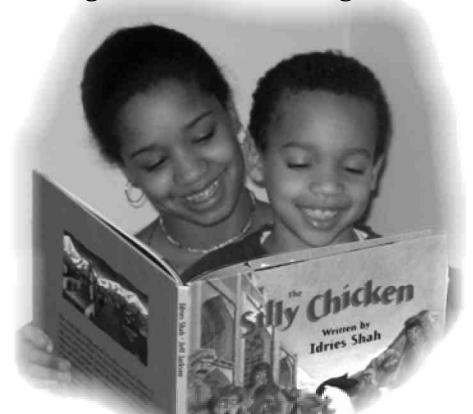




## HOOPOE LITERACY CURRICULUM TEACHER'S LESSON PLAN

Teaching-Stories<sup>tm</sup>: Learning that Lasts
Grades K-2

## Hoopoe Early Literacy Curriculum Teaching-Stories: Learning That Lasts



Teacher's Lesson Plans For Grades K-2

# The Silly Chicken

by Idries Shah

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

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



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- C. CALIFORNIA CONTENT VISUAL AND PERFORMING ARTS
- D. HISTORY CONNECTION IDEAS TO IMPLEMENT HOOPOE IN THE CALIFORNIA SOCIAL STUDIES CLASSROOM

The worksheets in this guide can be used for many of the activities. Worksheets include: Sequencing Picture Cards; Silly Chickens Instruction template; Paper Bag Puppets; Finger Puppets; Felt-Board Characters; Prepared Drama Script. See <a href="https://www.hoopoekids.com">www.hoopoekids.com</a> for color versions of puppet instructions and more.

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The Magic Horse
The Man and the Fox
The Man with Bad Manners
Neem the Half-Boy
The Old Woman and the Eagle

## Other Teacher's Activity Guides

## Activity Guides for PreK - 1

The Clever Boy and the Terrible, Dangerous Animal
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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 Man with Bad Manners
The Old Woman and the Eagle

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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

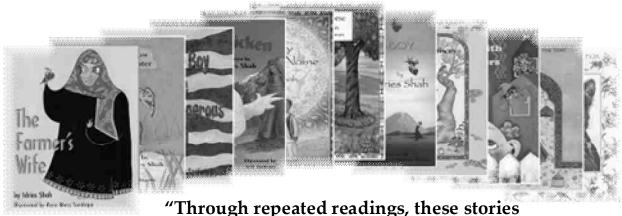
#### Lesson Plans for Grades 6 – 8

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

#### Lesson Plans for Grades 9 – 12

Fatima The Spinner and the Tent The Magic Horse

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



provoke fresh insight and more flexible thought in children."

NEA TODAY – The Magazine of the National Education Association

# INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

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

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

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

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

#### USING THE TEACHING-STORIES

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

To allow and encourage students to absorb each Teaching-Story so that it can help them understand and prepare for analogous situations in their own lives.

- To encourage students to enjoy and appreciate stories from the cultures of Afghanistan and other parts of Central Asia and the Middle East that have been told for many generations.
- To guide discussions of the stories in ways that each story will help students learn to think more effectively.
- To use the language patterns and vocabulary of the stories in ways that will help students learn to read and use language effectively themselves.
- To give students opportunities to think about the meanings of the stories in ways that will enrich their lives.
- To strengthen your relationship with your students by reading these works of literature with them.

To give students ways of sharing the stories with their families and build stronger home/school communication.

### HOW THESE LESSON PLANS CAN HELP YOU

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

- Students need to hear a Teaching-Story several times in order to become familiar with it and begin to understand its meanings before they try to read it themselves. This guide will give you ideas for reading the stories to students, having them read the stories with you, and then having them read the stories with each other when they are able.
- Students understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging 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 cover all the skills below, but not every strategy is covered in every guide. See page 5 for suggestions on how to use the activities in this guide to improve cognitive and affective skills as outlined by Bloom's Taxonomy. The skills and strategies in this guide include:

#### Personal Response

- discussion
- Readers' Theater
- drawing
- retelling

#### Vocabulary

 developing understandings of denotations and connotations of words and phrases

### Comprehension

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

#### **Word Study**

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

#### **Thinking**

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

#### **ASSESSMENT**

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

#### **RUBRIC SAMPLE:**

Assessment: Name of Skill

Level 1: Indicates: Proficiency is not yet developed. Level 2: Indicates: Some proficiency is evident.

Level 3: Indicates: Adequate proficiency is evident.

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

## LESSON PLANS FOR USING TEACHING-STORIES IN THE CLASSROOM

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

You may have a few things to prepare for a lesson. A day or two before you teach a lesson, look over the plan to make sure you understand the steps and make any necessary preparations. We hope you and your students enjoy working with this Teaching-Story!

## RESEARCH: A Scientific Understanding of the Teaching-Story

## **Bloom's Taxonomy: Cognitive and Affective Domains**

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

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

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

## Bloom's Cognitive Domain<sup>1</sup>

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

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

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

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

#### Simple Thinking Skills and Sample Behaviors:

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

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

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

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

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

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

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

#### **Complex Thinking Skills and Sample Behaviors:**

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

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

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

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

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

#### Bloom's Affective Domain<sup>2</sup>

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

#### Bloom's Affective Skills and Sample Behaviors:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## STORY SYNOPSIS

"Sends a gentle message to readers: just because someone says it's so, does not make it so... It's a classic case of 'the sky is falling' from an ancient culture, and it still has the ring of truth today."

School Library Journal

## The Silly Chicken

A chicken is taught to speak by a man who, the story tells us, is "clever" – but is he? The chicken proclaims that a disaster is about to happen. Highly anxious, the townspeople run frantically to escape. When nothing happens, they find out that the chicken didn't know what it was talking about. At first they are angry, then amused at how easily they were fooled. In the end they laugh at the chicken because, as they now assume, this chicken – and all other chickens – are simply silly.

In an entertaining way, this story illustrates, among other things, what can happen when people do not think critically about what they do and hear. It reminds us that not everything that is said or read is true.

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

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

## I. 1ST HEARING OF THE STORY

## A. MAKING PREDICTIONS

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



addresses many objectives. Reading together is also a social activity, creating a bond between the child and the reader.

#### SKILLS AND STRATEGIES

#### Personal Response

discussion

#### Vocabulary

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

#### **Thinking**

• making predictions

When read straight through without interaction with your students, this story takes 6-8 minutes of reading time. The activities 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!
- 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: On the top of the third page of the story it reads, **Now**, a very clever man came to the town; you might stop there and ask, "What do you think the clever man will do?" Why do you think that?

- 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.
- You will be encouraging your students to examine the details of the illustrations. You may want to research architectural and other details yourself beforehand in order to be prepared for their questions. If you are doing the chart in step **3e**, have chart paper available.

You will have a book, or perhaps a Home Literacy Kit (book, CD, parent newsletters and other documents), 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.

## 1. Before Reading

**a.** This story was designed to help improve children's thinking and comprehension. It has distinct patterns of language and events that invite participatory listening and that lead to predictions about what will happen next. Hold up the book so that the students can see the cover. You may want to walk around so that every student can get a close look at the cover. As you are showing the book, introduce it by telling a little about the story and the author. Say something like this:

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

There are many versions of this story. The author of this version is Idries Shah. He was a highly accomplished man who came from Paghman, Afghanistan. During his lifetime, he wrote many books for adults as well as for children. Many of them are collections of Teaching-Stories such as The Silly Chicken. The illustrator of this book is Jeff Jackson. (Make certain that students know what "illustrator" means. If not, say: "An illustrator is someone who creates the pictures for a book."

**b.** To get the 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 might be silly about a chicken? What might a silly chicken do? Why do you think so? What do you think is going to happen to the people in the story? Why do you think that?

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

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

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

## 2. During Reading

**a.** Hold the book so that all the students will be able to see the pictures as you read. Read slowly, with expression, and pause before turning the pages to give the students a moment to think about what they just heard and to look at the illustrations. 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 students what they think the words "thoroughly" and "alarmed" mean when the story says this is what the people are like after the chicken tells them "the earth is going to swallow us up!" As you read any words you think students may not understand, ask them if they know the word and ask them what the word means. You can use the sentences in the story to help them unlock the meaning of the word.

