

The Lion Who Saw Himself in the Water



by
Idries Shah

Illustrated by Ingrid Rodriguez



HOPOE LITERACY CURRICULUM TEACHER'S ACTIVITY GUIDE

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

Hoopoe Early Literacy Curriculum
Teaching-Stories: Learning That Lasts



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

The Lion Who Saw Himself
in the Water

by
Idries Shah

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WORKSHEETS: The worksheets in this guide can be used for many of the activities. Worksheets include: color picture/word cards; color size cards; paper bag puppet instructions; felt-board character instructions.



Standards

Symbols used in this Guide:

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

OTHER HOOPOE BOOKS

The Boy Without a Name
The Clever Boy and the Terrible, Dangerous Animal
The Farmer's Wife
Fatima the Spinner and the Tent
The Magic Horse
The Man and the Fox
The Man with Bad Manners
Neem the Half-Boy
The Old Woman and the Eagle
The Silly Chicken

Other Teacher's Activity Guides

Activity Guides for PreK-1

The Clever Boy and the Terrible, Dangerous Animal
The Farmer's Wife
The Man with Bad Manners
The Man and the Fox
The Old Woman and the Eagle
The Silly Chicken

Lesson Plans for Grades 1 – 2

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

Lesson Plans for Grades 3 – 5

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

For information about these and other educational materials,
please visit

Hoopoe Books at www.hoopoekids.com



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

NEA TODAY- The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

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

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

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

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

USING THE TEACHING-STORIES

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

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

HOW THIS GUIDE CAN HELP YOU

This guide gives you many activities to do with *The Lion Who Saw Himself in the Water*. Children will get the most out of this story if you remember these points:

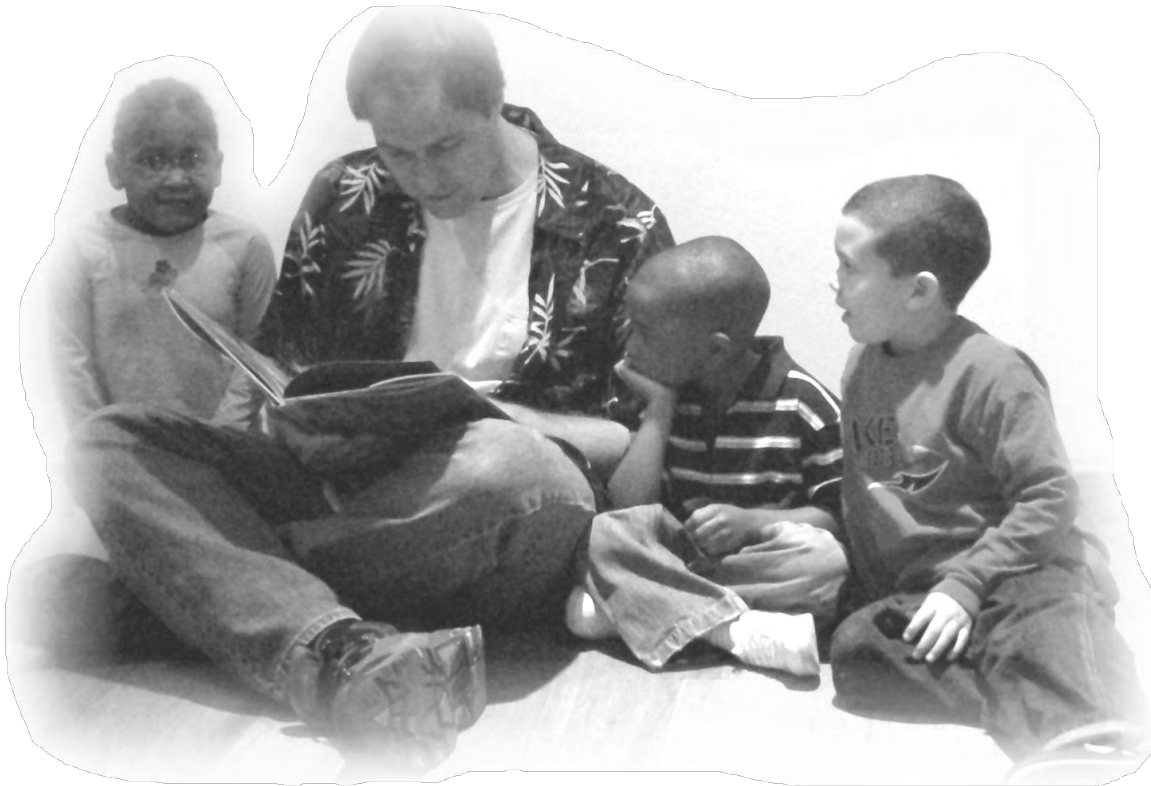
- ★ Children need to hear this story several times in order to become familiar with it and begin to understand its meanings. This guide will give you ideas for reading and rereading the stories to children in order to have them learn the stories.
- ★ Children understand and remember a story better if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

ACTIVITY GUIDE FOR USING THE STORIES IN THE CLASSROOM

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

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

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



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

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

I. GROUP ACTIVITIES



Story Synopsis

The Lion Who Saw Himself in the Water

In this story, all the jungle animals become afraid of Share the Lion because of the way he talks. They don't understand that he can't help it, and he doesn't understand why they run away from him. Then, becoming thirsty, he goes to a pool to drink, but stops when he sees his own reflection in the water. He has never seen his reflection, so he concludes that there is another lion in the pond and is, himself, afraid. At last, he is so thirsty that he drinks, and it is then he understands that the "other" lion is only his reflection.

