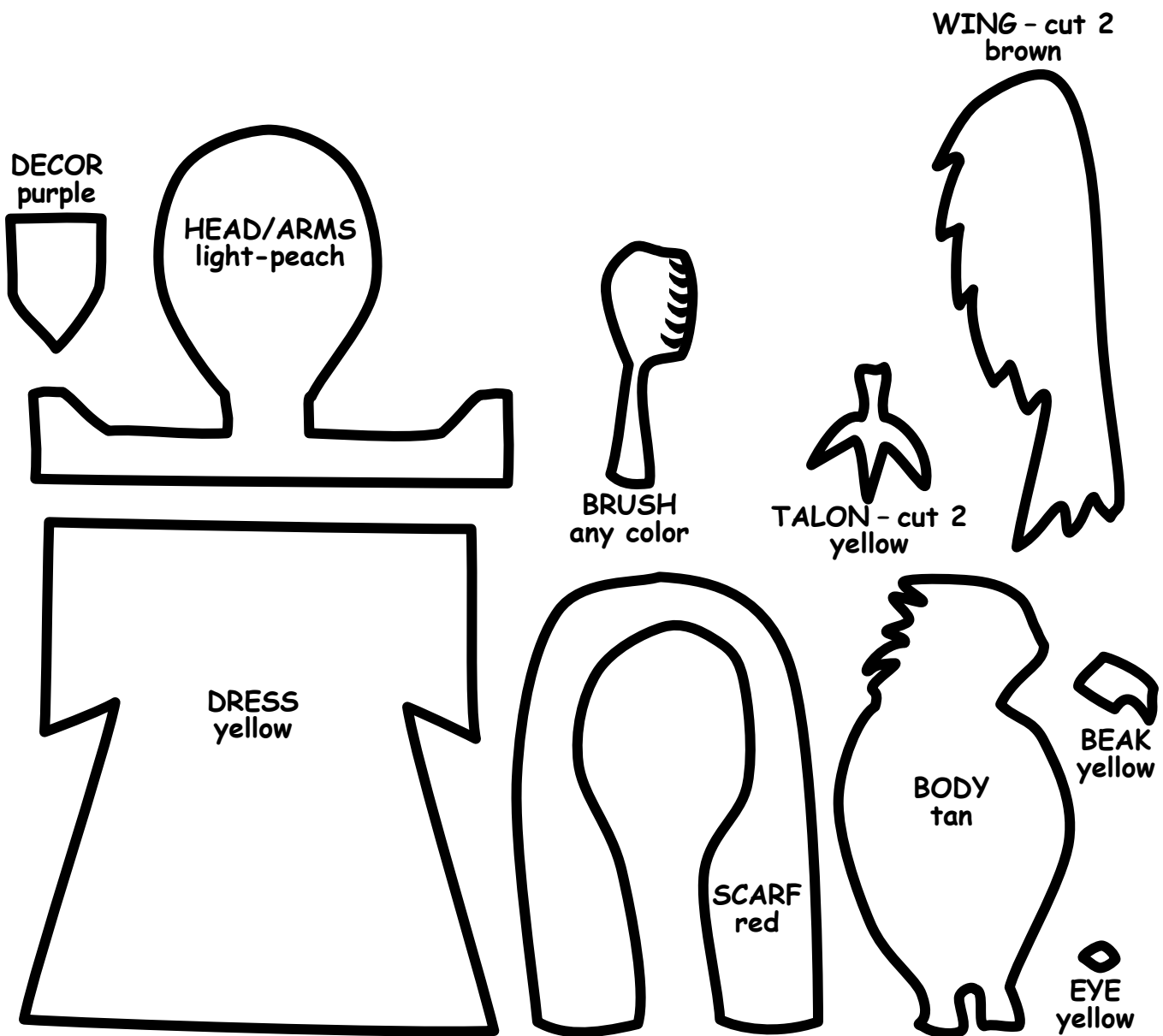
1. Make color copies of characters from the book
2. Glue them to felt and trim

NOTE: Paper Craft Glue works best!