## 3. After Reading

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

Who are the characters shown here?

What is happening in this part of the story?

- **b.** Then turn to the next two pages and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.
- **c.** Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the story again on another day soon and will be discussing it again.
- **d**. Give each student a copy of the book. You may wish to collect these after each session and keep them at the school for use with other activities, until the independent reading activities are completed. If the students take them home at this time, tell the students that they will be asked to bring them back to class for other readings and activities.
- **e**. **Start a list of their observations**: 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, on the first several pages of the book, students will notice the buildings (and features of the buildings such as roofs and windows), trees, hills, the people's clothing, etc. 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.

## ASSESSMENT: Making Predictions

Levels of mastery 1-4

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

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

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

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

## B. DEVELOPING READING VOCABULARY

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

## SKILLS AND STRATEGIES Vocabulary

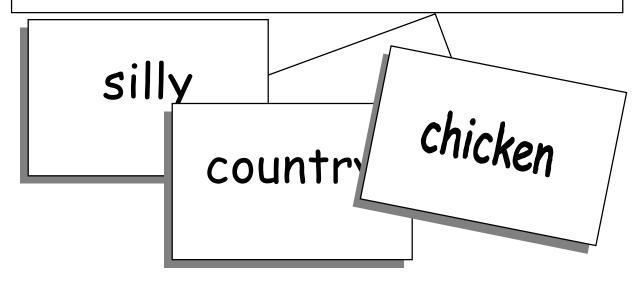
 developing an understanding of the denotation and connotation of words and phrases

#### TO PREPARE FOR THE LESSON

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

silly country earth chicken furious mountains street woods feathers meadow

- Prepare the word cards. Prepare the picture cards. (Picture cards that can be used for matching or demonstrating these ten words, or others you may want to use, are provided in the back of this guide.)
- Look over the lesson plan so that you are familiar with the steps to follow.



## 1. Recognizing Words

- **a.** Tell students that today they will be learning to recognize words from the story you have been reading with them. Tell them you are sure everyone will be able to learn at least one of the words today and that some may learn more.
- **b**. Hold up the word **chicken** 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 they can simply use the word correctly. For example, you might say something like this:

This word is **chicken**. Do you remember the chicken in the story learned to speak our kind of language? Think of a sentence using the word "chicken." For example, "The chicken liked to make people laugh." Think of a sentence using the word "chicken."

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 **clever** so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Explain the meaning of the word, 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 be a sentence that uses the word correctly. For instance, you might say something like this:



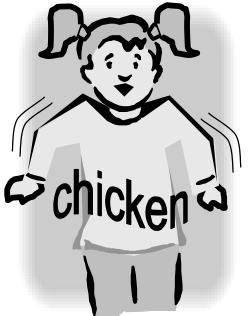
This word is **clever**. "Clever" means being very smart and able to do difficult things. Do you remember how the story tells us that the man who tried to teach the chicken human language was clever? Think of a sentence using the word "clever." It can be about the story or nothing to do with the story, for example, "The chicken was clever because he learned to speak human language." Or, "My brother is clever and he gets good grades in school." Think of another sentence using the word "clever."

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

**d**. Continue in this way with each of the ten words. Each time, say the word, have the students say it with you, explain its meaning and use it in a sentence, then have two or three of them use the word in a sentence, and finally put that next word in line with the

others. Once the new word is in place (on the wall or in the line of students holding words), point to each word in turn and have students say it with you.

**e.** When you have presented all the words, mix them up and have the students say the words again, one at a time, when you point to them. For example, if the words are posted



- on the wall, move them around so that they are in different positions in relation to each other. If students are standing in a line holding up the words, have them move from their original positions into new positions in the line and then hold up their words again.
- **f**. Have students practice saying the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.
- **g.** Have the students act out the words and let the other students try to guess what word they are acting out.

## 2. Reading Words

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

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

word cards is about  $3'' \times 5''$ .) You can punch holes in the corners of the cards and hold all of them together with a large ring.

This will prevent students losing their cards. The ring can be undone and the words separated for activities and the words can be used for other activities as well. (Rings can be purchased at office supply or school supply stores, or you can use a piece of yarn or heavy string.)



**b.** When students are done, they can take their word cards and, using the picture cards provided at end of this guide, try to match the words to a picture that could represent them (some words can go with more than one picture). 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 words that do not have corresponding pictures, invite students to think of ways of conveying the meanings through dramatization. Model with this example: Create the form of a broken glass on paper and tell students that the form represents a dangerous thing that could injure someone's foot if they stepped on it. Put the "broken glass" on the floor, walk away, then turn and pretend to come upon it for the first time. Pantomime alarmed surprise. Then ask students which

## I. 1st Hearing of the Story/Developing Reading Vocabulary

word best matches your dramatization and why. They may say "alarmed" because you pretended to be alarmed or they may say "astonished" because you pretended to be astonished to see the item. Either answer is acceptable. Then invite students to invent similar dramas to illustrate the other words that do not have corresponding pictures.

- **c**. When students have made their own set of the words to practice, choose another ten words from the story and repeat steps **1a-1g** above. Have the students add the second ten cards to the first set they made and now practice all twenty words on their own. Continue in this way until the students have learned all or most of the words in the book.
- **d.** As students acquire more word cards, you may want to suggest that they arrange some of the words into phrases or sentences to read. This is a good classroom activity that students can do individually or in pairs. When they have arranged words into a phrase or sentence, they can read their sentences to their partners. Alternately, they can select individual words to 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 on the word cards without reference to the pictures and can match words to pictures without assistance.

#### II. RESPONDING TO THE STORY

## FUN WITH SILLY CHICKEN

These enjoyable exercises are designed to help enhance understanding of aspects of the story and help students with listening and following directions. You may want to do these activities on different days.



#### SKILLS AND STRATEGIES

#### **Thinking**

- compare and contrast
  - active listening

#### <u>Comprehension</u>

- making inferences
- following directions

#### TO PREPARE FOR THE LESSON

For the "Chicken Says" Game:

- Make note cards for the silly and possible statements.
- Have paper and drawing material for students.
- If you are making class books for step **1f**, have large cardstock or construction paper you can fold around the pictures as covers.

For the "Chicken's Instructions" Game:

- Make note cards for the instructions.
- Make copies of the "Silly Chicken" template for each student.
- Have drawing and coloring material for students.

For "Sign Posts": You may wish to prepare the signs yourself ahead of time, or have the students make the signs prior to playing the game.

- For each sign to be made you will need: cardstock or sturdy construction paper; markers; masking tape or strip of wood, yardstick or PVC pipe cut to 3 ft. length (or tall enough to be seen over the student's tables or desks).
- Prepare a list of directions for the game.
- Place the signs in various sections of the room or on the playground. (Make sure furniture is moved to make moving around safe.)
- Have a book available to read or show the pages where the people ran.

If you do the follow-up exercise, have drawing material available.

## 1. "Chicken Says" Game

This game involves determining whether a statement is "silly" or whether it is possible.

**a**. Organize the students into pair-partners. Make up note cards or pieces of paper with "silly" and "possible" statements. Model the statements after the story. Place these notes in a basket and mix them up. You will draw one at a time out and read it. Precede each statement with "The chicken says..." Here are some suggestions:

(The chicken says...)

I am an egg.

Cups and saucers are made out of knives and forks.

Pencils are made out of lemon juice.

Camels are smaller than cats.

The egg will become a chicken if the hen keeps it warm.

The hen sits on the egg to keep it warm.

The camel has a hump.

Cars are bigger than houses.

I am blue.

Chickens can talk like humans.

- **b.** After reading a statement, have the students discuss with their partner whether the statement they hear is "silly" or "possible." Some students may find that a statement is silly while others think it is possible. Encourage them to discuss why they think as they do. After a few seconds of discussion, have the class vote on the stack in which a statement should be placed: the "Silly" or the "Possible" stack of notes. Follow the same procedure with several statements.
- **c**. After all the cards are sorted into the 2 stacks, tell the students to choose which statement was their favorite. You may need to read them once again to remind students what the notes said. Once they have chosen their favorite, hand out the paper and drawing/coloring material and say:

I'd like you to draw a picture of your favorite statement. Perhaps it was a silly one or perhaps it was something that was possible. Your picture does not have to look like the illustrations in the book; you can use your own imagination and draw what you think it looks like.