One of the things this story gently explores is how fear arises in the mind and how it can be overcome when we have information and experience. Children will learn, through the lion, how to deal positively with fears and inhibitions that so often arise from situations they as yet may not understand.

The original version of this story was told by the 13th Century Afghan poet, Jalaluddin Rumi.



A. READ ALOUD



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

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

Repetition Deepens Understanding

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



Standards*

Children will:

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

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

ACTIVITIES

1. Practice reading the story aloud a few times to perfect fluency and inflection.
2. Choose a prop, such as a mirror or a toy lion or puppet, to focus the children's attention and trigger prior knowledge to help comprehension. (See the back of this guide for simple instructions on making paper bag puppets and felt-board characters.)
3. Introduce the book by telling about the story, the "title," "author" and the "illustrator" which are important vocabulary words.
4. Read with expression, enjoyment, and enthusiasm! Remember, enthusiasm is infectious – your own enjoyment tells the children that they will enjoy reading, too.
5. After reading the story, have children choose an illustration in the book and explain why they like the picture and tell something that they think the illustrator did that was different or especially interesting to them.

ASSESSMENT

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





B. DISCUSSION



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

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

Use “Wait Time” When Asking Questions

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

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



Standards*

Children will:

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

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

ACTIVITIES & ASSESSMENT

Reading, writing, speaking and listening are all linked literacy activities. You might wish to use some of the following questions as group-writing prompts as well as prompts for oral discussion. (See "Group Writing" section on page 11.)

1. Before Reading - Prediction Questions

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

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

What do you think the mouse (or butterfly) has to do with the story?

How do you think the lion is feeling?

Now turn to the title page and ask:

What do you think is going on here?

Why do you think the frog and butterfly are dancing?

2. During Reading - Developing Comprehension

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

Was Share the Lion really angry?

What was he trying to say?

Why did some of the animals run away?

Why did all the animals finally start to run away?

Why did some of the animals laugh at Share the Lion?

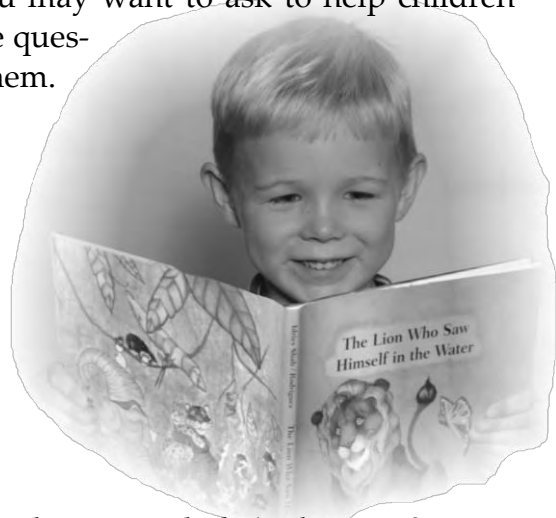
What's a reflection?

Why was Share the Lion afraid of his own reflection?

How do you think the beautiful little butterfly knew that there was nobody in the water?

Did she have a really loud voice or a really quiet voice? Do you think it was easy to hear her voice?

Do you think that Share the Lion had to try to listen really carefully to hear what she was saying?



3. After Reading - Reflecting on the Story

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

What are lions usually like? What is Share the Lion like? Is he like a "normal" lion? Why or why not?

If you were the author, what name would you have chosen for Share the Lion? What kind of a lion is Share the Lion? Is he a nice lion? Is he a brave lion? Is Share the Lion a happy lion? Is he always happy?

What does it mean to be brave?

Is he brave? Is he brave at the end of the story when he decides to take a drink no matter what?

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

What would you say to someone who was afraid of a reflection?

4. After Reading - Exploring Analogies

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

Is Share the Lion like anyone you know?

Is the butterfly like anyone you know?

Does the story remind you of any other story you have heard before?

Have you ever been afraid of something just because your friends were afraid of it?

Were you ever afraid of someone because he/she looked or behaved in a different way from you? What happened?

Are you sometimes afraid or nervous of people just because they are loud or different?

Have you ever been afraid of something that wasn't really real? What was it? Why were you afraid? How did you learn to not be afraid of it?