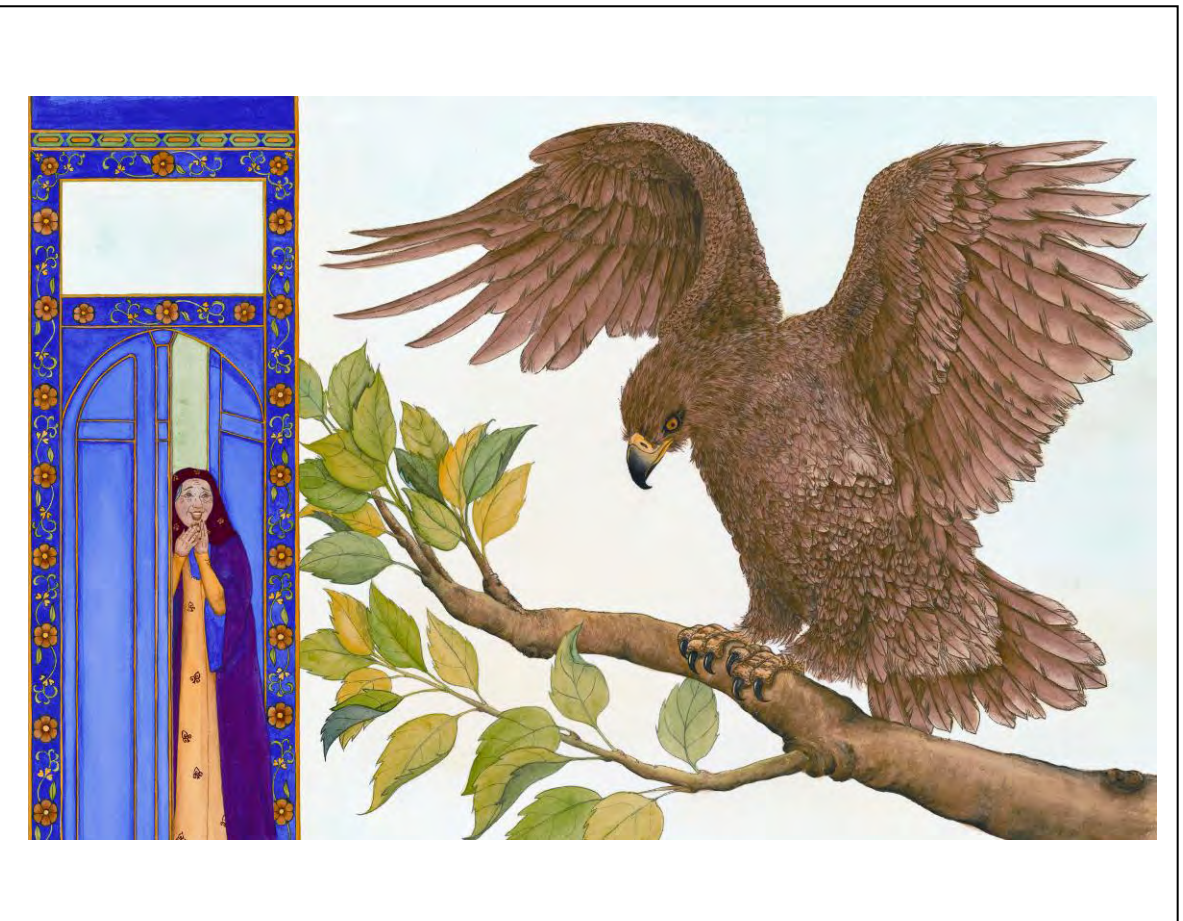
See over for pattern pieces that you can copy and use for making this scene. For a color version and more help on making a felt board, go to www.hoopoekids.com.