- **d**. Once the drawings are done, have the students volunteer to tell the class about their drawings, why they thought the statement they chose was silly or possible.
- **e.** Students may want to write/dictate their thoughts about their drawings on the back of their drawings.
- **f**. Collect all the drawings and post in the room, perhaps dividing the wall space into "Silly" and "Possible" display areas. Or, place the drawings in 2 class books: one for

"Silly Drawings" and one for "Not-Silly Drawings." Place the game note cards and drawing material in the art center for students to use for sorting and drawing during independent activity.

### 2. "Follow the Chickens' Instructions" Game

- **a.** Make up note cards or pieces of paper with some instructions for working with the "Silly Chickens" template (in the back of this guide). Have instructions such as these:
  - Find the chicken that has two eggs. Color the chicken yellow and color the eggs brown.
  - Find the chicken that is doing a headstand. Color that chicken red.
  - Find the chicken that is lying on its back. Color that chicken brown.
  - Find a chicken that looks happy. Draw a square around it, and color the chicken pink.
  - Find a chicken that looks happy. Color that chicken yellow.
  - Find a chicken that has more than two eggs. Color the eggs different colors.
  - Draw an orange line connecting all the eggs on the sheet.
  - Find all the chickens that are standing on one leg. Draw a blue circle around each one.
  - Count the number of chickens and write the number in the box.
  - Draw something silly, like a hat, on the chicken that looks scared. Color that chicken purple.
- **b**. Shuffle the cards and place them in a stack face down near the front of the class.
- **c.** Hand out the "Silly Chickens" sheet to each student and make sure they have crayons or markers of different colors. Hold up the "Silly Chickens" sheet, saying: Whenever I read something from the cards, you will do what I read on this sheet. Tell them that some of the instructions may fit more than one chicken, and that they can choose whichever one they want to use.
- **d**. Draw a card from the pile and read it aloud. Remind the students to follow the instructions which you can read again if necessary. Allow the students enough time to do the drawings before picking another card, again reading it at least twice.
- **e.** After the game, have the students volunteer to show their drawings and discuss some of their choices. You may want to ask questions such as these:

Can you show us where you colored the chicken doing a headstand red?

Where is the happy chicken you colored yellow?

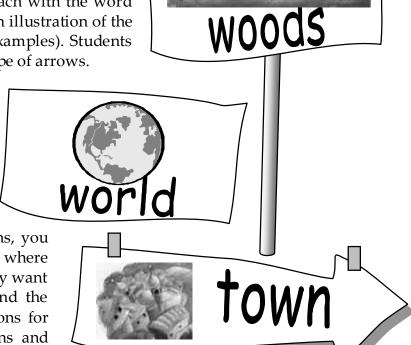
**f.** Send the pictures home and have the students tell their families about how they followed some silly instructions to make them. You may want to make additional

instruction cards and copies of the templates and keep them in the classroom for independent activity.

## 3. Follow the Sign Posts

- **a.** Prepare "signs" for different locations mentioned in the story to which the people ran: town, fields, woods, meadows, mountains, world. Label each with the word (e.g., "woods") and, if wanted, with an illustration of the word (e.g., a picture of woods, see examples). Students may wish to make the signs in the shape of arrows.
- **b.** Tape the signs to the walls or on furniture or playground equipment. Or you may want to attach them to posts made from strips of wood, plastic pipes or yardsticks and place each sign post in a different part of the room or play area.

For the "around the world" directions, you may want to place the world sign where students can move around it. (You may want place arrow signs on the floor around the "world" pointing in different directions for UP, DOWN and AROUND directions and have the students follow them.)



- **c**. Review with the students how the people in the story ran from one town to another, through the fields and into the woods and across meadows, etc. You may want to point out the illustrations in the book.
- **d.** Organize students into teams of four, give each team a number, and tell them they will play a following-directions game. Explain that they may not talk while they are following the directions but may use gestures to communicate. If this game is being played indoors, have students walk instead of run when moving; outdoors make sure there is a safe area for running. Give directions such as these:
  - 1. Team 2, go to the fields.
  - 2. Team 4, go to the mountains.
  - 3. Team 1, go to the town.
  - 4. Team 2, go to the meadows.
  - 5. Team 3, go to the world and walk around it.
  - 6. Team 4, go to the mountains.

**e. As a follow-up activity**, you may ask the students to draw pictures of the place where their team ended up at the end of the game. Tell them the picture does not have to look like the places from the book and that they can use their own imagination. You may want to post these pictures around the sign they go with, and display for "parent night." Keep the signs in the independent activity area for use indoors and outdoors.

## ASSESSMENT: Listening and Following Directions

Levels of mastery 1-4

Level 1: Student is unable to follow directions; often misinterprets instructions.

Level 2: Student is able to follow some directions and instructions, but may become confused in some and require assistance.

Level 3: Student is able to follow directions adequately.

Level 4: Student is able to follow directions and can participate in the activities with ingenuity.

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

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

Robert Ornstein, Ph.D.
From "Teaching-Stories and the Brain,"
a lecture given at the Library of Congress

## III. 2ND HEARING OF THE STORY

## A. DEVELOPING COMPREHENSION

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



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

#### SKILLS AND STRATEGIES

#### Personal Response

- discussion
- retelling

#### Vocabulary

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

## <u>Comprehension</u>

- determining important ideas
  - synthesizing

#### **Thinking**

- reflecting
- generating analogies
- compare and contrast

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

#### TO PREPARE FOR THE LESSON

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

## 1. Before Reading

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

## 2. During Reading

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

Who are the characters shown here?

What is happening in this part of the story?



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

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

## 3. After Reading: Developing Comprehension

Discussing the story after reading enables students to deepen their understanding of the characters and events.

Using one of the strategies in the "Wait Time" box below, explain that you are going to wait between the time you ask a question and the time you call on a student (or a pair of

student partners) to allow everyone some time to think about the answers. After each question, have students discuss with their partner what they would say to answer the question. Give the pairs at least 30 seconds to discuss their thoughts with each other, longer if needed.

## 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.

During the discussion, let the students know that you are interested in their own recollections from and thoughts about the story and that you hope they will all contribute to the discussion so that the group can benefit from hearing everyone's ideas.

Call on one or more pairs of students who volunteer to share their thinking with the rest of the class. After each pair who wants to speak has answered, ask for others to share by saying: *Does anyone else have a different answer? Let's hear it.* 

Here are some questions that can help students develop their comprehension of the story. Choose a few that you think will spark a good discussion.

- Did the man learn to talk like a chicken?
- Did the chicken learn to speak our language? If so, what did the chicken tell the people?
- ❖ Did the people believe the chicken?
- What did they try to do once they heard what the chicken had to say about the earth swallowing them up?
- ❖ What did the people ask the chicken when they returned to the town? What did the chicken say?
- ❖ How did the people react to the chicken saying "I don't know"?
- ❖ When the chicken told the people that they were silly, how did the people feel then?
- ❖ When the people realized that they had behaved in a silly way, what did they do?
- What did the chicken do to make them laugh even more?

## 4. After Reading: Reflecting on the Story

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

- ❖ What was your favorite part of this story? Why? What was your favorite picture? Why?
- ❖ Do you think the tuck-tuck noise a chicken makes means anything? Why do you think so?
- ❖ Do you think the clever man was wise to teach the chicken to talk? Why do you think so?
- ❖ Who do you think was responsible for the people thinking and acting as they did?
- ❖ Did the chicken really make the people do what they did?
- ❖ Do you think the people were sensible to try to get off the world in the way they did? Why or why not?
- Do you think the chicken was silly? Why or why not?
- ❖ Do you think the people were silly? Why or why not?
- How else could the people have responded to the chicken?
- ❖ Do you think the people learned from their silly behavior? Why or Why not?
- ❖ What do you think the people learned from what happened to them?
- \* Can you tell from the pictures that this story is told about a chicken who lives in a far away country called Afghanistan? What elements in the pictures tell you this?
- At the end of the story the author says "everyone knows that chickens are silly," is that true? How do you know?"

## 5. After Reading: Exploring Analogies

Invite students 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. Choose a few that you think will spark a good discussion.