Do you remember a time when the idea of doing something was much worse than doing it?



C. COUNTING & SORTING



Standards*

Children will:

- ★ show progress in understanding and following simple as well as multiple-step directions. ♦
- ★ show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. ♦
- ★ understand numbers, ways of representing numbers, relationships among numbers, and number systems. ♦♦

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

ACTIVITIES & ASSESSMENT

1. Create picture cards of several different sized lions. Have children work together to arrange the lions in order of size. (Examples you can copy are included in this guide.)
2. Create a matching game with pictures of some of the animals found in the story. Make two cards for each animal. Place pictures face down and have children turn over two cards at a time looking for a match. Use more pairs of cards as children progress. (**See the cards included in this guide.** Copy the set of cards to make a matching pair for each character. If you do not have a color copier, you might wish to ask your children to match the color image of the character with its black and white matching image.)
3. Together, count the number of animals on any given page of the book. Then see if children can count out the same number of small toy animals in the Play Center.



D. GROUP WRITING



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



Standards*

Children will:

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



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

ACTIVITIES & ASSESSMENT

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

I. Group Activities

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

2. Have children suggest words from the story they want to see written. Place them on a chart and let the child who suggested the word draw an image next to the word to identify it. These pages can be turned into books and place on shelves with other “published” books for children to read.

3. Name the butterfly. Children can think of a name that has something to do with the way the butterfly behaves or what she does in the story. They can explain their choice as a speaking activity.



Hello,
My name is...



E. SOUNDS OF LANGUAGE



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



Standards*

Children will:

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

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

ACTIVITIES & ASSESSMENT

1. Have children listen to the sound that Share the Lion made. Say “Grrrr” several times. Then ask: “*Can you think of any words that start with that sound?*”
2. Have a basket of toys and items that begin with the “gr” sound such as grapes, a green crayon, grass, a photo of grandpa, grapefruit, a graph, gravel, can of gravy, toy griffin, picture of a groom, or a toy groundhog. Talk to the children about each item introducing the words that they might not know. Include other objects and demonstrate how to categorize the objects into “gr” words and other words. Have the basket available for children to work with during center activities.
3. Have children list the animals found in the story. Then have them clap the syllables in the words.
4. Say the syllables in the words and have the children blend them back into a whole word, e.g., “*li – on,*” “*ti – ger*” or “*el – e – phant.*”
5. Notice whether children repeat or emphasize the “gr” beginning sound when they play with and sort the items.
6. Listen as children segment and blend syllables.



gr-oundhog



F. MUSIC



Standards*

Children will:

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

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

ACTIVITIES & ASSESSMENT

1. Sing “If You’re Happy” Song:

*If you’re happy and you know it, say
“hooray.”*

*If you’re happy and you know it, say
“hooray.”*

*If you’re happy and you know it,
And you really want to show it,*

*If you’re happy and you know it, say
“HOORAY!”*

(Shout the last word)

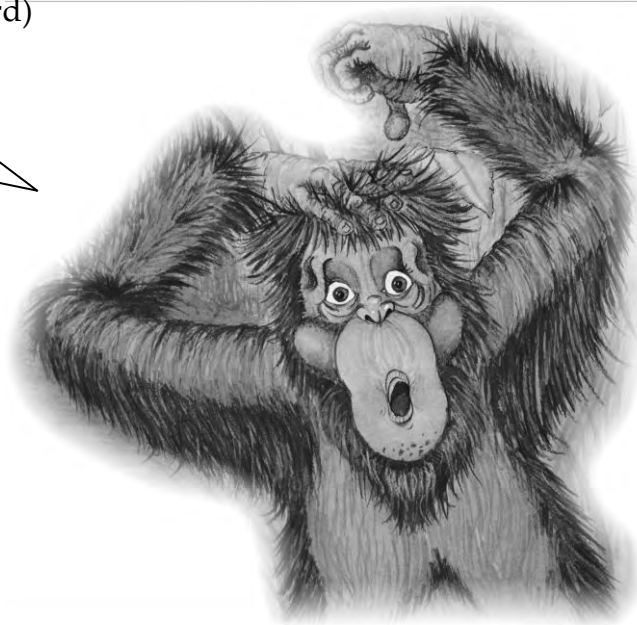
More verses:

*If you’re angry and you know it,
stomp your feet.*

*If you’re frightened and you know it,
say “OH NO!”*

*If you’re silly and you know it,
laugh out loud “HA HA!”*

“OH
NO!”