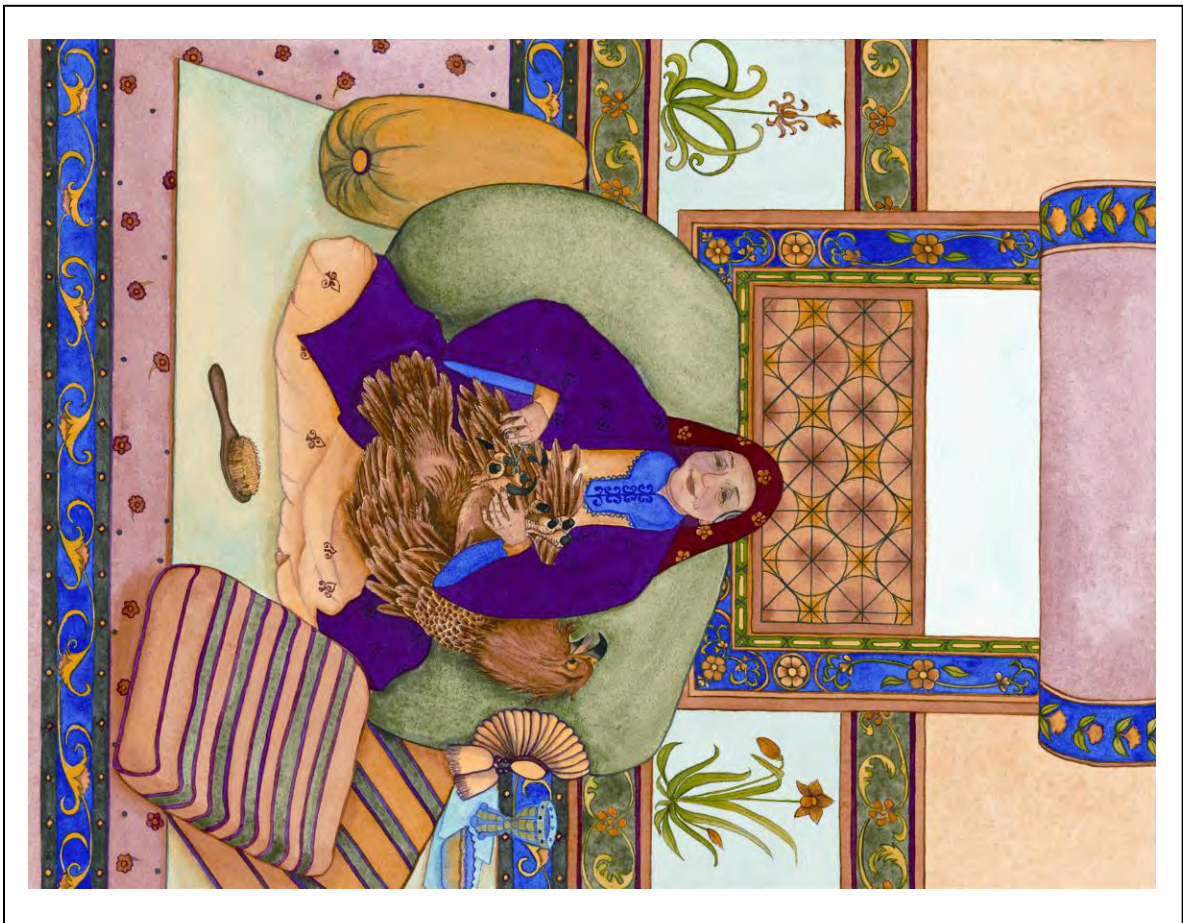
Have fun!



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

For Ordering and other Activities. Cut and laminate for easy handling.







Matching and Other Activity Cards

pigeon



pigeon



eagle

eagle





The Old Woman and the Eagle

TEACHER'S ACTIVITY GUIDE Grades PreK - 1

ACTIVITIES FOR: CIRCLE TIME READ-ALOUDS

Read-aloud activities designed to enhance:
Oral language through questions and discussion
Higher-level thinking skills including making analogies
Story comprehension through repetition
Making the story your own, providing learning that lasts
Social-emotional development

ACTIVITY CENTERS
Center-based activities designed to provide:
Deeper understanding
Multiple modalities for learning

BUILDING HOME/SCHOOL COMMUNICATION
Parent-involvement activities designed to encourage:
Parents to read aloud at home
Home/school communication

**ALL activities are tied to Head Start and national performance
and assessment standards and other national education
standards for PreK – 1st Grades**

**For information about Hoopoe Books,
additional activity guides and other education materials,
please visit Hoopoe Books at
www.hoopoekids.com**