- ❖ Do you sometimes believe people when they tell you something and then you find out that what they said was not true?
- ❖ Do you think that people always mean something when they talk? Why do you think that?
- ❖ Can you think of a time when you or someone else talked nonsense? What happened?
- ❖ If you were the clever man in the story, would you have tried to teach the chicken to speak? Why or why not?
- ❖ Is it positive or negative do you think to pretend you know more than you do? When is it ok to pretend, or is it ever okay?

## III: 2<sup>nd</sup> Hearing of the Story/Developing Comprehension

- ❖ Has someone ever said something that made you excited or afraid, when really what they said was untrue? Do you think you would have realized that it was true if you had stopped to think about it before you reacted?
- ❖ Have you ever been shown by someone else how stupid you were behaving or how wrong you were and responded initially with anger? Was that the best reaction?
- ❖ Have you noticed that it sometimes takes time for us to accept to our mistakes and so we get angry or annoyed at the person who pointed them out?
- ❖ Have you ever said something silly just to make people laugh? Do you think saying something silly to someone could be hurtful to that person? Why or why not?
- ❖ Do you think that making people laugh is a good idea? Why or why not?
- ❖ If you had been one of the people in the story, how would you have reacted to the chicken's news about the earth swallowing you up?
- ❖ If you had been one of the people in the story, how would you have reacted when the chicken said all the people were silly?
- ❖ If you were one of the people in the story, would you ever listen to the chicken again? Why or why not?

## 6. After Reading: More Elements

Invite the class to add more elements pictured in the story (buildings, camel, old man, mountain, etc.) to the word and observations lists that you started with the first reading of the story.

## ASSESSMENT: Deepening Understanding (Analogical Thinking)

Levels of mastery 1-4

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

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

Level 3: Student is able to make a one-to-one connection in the story to events in his/her life that demonstrates an event in the story (e.g., the student says that the talking chicken reminds him/her of a cartoon where a chicken talked about silly things).

Level 4: Student is able to make an analogical connection to something in his/her life (e.g., he/she is able to tell the difference between important and practical things and things that may not be).

## B. WORD STUDY

# SKILLS AND STRATEGIES Word Study • phonics - rhyming

Have books available for students to use.

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

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

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

## down again town

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

ran	been	began
right	height	back
bend	friend	laughed

**3**. When students understand the concept of "rhyming words," AND if they are able to read the words, have students sort (categorize) their own individual word cards according to rhyming sounds. (Divide the set of rhyming words into separate piles.) Students may not be able to find a rhyming word for every word in the set they have, but it will be very good practice to go through their collection of words, say each one to themselves, and decide if it rhymes with any of the other words. For good readers, have them go through the book and find their own rhyming words and making cards for those they do not have. They may want to share their new rhyming words with the rest of the class.

- **4.** When students understand how to sort (categorize) words according to rhyme, they can learn to sort the words according to other features. For instance, they can sort the words according to beginning sound or according to number of syllables. There may be other patterns in the words that you would want them to look for.
- **5.** You may also suggest that the students take their word cards home and show their families how to sort the words according to the different patterns you have showed them (rhymes, beginning sounds, etc.).

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

## ASSESSMENT: Phonics (Rhyming)

Levels of mastery 1-4

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

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

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

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

"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 <u>Comprehension</u>

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

## ASSESSMENT: Sequencing

Levels of mastery 1-4

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

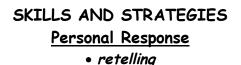
Level 2: Student is able to sequence some of the story adequately in chronological order, such as the beginning and end, and gives some essential details. The story may be out of sequence, or the student may include some inaccuracies.

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

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

B. PAPER BAG PUPPETS FOR RETELLING

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



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

#### TO PREPARE FOR THE LESSON

- Collect all of the materials you will need for the paper bag puppet. Have materials ready for distribution. Have materials well organized and easily accessible to students. (A set of directions is included in this guide.)
- Look over the directions for making a paper bag puppet. You may wish to try one on your own to show the students.
- Have a book for referral for each group of students.

- Materials you will need for the paper bag puppets: tape, paper bags, colored pencils, crayons, markers, glue, paste spreader, disposable containers (for the glue and paste spreader), colored tissue paper, shirt cardboard or oak tag, construction paper, scissors, newspaper for desks or tables. Optional: add feathers, beads, buttons, fabric scraps, yarn for hair, plastic eyes.
- Prepare other paper bag puppets for characters in the story, the finger puppets or felt-board characters if you wish to use these for activities. (See instructions included in this guide.)

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 silly chicken and how he was silly.

1. Discuss the characters from the story with your students. Talk about the silly chicken, the clever man, the townspeople and have the students look carefully at the illustrations of all the different people in the village and ask them what they can tell about the characters from the drawings. For example: Can they tell where they come from? What can they tell from their faces? 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.

#### **2.** Ask the students:

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

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

**Additional Puppets:** You and/or the students may want to make other paper bag puppets, such as the puppets of other story characters in the back of this guide.

### ASSESSMENT: Retelling

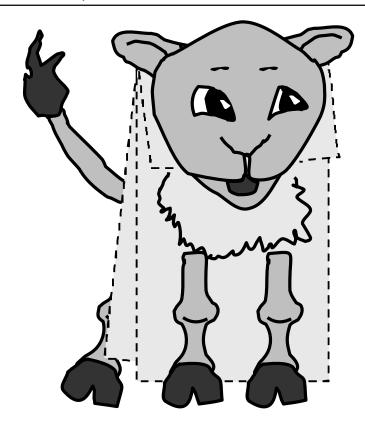
Levels of mastery 1-4

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. This time have your students read along with you by following the text in their books. You might use the CD for this reading so that students may read along with it and turn the pages at the sound of the page-turn signals. More advanced students may wish to read independently for this third reading.



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

### <u>Thinking</u>

reflecting

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

#### TO PREPARE FOR THE LESSON

- Make sure that you have a copy of *The Silly Chicken* for each child. Remind those students who have taken them home to bring the books back to class.
- Check on the CD players and make sure that they are in good working order.
- Determine which of your students use CDs with their books and have enough for these students. You may wish to have one CD player for each child so that they can stop the CD and replay a particular part or you may have one CD player and allow several students to listen together as they follow along in their books.
- If doing the drawing and retelling (see next section), have drawing paper and a variety of drawing and painting materials, such as watercolors, markers, crayons, and colored pencils available for the drawing or painting activity.

### 1. Before Reading

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

- **a**. Give out copies of the book to each student, and give out CDs to those using them.
- **b**. Tell students that today they will be following along with the reading using their own books. And, that those that would like to will be free to read the book on their own.
- **c**. Assist those students who will be using the CD players to set up their equipment and make sure they know how to use it. 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 those not using them. If there is no CD player available, for those students who require assistance during independent reading time, you may want to pair a good reader with these students and have them follow along with the reader.
- **d**. If you are using the CD for the read-along or for independent readers, explain that there are bell prompts for page-turning so that students can follow along in their books as they listen to the CD.

### 2. During Reading

- **a**. Tell students that after this reading, they will be retelling the story in their own words and drawing a scene (see next section).
- **b.** As you are reading, stand or sit in one place so as not to distract the students from following along. If a student gets distracted or lost, you may want to hold up the book at the page where you are reading so that the student can find the page.

### 3. After Reading

- **a.** When the reading is done, 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.** Encourage students to read the story again independently or use the CDs and follow along whenever they would like. Have books, CD players, earphones and CDs available in the class library for students.
- **c.** If students have engaged in reading along with the CD, collect the books and CDs if you are keeping them at school. Remind those who take them home that they may be asked to return them again for other activities.

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

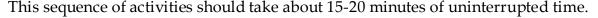
(See also Keith J. Holyoak, Paul Thagard, Mental Leaps: Analogy in Creative Thought, MIT Press, 1996.)

#### VI. RESPONDING TO THE STORY

# A. RETELLING WITH ART

#### TO PREPARE FOR THE LESSON

- Have available drawing paper and a variety of drawing and painting materials, such as watercolors markers, crayons, and colored pencils.
- Have a book for each student or each group.
- 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.