2. Sing and do movements to *Share the Lion* song (same tune):

*We hear Share the Lion say GRR-RR-RR.
We hear Share the Lion say GRR-RR-RR.
We can hear Share say GRR
With his loud and scary roar,
We'll run away and hide when he says GRR.
(Run in place)*

*Share the Lion sees his face - and he's scared.
Share the Lion sees his face - and he's scared.
His reflection's in the pool,
The water's clear and cool,
Share the Lion sees his face - and he's scared.
(Cover face with hands)*

*The butterfly says to Share - "Don't be silly!"
The butterfly says to Share - "Don't be silly!"
Share the Lion does not know
The face will surely go
When he drinks the water down - oh, but will he?
(Scratch heads)*

*All the animals come to see Share drink,
All the animals come to see Share drink.
They want to be the very first
To see him stop his thirst
While the face in the pool disappears - in a wink!
(Wink)*



3. Have children listen to different music (just instrumental) and talk about how they think the composer was feeling when he wrote the music. Then let them move to the music demonstrating that emotion.

II. CENTER ACTIVITIES



A. LISTENING CENTER



Standards*

Children will:

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

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

ACTIVITIES & ASSESSMENT

1. Introduce the idea of listening to the story with the equipment in the Listening Center. Make sure children know how to use the equipment and that it is set up to make use as easy as possible.
2. A simple green dot on the play button and a red dot on the stop button may be all that is needed to remind children which is which. Have the CD with page-turn signals and the book together so children can listen to the story whenever they want.
3. Have the Listening Center available as often as possible and note which children choose to participate in this activity.
4. In a game resembling “telephone,” let one child begin by being the butterfly and fly to another “animal” to deliver a special message by whispering in his/her ear. Each child in turn then whispers the message to the next “animal” until the last child finally reveals the message.



B. DRAMATIC PLAY CENTER



Standards*

Children will:

- ★ participate in a variety of dramatic play activities that become more extended and complex.♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.♦
- ★ understand how culture and experience influence people's perceptions of places and regions.^

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

ACTIVITIES

Have materials in the Dramatic Play Center that encourage children to explore the different roles and actions in the story. Some possible props could be jungle animal masks, mirrors, and puppets (instructions for making simple puppets are in the back of this guide).

ASSESSMENT

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

II. Center Activities



C. ART CENTER



Standards*

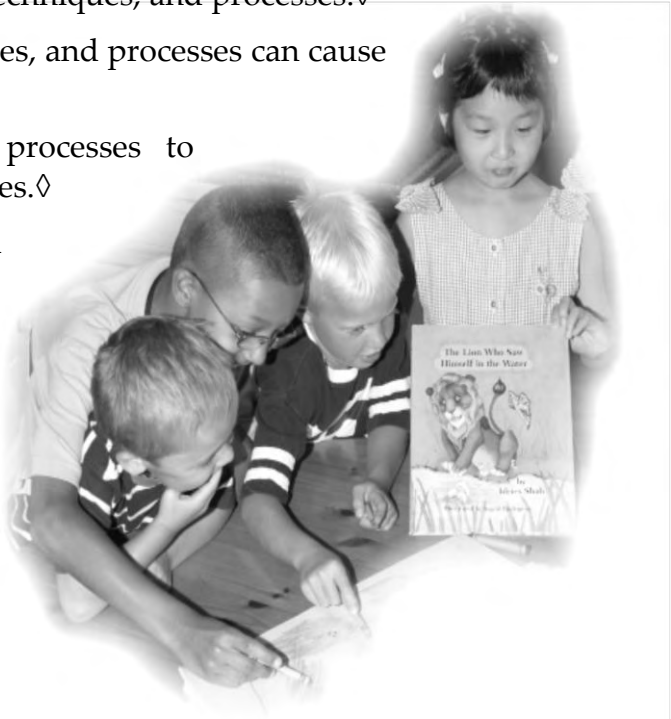
Children will:

- ★ gain ability in using different art media and materials in a variety of ways for creative expression and representation.♦
- ★ know the differences between materials, techniques, and processes.◇
- ★ describe how different materials, techniques, and processes can cause different responses.◇
- ★ use different media, techniques, and processes to communicate ideas, experiences, and stories.◇
- ★ use art materials and tools in a safe and responsible manner.◇

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

ACTIVITIES

1. Have a standing mirror at the art table and encourage children to make angry, scared, silly or other faces in the mirror and draw what they see.
2. Have children draw, paint, sculpt, or collage the scariest thing they ever saw. Make a class book of these drawings. Place it on the bookshelf for the children to read.
3. Have children draw, paint, sculpt, or collage their favorite animal in the story. Make a class book of these drawings. Place it on the bookshelf for the children to read.
4. Have children draw, paint, sculpt, or collage favorite scenes in the story. Display the artwork in your room. Make a class book of these drawings. Place it on the bookshelf for the children to read.



ASSESSMENT

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



D. WRITING CENTER



Standards*

Children will:

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

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

ACTIVITIES

1. **Vocabulary** – Create word cards with key words from the story such as “Share,” “reflection,” “animals,” “frightened” or other words as suggested by the children so that they may use them in creating their own pictures, stories and books.
2. Have children draw what they think happens after the end of the story.

ASSESSMENT

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





E. BLOCK CENTER



Standards*

Children will:

- ★ begin to describe and discuss predictions, explanations, and generalizations based on past experiences.♦
- ★ show growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. ♦

ACTIVITIES & ASSESSMENT

1. Provide plastic animals in the block area. Provide many traditional jungle animals as well as farm animals and pets. Encourage children to find the animals that were and were not in the story.
2. **Make a pool of water:** Using blue construction paper or aluminum foil, place the “pool” in the block area. Watch to see if and how children incorporate the pool into their construction play.



F. MATH/SCIENCE



Standards*

Children will:

- ★ begin to make use of one-to-one correspondence in counting objects and matching groups of objects.♦
- ★ begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.♦
- ★ develop understanding of scientific inquiry and of the properties of objects and materials.^
- ★ sort and classify objects according to their attributes and organize data about the objects; represent data using concrete objects, pictures, and graphs.♦♦
- ★ develop and evaluate inferences and predictions that are based on data.♦♦

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

ACTIVITIES

1. **A Reflection Hunt.** Introduce the word “reflection” and discuss its meaning, then have children search for reflective items in the classroom (silver spoons, aluminum foil, shiny pots, a tub of water, mirrors, windows, etc.). Ask them if they can see a better reflection from the inside or outside of a window; a sunny day or cloudy day; with the lights on or off. Ask them if a reflection is better in a light- or a dark-colored tub of water.
2. The jungle animals thought Share the Lion was angry and they were frightened. Talk about those emotions and make a graph of things that children name that make them angry or that frighten them. Place the words or images of those things at the top of columns on a piece of chart paper. Then have children vote for the most frightening thing by having them place a sticker (star or dot) below the word or image. Count the marks in each column and find out what frightens (or angers) the children most.

ASSESSMENT

Note whether children find reflections and what they say about them when they find them. Do they make predictions about where they might find a reflection and then follow through on testing their predictions? Do the children sustain interest in this scientific inquiry? Do they discover something new about reflections? Do they propose explanations (i.e., “I can see my reflection because it’s shiny... because it’s glass... because it’s flat”).



6. OUTDOORS



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



Standards*

Children will:

- ★ understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.%%
- ★ grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.♦
- ★ show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.♦
- ★ show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.♦

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

ACTIVITIES

1. Place a water table outside and encourage children to act out the scene from the book where the animals are at the pool of water.
2. Let them look for reflections in the water. Have different color tubs of water and encourage the children to notice which ones show clearer reflections than the others.
3. Encourage children to move like different animals.

ASSESSMENT

- Observe and note as children play with materials, make their own observations, predictions and conclusions. How does their play change and grow over time?
- Note increasing levels of proficiency in gross motor skills such as running, jumping, climbing, hopping, etc.



H. FOLLOW-UP



There will be opportunities to recall and use the story with your children. For example, when you see one of your children afraid of something or somebody, or when one of your children helps another child make a new friend or overcome a fear by telling him/her it's okay, remind your children of the lion and what happened. You might say:

When I heard you right now, it reminded me of the story we read called The Lion Who Saw Himself in the Water. Can you guess why I thought that?

When irrational fears arise in children's minds, discuss those fears with them, comparing them to the lion's fear of his reflection and the animals' fear of the lion's roar. You might say something like:

Do you remember the story of The Lion Who Saw Himself in the Water when the lion was afraid to drink water from the pool because he thought he was seeing another lion in the water? Was it another lion that made him so scared? 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 children remember the story. You and your children 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.