Organize the students into three groups. Assign each group the activity of drawing scenes from one part of the book – the beginning, the middle, or the ending parts. Tell students they will be drawing or painting a scene from a part of the story, and when they have done that, they will be using the scenes they drew (or painted) to retell the story. Here are the steps to follow:

1. Determine ahead of time, the beginning, middle and end of the story. You may want to place book markers for the different sections for the students to refer to, if needed. Encourage them to use their own ideas about the scenes. Below are some suggestions on scenes from the story:

# Suggested Scenes

#### The Beginning of the Story:

The chicken goes around saying "Tuck-tuck," and people don't know what it's saying.

The clever man tries to learn the chicken's language.

The clever man teaches the chicken to speak.

The chicken starts saying "The earth is going to swallow us up!"

#### The Middle of the Story:

The people hear the chicken say "The earth is going to swallow us up!" and believe it and they start to run to get away from the earth.

The people run from one town to another, through the fields and into the woods and across meadows.

The people run up and down the mountains and around the world and in every possible direction to get away from the earth.

The people return to town to ask the chicken how he knows the earth will swallow them up.

#### The End of the Story:

The chicken informs them that it does not know, and the people are furious.

The people tell the chicken how they ran to get away from the earth.

The chicken tells the people they are silly to have listened to a chicken in the first place.

The people now only listen to the chicken when they want to hear something funny and laugh because they know that chickens are silly.

**2**. Hold up the book so that students can see it. Say:

All stories have a beginning, a middle and an end. Think about the story of The Silly Chicken. You will be drawing a scene from one part of the story. You do not have to make your drawing look like the illustrator's drawing, use your own imagination to illustrate what you want from the part I give to your group.

**3**. Tell each group which part of the story they will be drawing from. Then say:

You may choose a scene from the part of the story I have assigned you. Think about what you want to draw and try to picture it in your mind's eye before you start. Make sure you include many details in your artwork. Remember you can use your own imagination, that means your drawing does not have to look like the one in the book.

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

# Retell the Story:

Start with students who drew the initial part of the story and have them organize their drawings in sequential order to follow the story. They may want to hold their pictures in this order in front of the class. There may be more than one drawing of the same scene which is okay. Have any student from this group volunteer to retell their part of the story by pointing to each drawing during the retelling.

Do the same for the middle and the end of the story, so that all your student illustrators have had a chance to show their drawings and have them incorporated in the retelling.

#### Have a "Museum Walk"

Post the drawings on the wall of the classroom in 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 (or holding up their drawings in the created books if done that way) and talking to the class why they chose the scenes and what was important or interesting about the depiction to them and/or have them answer questions from the class about their drawings. Once all the students who would like to speak 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 in one direction 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 go to a library and check out 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 and organize them in story sequence and bind together with fasteners or clips. 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 large number 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 Book

Have the students form into three groups to help design and create covers for the class book. 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. The first group (the "engineers") can determine the size and the type of paper or material and the "binding" mechanism (yarn, fasteners, etc.); the second 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 work together creating 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

#### <u>Comprehension</u>

- determining important ideas
  - synthesizing
  - making inferences

Each of these activities should take about 30-40 minutes of uninterrupted time.

#### TO PREPARE FOR THE LESSON

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

At the end of the story, the chicken goes on making people laugh and they go on thinking that the chicken is silly... What might happen next to the people and the chicken?

**3. Dialogue Writing:** Have the students write (or make up orally) a simple dialogue between two or three characters from the story seeing each other for the first time after the chicken said "the earth is going to swallow us up." Have them use their word cards for reference, and display a set of puppets, stuffed or other toys, or felt-board characters and tell the students, their characters could be one of these. On chart paper or the board, demonstrate "dialogue" (see sample). Say:

#### Sample Dialogue

**A woman:** Goodness me, we have to get off the earth!

A man: Yes! Before it swallows us up, goodness gracious!

**A boy:** We must take the camel with us!

... and so on

When people or characters are talking to each other, this is a "dialogue." The people in the story are trying to run away from the earth. I'd like you to write a dialogue between two or three of the characters shown in the illustrations of the villagers. What do you think they would they say to each other as they learned that the earth was going to swallow them up and then started running to get away from it?

Encourage the students to read or perform their dialogue as a puppet show using the chicken and other puppets, finger puppets, felt-board characters, or toys. Set up a "puppet theater" in the classroom (see the puppet instructions in the back for ideas).

# 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 <u>compare and contrast</u>. When students look for similarities and differences, they pay attention to the details. Having students use compare and contrast in an artistic manner also enables them to learn in a different modality.

#### SKILLS AND STRATEGIES

#### **Thinking**

- compare and contrast
   Comprehension
  - making inferences

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

#### TO PREPARE FOR THE LESSON

For the "before and after" exercise:

- For each student, provide drawing paper and materials and writing pencils.
- Have a book for each group of students for reference.
- See also Home/School Communication (page 46) for other ideas on comparing and contrasting.

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

### 1. Venn Diagram

- **a.** Draw a Venn diagram on the board. (See example in the illustration on the next page.) The Venn diagram is a great visual for helping children visualize the thinking skills 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, put "The Silly Chicken" in one circle and "The Silly Townspeople" in the other circle.
- **c.** Ask the students to compare and contrast how the silly chicken behaves with how the silly townspeople behave. You might say:

The people in the story of The Silly Chicken hear a chicken say something, and they believed what the chicken said. Do you think the people were silly? Do you think the chicken was silly? Let's compare the silly chicken with the silly townspeople.

- **d**. Put their comments about the silly chicken on the left.
- **e.** Put the comments about the silly townspeople on the right.
- **f**. Put any comments from the students about the silly chicken and the silly townspeople in a circle in the center of the two.
- **g**. Write their suggestions in the proper space on the Venn diagram.
- **h**. Encourage students to speak in complete sentences.
- i. Discuss their ideas.

# Example of a Venn Diagram

#### The silly chicken

- ✓ He learns how to talk as humans do.
- ✓ He doesn't know
  what he's talking about
- ✓ He is not afraid of what he says.
- ✓ People listen to him.
- ✓ He teaches the people not to take him seriously.
- ✓ He says funny things to make them laugh.

# What's the same?

- √ They live in the same town.
- ✓ They speak the same language.
- ✓ They both learned what was funny to say.
- ✓ They both are silly sometimes.

# The silly townspeople

- They are frightened of what the chicken says about the earth's swallowing them up.
- √ They think they can run
  away from the earth.
- ✓ When they learn that the chicken doesn't know what he is saying, they are angry.
- √ They learn to laugh at the chicken's words.

# 2. Drawing the People Before and After

**a**. Review the story of *The Silly Chicken* and how the people reacted to the chicken's speaking by running in every possible direction. Then review the part of the story after they ran and ran and came back to find out the chicken didn't know what it was saying. Then, say:

I would like you to draw two pictures. One of the pictures will show people or one of the people before they ran and ran. How did the people react to the chicken when they first heard what the chicken told them about the earth swallowing them up The second picture will be the people after they came back and found out the chicken didn't know what it was saying.

Would the people look exactly the same in both pictures, or would they look different in each picture? Would they be doing the same things in each picture? Use your imagination on how the people would look and how they would react in both pictures.

- **b**. When they have finished their drawings, have them take turns volunteering to show their drawings and comparing the two pictures.
- **c.** The students may want to act out their pictures by demonstrating the actions depicted and the facial expressions.
- **d**. You may want to encourage the student to do other compare and contrast pictures for the story, such as:

the chicken before the people ran and ran and the chicken after they ran and ran the camel before the people ran and the camel after they ran

**d**. Gather the drawings into a "**Before and After**" class book where you can keep all the compare & contrast exercises.

#### 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.

# 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 or recite 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 (in the back of this guide) also promotes listening skills as students follow along silently and listen for spoken cues. The script provides a great opportunity for student cooperation, and is an enjoyable way to teach reading fluency.



### SKILLS AND STRATEGIES

Personal Response

• Readers' Theater

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

#### TO PREPARE FOR THE LESSON

Make a copy of the script for each student. (A script is included in the back of this guide.)

• Gather props and costumes (see script). You can make this as elaborate or as simple as your students wish.

# 1. Using the Script

- **a**. Your students should be familiar with the story and the vocabulary in the script before they engage in this activity.
- **b**. Tell students that different combinations of readers will take turns reading the "play."
- **c**. Assign the first set of readers and give them time to practice their roles and feel confident. Encourage them to read with expression.