III. HOME/SCHOOL CONNECTION

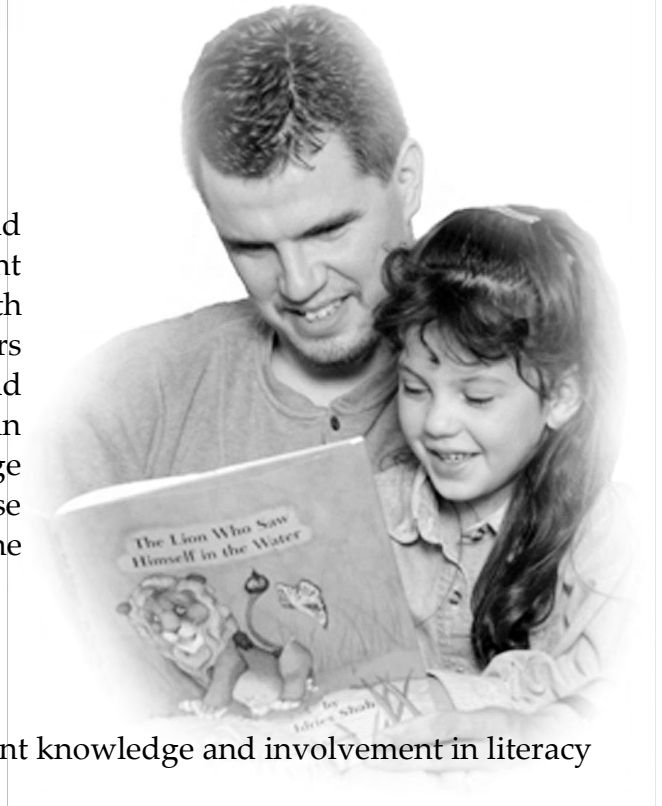
Parents are a child's first teachers

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



Standards*

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



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



ACTIVITIES & ASSESSMENT



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

1. Show "The Magic of Reading" DVD and discuss its contents with the parents. Find out what was new for them, what they liked, what they would like clarified.
2. Give out *The Lion Who Saw Himself in the Water* books or home literacy kits, and talk about the importance of doing reading activities at home with their children and the importance of returning any questionnaires on the material to you.
3. Display children's artwork and writing at this event.
4. If the children attend this event, you might want to have them sing a song such as the "Share the Lion" song.

III. Home/School Connection

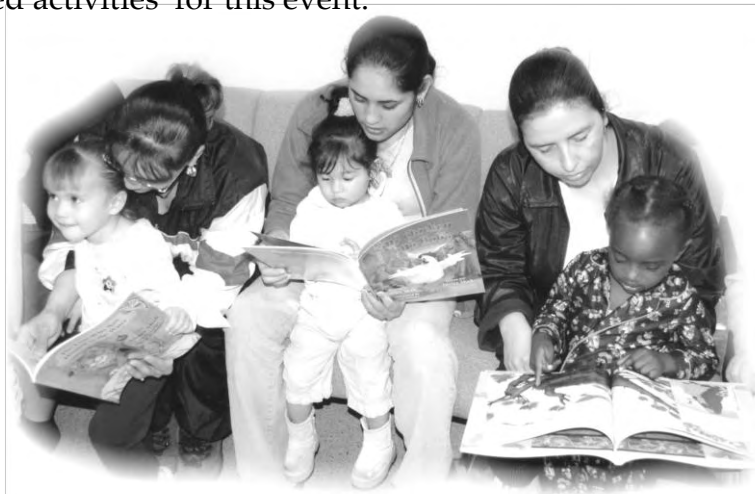
B. Parent/Child Reading and Art Activity: Have children and parents read the book together and draw a picture of something that used to scare them but doesn't anymore. Ask them to return the pictures for discussion and display.

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

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

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

2. Give out *The Lion Who Saw Himself in the Water* books or the home literacy kits, and have the parents read the story with their children.



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

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

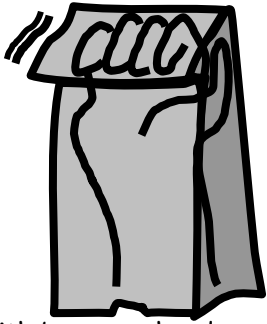
5. Have the children sing a song such as the "Share the Lion" song.



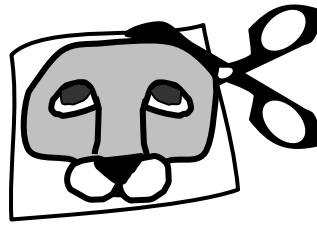
The worksheets in the following section can be used with many activities in this guide.

Hoopoe Books Teaching-Stories™

The Lion & Butterfly Paper Bag Puppets



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



1. With a piece of cardstock about the same size as the flap of the bag, draw the top part of the lion's face. Cut out two small snout circles from white paper. Glue the snout circles onto the face and glue on a nose made from black construction paper.

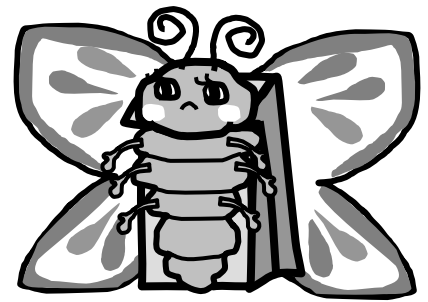
Draw on eyes, or cut them from colored paper and glue on. Draw the nose lines from the tip of the eyes to the tip of the nose. Allow the lion's face to dry completely before cutting out. If wanted, draw on whiskers or glue on pieces of pipe cleaners or short pieces of yarn for whiskers.

2. For the MANE: With light brown or golden cardstock or heavy construction paper about 1.5 times larger than the flap of the bag, cut out the upper mane. Glue the upper mane on the flap of bag (it should extend over the top and sides of the flap, but be lined up with the bottom of the flap). Using a piece of the same paper as wide as the bag, but half as long, cut out the lower mane. Glue the lower mane underneath the flap. Cut out a lower jaw from white paper and glue a small red tongue on the jaw. Glue the jaw/tongue on top of the lower mane at the fold of the bag.