- **d**. When the first readers are ready, you may want to have them stand in front of the class to read their lines. They may also read from their seats. Coach the readers to look up occasionally from their scripts and to make eye contact with the audience and other characters/readers as they read their lines.
- **e.** Have other sets of readers take turns at reading the script.

### 2. Staging the Play

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

### 3. Extras: Costumes and Props

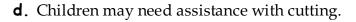
The face and head command the most attention, so a hat, mask, or makeup can work as an entire costume. Make sure that students obtain permission before borrowing items from other people. It's best not to let them cut, paint, or modify any clothing items unless you bring in special "costume clothes."

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

props.

#### 4. Make a Chicken or Camel Mask

- **a.** Punch holes on either side of a white paper plate (use the thinner paper plates, not the sturdy cardboard type).
- **b.** Loop pieces of yarn through the holes and secure to make ties for the mask.
- **c**. Allow the children to draw and color their mask how they would like it. They can also glue or tape on felt for the chicken's comb or waddle, construction paper cutouts for beak, eyes, feathers (an old feather duster provides good feathers to glue around the edge of the mask). For the camel, make a "hump": stuff a brown grocery bag with newspapers, cut a slit on either side of bag, string through a piece of rope or strip of cloth long enough to tie around a child's middle. Tape shut the bag and roughly shape the bag into a rounded shape. Tie the hump on a child's back.





# ASSESSMENT: Reading Skills for Readers' Theater

Levels of mastery 1-4

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

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

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

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

# FOLLOW-UP

There will be opportunities to recall and use the story with your students. For example, when you see students being gullible, or repeating information about people or situations without critically thinking about the merits of what they are saying, remind them of how the townspeople believed the chicken without thinking. You may want to say:

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

Do you remember the story of The Silly Chicken when the people believed what the chicken said, just because he was speaking human language? 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. You and your students may find more meanings, concepts and insights from it as time goes on. Remember, these stories can be enjoyed and be useful for people of all ages.

"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.

### Writing About the Story

Make copies of group-writing projects and have students take them home and to share with their families.

### Retelling as a Performance

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

### Dramatizing the Story

If several students live near one another, suggest that they get together outside of school to act out the story for their families. Or, if possible, invite family members to come to the school to see a performance of Readers' Theater or see the story performed using the students' puppets.

# Host a Parent Night

Here are some suggested activities for this event:

1. Show "The Magic of Reading" DVD and discuss its contents with the parents. Explain that it was developed with younger children in mind, but parents may still find

- elements in it that are useful and enjoyable. Find out what was new for them, what they liked, what they would like clarified.
- **2.** Display the students' artwork, the Venn diagrams, puppets and the students' writing at this event.
- **3**. Have the families draw a picture of something that the story of *The Silly Chicken* reminds them of. Ask them to share the artwork with the other students and families. Send these drawings home and suggest that families display them in their homes as you display students' artwork in your classroom.
- **4.** If students are receiving the Home Literacy Kits (HLK), discuss *The Silly Chicken* HLK book and CD that you gave to students. Ask how parents are using the HLK at home, and discuss with parents the importance of their completing and returning the questionnaires in the HLKs.

### Parent/Student Reading and Art Activity

Have parents and students draw something that represents the most important part of the story *The Silly Chicken* that they'd like to share with others. Ask them to return the pictures for discussion and display.

### Parent Visitor/Speaker

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

# Host a "Pajama Party"

You might want to host a "Pajama Party," where students and their families come back to school in comfortable, loose clothing, even pajamas for the kids. (See activities listed under Parent Night)

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

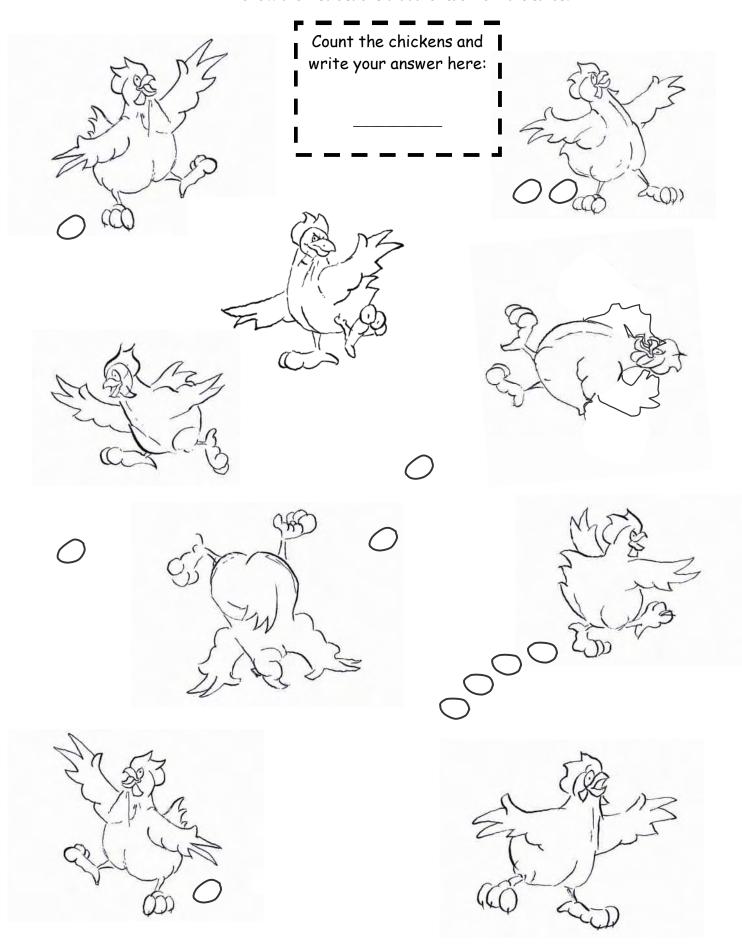
"Teaching-Stories are key to our basic cognitive development, leading the child and then the adult to learn more about what happens in the world and when and how events come together. It's as if we had the unassembled parts of a bicycle and knew, through analogy (the shapes perhaps), that there was a 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 lead 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."

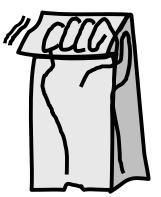
(go to <a href="http://hoopoekids.com/sources.htm">http://hoopoekids.com/sources.htm</a> to view the complete lecture)

**Silly Chickens**Follow the instructions that are read from the cards.



# Hoopoe Books Teaching-Stories

The Silly Chicken Paper Bag Puppets



1. With a piece of white construction paper about the same width, but 2" higher as the flap of the bag, draw the top part of the chicken's face. Draw the eyes, or glue on plastic eyes, colored paper, etc. Cut out the face and glue securely on the flap of bag taking care not to glue the flap down.

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

2. For the BEAK, using cardstock or construction paper, cut out a piece 2.5" wide and about half the length of the paper bag. Color one side light orange and the other side can be colored another color using markers, paint, or crayons. OR, cut out another piece of color construction paper to glue to the other colored piece.

Fold the piece in half, and draw the shape of the beak on the top fold and cut out along the lines.

Cut the top and bottom beak parts apart at the fold. Draw and cut out a small red tongue and glue onto the bottom part of the beak. Glue the top beak onto the face (top flap). Set the bottom beak aside for attaching later (step 4 below).

3. Cut out red comb and glue onto top part of head at the back. Cut out 2 red waddles and glue underneath the bag flap. Make sure you do not seal the flap shut. Allow the head part to dry while you assemble the body.

4. For the BODY, draw the outline, then cut out a piece of white construction paper shorter, but twice as wide as the bag. For

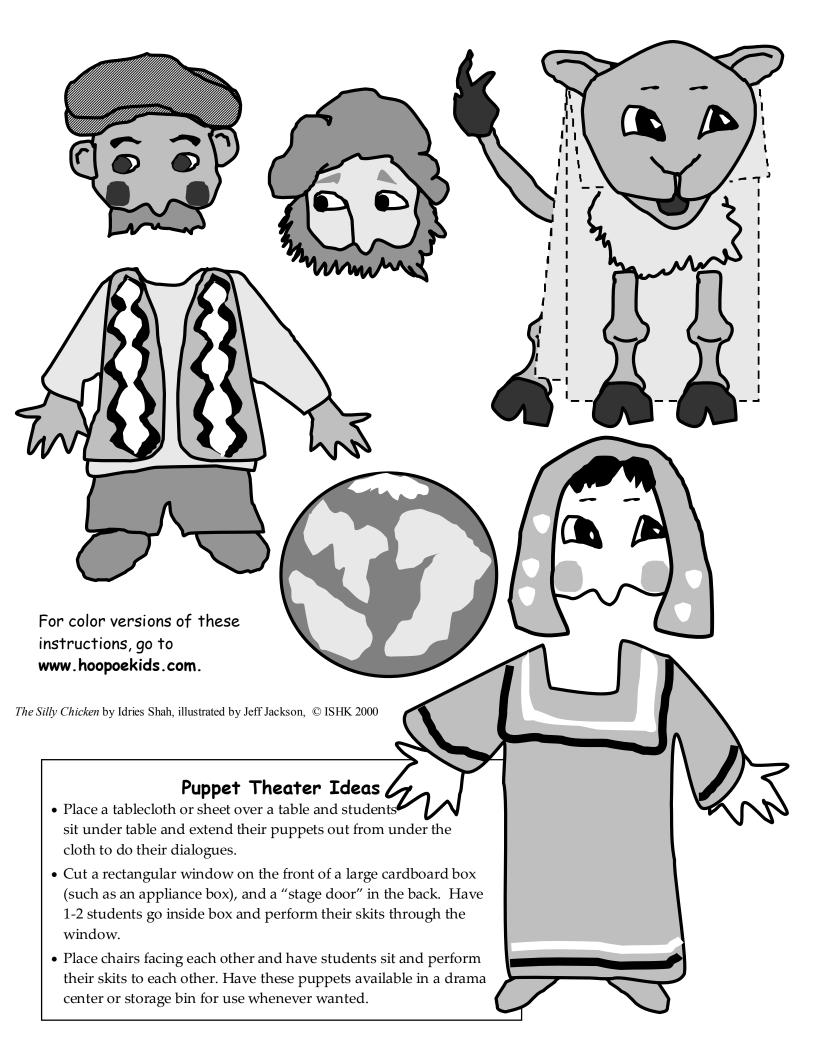
the WINGS, trace your design on a piece of white construction paper the same size as the length of the paper bag. Cut out two wings at once and

glue or tape to the back of the body.

For the FEET, trace your design on a piece of colored construction paper or tag board, cut out 2 feet and glue to the front of the body. Add other decorations such as feathers, claws, or draw fluff. Once the body is dry, glue or staple the entire piece on front of bag under the flap. Glue on the lower beak/tongue under the flop at the fold. Allow the puppet to dry completely before use. A little glue or stapling may be required from time to time.



See next page for other pattern ideas.



# Hoopoe Books Teaching-Stories How To Make Felt-Board Characters

The Silly Chicken

#### SUPPLIES:

- 1. Felt: blue, brown, green, light-peach, light-orange, purple, red and tan
- 2. Glue: good all-purpose glue
- 3. Markers, fine-point: black and red
- 4. Scissors

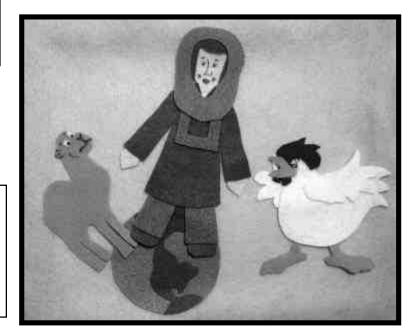
#### **ANOTHER OPTION:**

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

NOTE: Paper Craft Glue works best!

#### **CHICKEN:**

- 1. Cut out **BODY**
- 2. Glue COMB & WATTLES to BODY
- 3. Glue each FOOT to back of BODY
- 4. Glue one WING on back and one on front of BODY
- 5. Glue on **BEAK**
- 6. Draw eyes

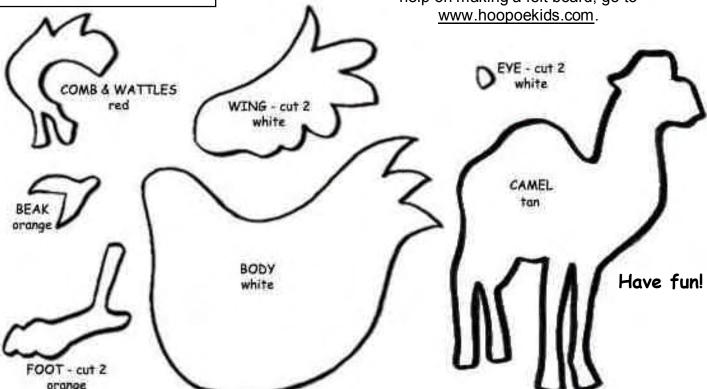


See over for pattern pieces that you can copy and use for making this scene. For a color version and more help on making a felt board, go to



1. Cut out **CAMEL** 

Glue on each EYE
 Draw rest of face



# WOMAN: 1. Cut out **DRESS** 2. Glue **HEAD**, **HANDS** and **PANTS** to back of **DRESS** 3. Glue SHOES to back of PANTS 4. Glue **HAIR** to **HEAD** 5. Glue on SCARF 6. Draw face or glue on color copy **EARTH:** 1. Cut out **EARTH** 2. Glue LAND on top green EARTH blue DRESS green HAND - cut 2 light-peach PANTS purple HEAD light-peach blue

CAUTION: Avoid injury! Adult supervision recommended, if necessary.

This project includes cutting with scissors!

SHOE- cut 2 brown

# Hoopoe Books Teaching-Stories

# How To Make a Finger-Puppet

The Silly Chicken

For color version 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. Place **BODY** between two **SIDE** pieces and pin
- 2. Sew edges, attaching **BODY** to **SIDE** pieces (see X's in Step 2 image)

NOTE: Make sure to not sew through finger hole at bottom!







1. Sew one **WING** to each side (see X's in **Step 3** image)

#### Step 4:

- 1. Fold beak in half and sew folded edge (see X's in Step 4 image)
- 2. Place beak and sew to face (see X's in Step 4



- 1. Take **COMB**, fold in half and place over top of head
- 2. Sew to attach (see X's in **Step 5** image)



- 1. Take one **WATTLES** piece and sew to front of COMB
- 2. Take two **WATTLES** pieces and sew under beak





Step 2

Step 4

#### Step 7:

1. Sew one **FOOT** on each side, placing the leg between the **BODY** and the **SIDE**.



1. Draw eye on each side of face

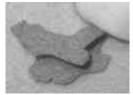


Step 3

Step 5



Step 6





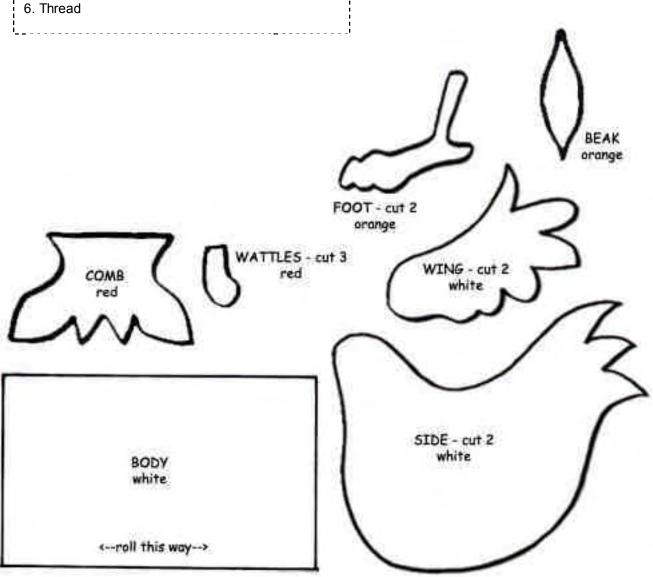
Step 8



# Finger-Puppet Supplies & Pattern Pieces

#### Supplies:

- 1. Felt: light-orange, red and white
- 2. Markers, fine-point: black
- 3. Sewing needle
- 4. Scissors
- 5. Straight-pins



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

# A one-act dramatic play The Silly Chicken

by Idries Shah



#### **CAST**

Narrator 1
Narrator 2
Narrator 3
The Silly Chicken
The Clever Man
First Group of People of the Town
Second Group of People of the Town
Third Group of People of the Town
A Camel

(Ideas for dress for the People of the Town: Girls might wear beautifully colored scarves and clothing with interesting patterns and colors. Boys might wear long shirts, not tucked in, and vests. Caps without brims, for instance, for boys head coverings.)