3. Glue the lion's face on top of the upper mane which you glued to the bag flap. Cut out and glue on the ears. Cut other shapes for the paws, tail, and tail tuft from construction paper, other brown bags, or light-weight cardboard. Glue or tape paws to the inside of the bag at the lower opening. Glue or staple the tail to back side of bag. (Make sure you do not glue the bag shut.) You can use the bag's natural brown color for the body and add color highlights with crayons, paint or markers to paws, tail, belly, and so on. For the tip of lion's tail, glue on a darker brown piece of paper or glue on cotton.

Puppet Theater Ideas

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



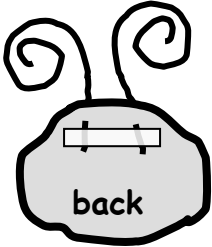
To make this beautiful butterfly, see next page...

The Butterfly Paper Bag Puppet



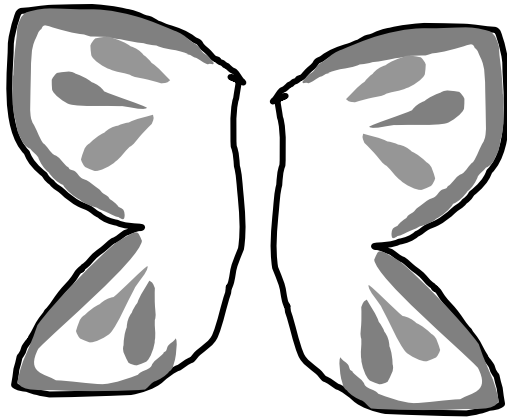
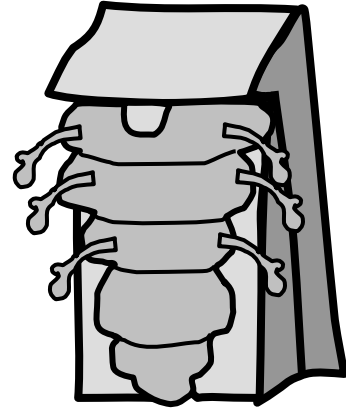
1. Draw and cut out the butterfly's face from gray construction or cardstock following the same method as for the lion. Cut out and glue on eye pieces, or draw the eyes on. Don't forget the extra-long eyelashes, which can be drawn or cut from black paper and glued on. Draw nose, and glue on cheek pieces or color them with paint or crayons.

Take 2 pipe cleaners (any color) and bend them to look like antennae and tape or glue onto top of face. **Option:** Punch 2 holes over eyes, insert end of pipe cleaners, and secure by taping the ends to backside of face piece. Allow the face to dry while you prepare other parts of the puppet.



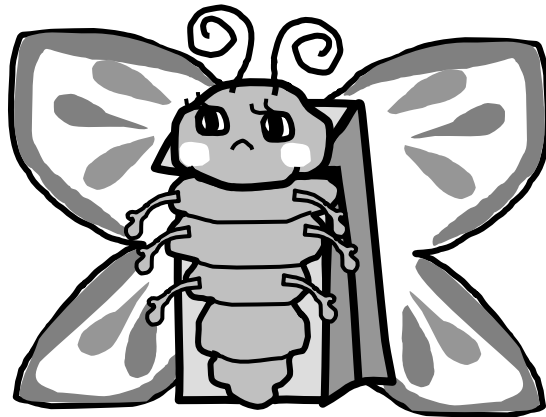
2. Cut a piece of gray construction paper or cardstock about the same width and length of the bag. Draw the body with dark lines to show each segment. Cut the body out. Now draw and cut out 6 legs and glue to the body segments.

Option: Cut out six lengths of pipe cleaners for the legs, and attach to body (see Option in Step 1 for attachment). After drying, glue or staple the body with legs onto the front side and under the flap of bag (making sure you do not glue or staple the bag closed or the flap down). Cut out and glue on a red tongue under the flap at the fold.



3. **For the wings**, you'll need 2 brightly colored sheets of cardstock or heavy white paper that you can paint. The sheets should be 1.5 times larger than the length and width of the bag. Draw the shape of wings on one of the sheets, paper clip the sheets together and cut out the wings two at a time. Flip one of the wings over so that you have a left and a right wing. Use colored construction paper, paint, markers, glitter and other decorations for the wings. When the wings are dry, glue or staple them onto the back of the paper bag, being careful not to glue or staple the bag closed.

4. Glue the butterfly's face onto the flap of the bag. Allow each of these 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.