# THE SCRIPT

Narrator 1: Once upon a time in a country far away, there was a town...

Narrator 2: and in the town there was a chicken, and he was a very silly chicken indeed.

**Narrator 3:** He went about saying...

The Silly Chicken: tuck-tuck, tuck-tuck, tuck-tuck, tuck-tuck.

All of the Narrators: And nobody knew what he meant.

Narrator 1: Of course, he didn't mean anything at all, but nobody knew that.

**Narrator 2:** They thought that...

The Silly Chicken: tuck-tuck-tuck, tuck-tuck, tuck-tuck tuck-tuck...

**Narrator 3:** must mean something.

**Narrator 1:** Now, a very clever man came to the town, and he decided to see if he could find out what the chicken meant by...

The Silly Chicken: tuck-tuck, tuck-tuck, tuck-tuck, tuck-tuck.

**Narrator 2:** First he tried to learn the chicken's language.

Narrator 3: He tried, and he tried, and he tried. But all he learned to say was...

The Clever Man: tuck-tuck, tuck-tuck, tuck-tuck, tuck-tuck.

Narrator 1: Unfortunately, although he sounded just like the chicken...

**All of the Narrators:** he had no idea what he was saying.

**Narrator 2:** Then he decided to teach the chicken to speak our kind of language.

**Narrator 3:** He tried, and he tried, and he tried.

Narrator 1: It took him quite a long time, but in the end, the chicken could speak perfectly well...

**All of the Narrators:** just like you and me.

**Narrator 2:** After learning to speak as we do, the chicken went into the main street of the town and called out...

The Silly Chicken: The earth is going to swallow us up!

**Narrator 3:** At first the people didn't hear what he was saying...

All of the Narrators: because they didn't expect a chicken to be talking human language.

**Narrator 1:** The chicken called out again...

The Silly Chicken: The earth is going to swallow us up!

Narrator 2: This time the people heard him, and they began to cry out...

First Group of People: Good heavens!

Second Group of People: Good gracious!

Third Group of People: Dear me!

**First Group of People:** The earth is going to swallow us up!

All of the People of the Town: Yes, indeed! The chicken says so!

Narrator 3: Thoroughly alarmed, all the people packed up their most precious things...

All of the Narrators: and began to run to get away from the earth.

[All of the People of the Town, and the Camel, run from one side of the room to the other, and around in circles.]

**Narrator 1:** They ran from one town...

Narrator 2: to another. They ran through the fields...

Narrator 3: and into the woods and across the meadows. They ran up the mountains...

Script Page 2

Narrator 1: and down the mountains. They ran down the world and up the world...

**Narrator 2:** and around the world. They ran in every possible direction.

**All of the Narrators:** But they still couldn't get away from the earth.

**Narrator 3:** Finally they came back to their town. And there was the chicken...

Narrator 1: just where they had left him before they started running.

**Narrator 2:** They asked the chicken...

**Second Group of People:** How do you know the earth is going to swallow us up?

**The Silly Chicken:** I don't know.

**Narrator 3:** At first the people were astonished, and they said again and again...

**Third Group of People:** You don't know?

First Group of People: You don't know?

**Second Group of People:** You don't know?

[All of the People of the Town glare at the Silly Chicken.]

**Narrator 1:** And they became furious, and they glared sternly at the chicken and spoke in angry voices.

**Third Group of People:** [in angry voices] How could you tell us such a thing?

**First Group of People:** [in angry voices] How dare you!

Second Group of People: You made us run from one town to another!

**Third Group of People:** You made us run through the fields and into the woods and across the meadows!

First Group of People: You made us run up the mountains and down the mountains!

**Second Group of People:** You made us run down the world and up the world and around the world!

Third Group of People: You made us run in every possible direction!

**All of the People of the Town:** And all the while we thought you knew the earth was going to swallow us up!

[The Silly Chicken smoothes his feathers.]

**The Silly Chicken:** Cackle. Cackle. Well, that just shows how silly you are! Only silly people would listen to a chicken in the first place. You think a chicken knows something just because he can talk?

Narrator 2: At first the people just stared at the chicken, and then they began to laugh.

[All of the People of the Town laugh in the background.]

Narrator 3: They laughed, and they laughed, and they laughed...

**All of the Narrators:** because they realized how silly they had been, and they found that very funny indeed.

**Narrator 1:** After that, whenever they wanted to laugh they would go to the chicken and say...

**First Group of People:** Tell us something to make us laugh.

The Silly Chicken: Cups and saucers are made out of knives and forks!

[All of the People of the Town laugh.]

**Second Group of People:** Who are you?

**Third Group of People:** Yes, who are you?

The Silly Chicken: I am an egg.

[All of the People of the Town laugh in the background.]

**Narrator 2:** The people would laugh at this, too, because they knew he wasn't an egg.

**First Group of People:** If you're an egg, why aren't you yellow?

The Silly Chicken: I am not yellow because I painted myself blue.

[All of the People of the Town laugh in the background.]

**Narrator 3:** The people would laugh at this, too, because they could see he was not blue at all.

**Second Group of People:** What did you paint yourself with?

The Silly Chicken: With red ink.

[All of the People of the Town laugh and give a big 'Hah-hah!']

**All of the Narrators:** And at this they laughed the hardest of all.

**Narrator 1:** And now people everywhere laugh at chickens...

**Narrator 2:** and never take any notice of what they say...

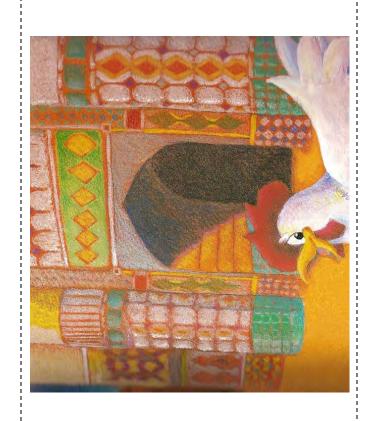
**Narrator 3:** even if they can talk...

**ALL:** because, of course, everybody knows that chickens are silly.

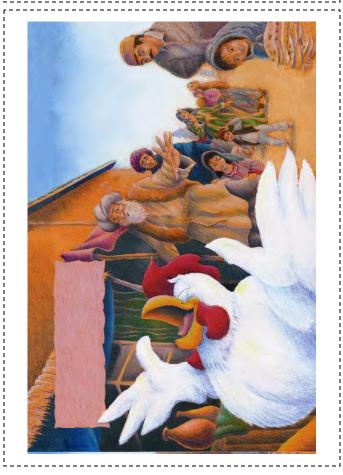
**All of the Narrators:** And that chicken still goes on and on in that town, in that far-away country, telling people things to make them laugh.

#### THE END

# Silly Chicken Sequencing and Other Activity Cards (If desired, laminate the cards before cutting.)



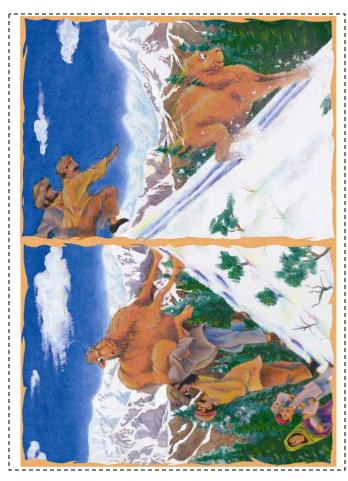




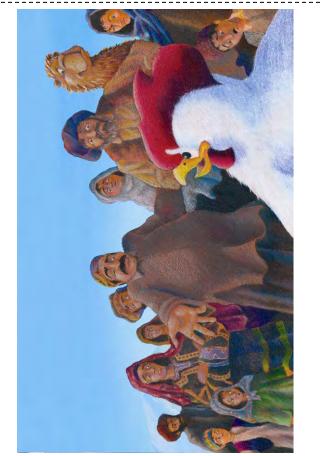


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