Finger-Puppets

The Lion Who Saw Himself in the Water

Go to www.hoopoekids.com to download detailed instructions on creating these wonderful props for little fingers. This is a great way to get parents involved and it's **FUN!**



How To Make Felt-Board Characters

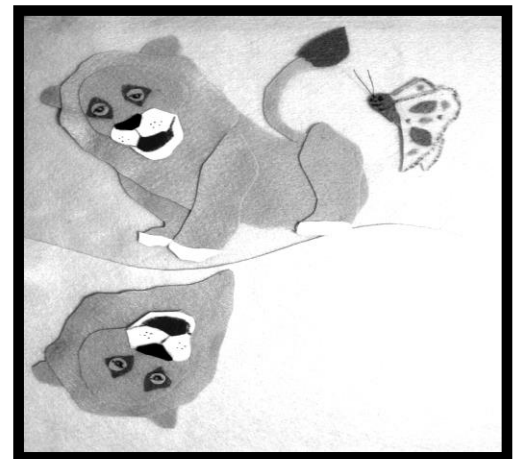
The Lion Who Saw Himself in the Water

SUPPLIES:

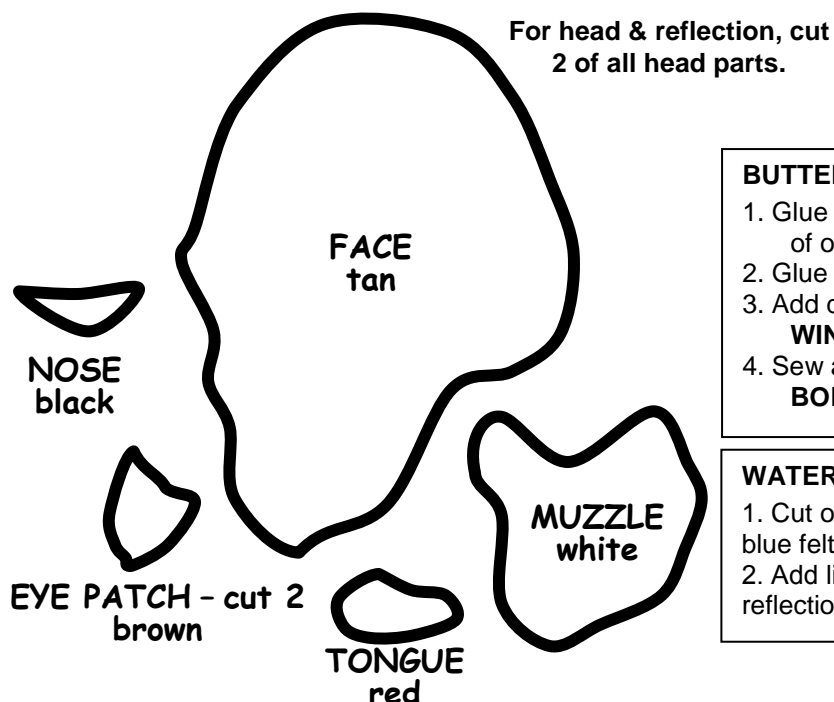
1. Felt: black, brown, light-blue, light-orange, purple, red, tan, yellow and white
2. Glue: Good all-purpose or craft fabric glue
3. Markers, fine-point: black and other colors you want
4. Scissors

LION:

1. Cut out **BODY** and glue on **MANE**
2. Glue on **FACE**, **FRONT LEG** and **BACK LEG**
3. Glue on **MUZZLE** and **TOES**
4. Glue **TUFT** to tip of tail
5. Glue on each **EYE PATCH**, **TONGUE** and **NOSE**
6. Glue on each **EYE**
7. Draw the eyelid and pupil on each **EYE**
8. Draw the smile and whisker dots



Copy the pattern pieces to use for making this scene. For a color version of these instructions and more help on making a felt board, go to www.hoopoekids.com.

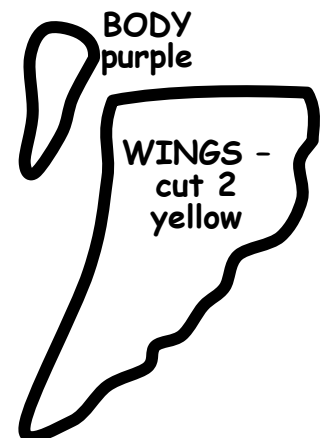


BUTTERFLY:

1. Glue one **WING** on top of other
2. Glue on **BODY**
3. Add decorations to each **WING**
4. Sew antennae on **BODY**

WATER:

1. Cut out water from light-blue felt
2. Add lion's head as reflection





MANE
light-orange

BODY
tan

Cut here for reflection.

ANOTHER OPTION:

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

TOES (front right paw)

TOES (front left paw)

TOES (back paw)

BACK LEG
tan

FRONT LEG
tan

TUFT
brown

Have fun!

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

The cards below can be used for ordering according to size.



lion



lion



lion



lion

These cards can be used for many activities. You may want to duplicate & laminate for "Matching Game" cards
(you will need 2 of each animal)



lion



monkey



butterfly



elephant



frog



squirrel



tiger



mouse



bear



gazelle



camel



leopard



The Lion Who Saw Himself in the Water

TEACHER'S ACTIVITY GUIDE Grades PreK - 1

ACTIVITIES FOR: CIRCLE TIME READ-ALOUDS

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

ACTIVITY CENTERS

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

BUILDING HOME/SCHOOL COMMUNICATION

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

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

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