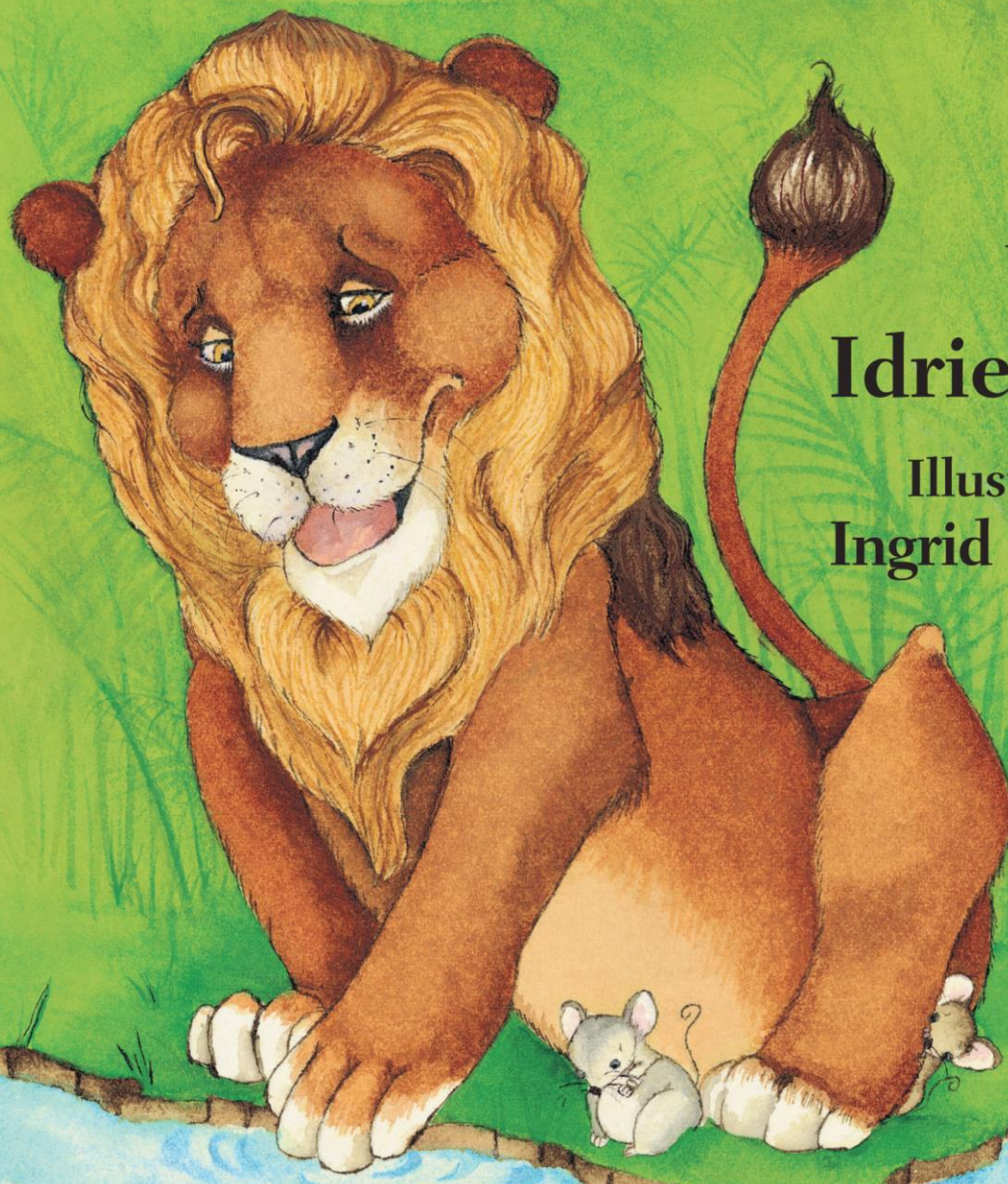


The Lion Who Saw Himself in the Water



by
Idries Shah

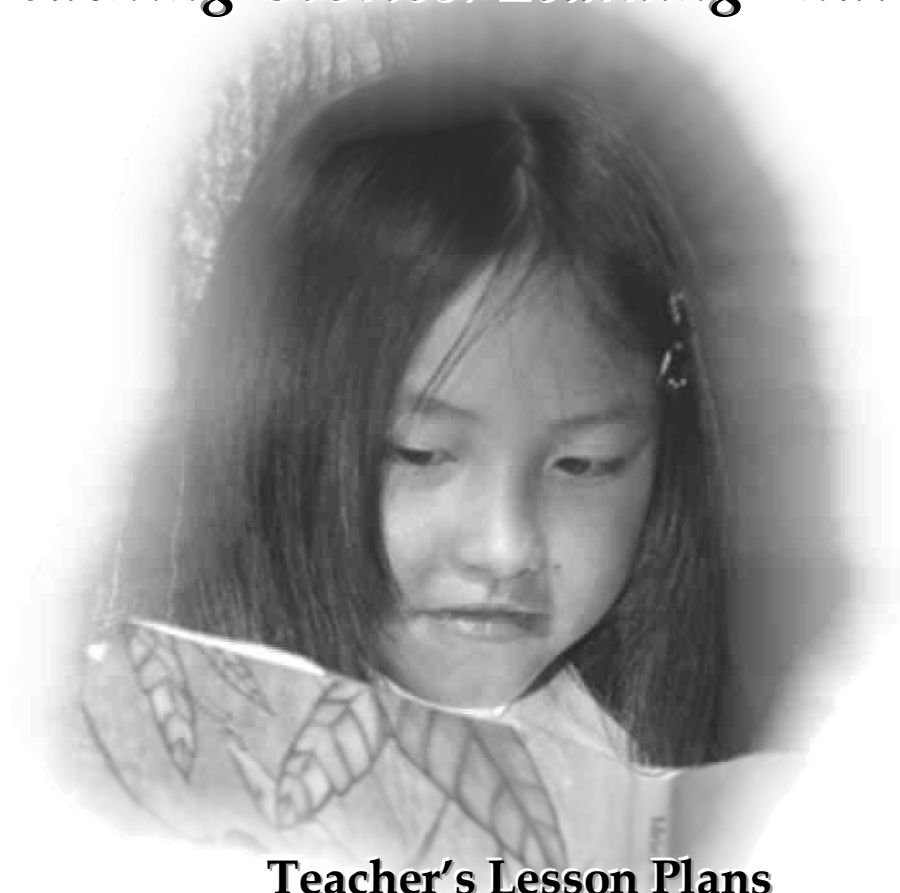
Illustrated by
Ingrid Rodriguez



**HOOPOE EARLY LITERACY CURRICULUM
TEACHER'S LESSON PLANS**

Teaching-Stories[™]: Learning that Lasts
Grades 3 - 5

Hoopoe Literacy Curriculum
Teaching-Stories: Learning That Lasts



Teacher's Lesson Plans
For Grades 3-5

**The Lion Who Saw Himself
in the Water**

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 Lasts* from our website
www.hoopoebooks.com



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

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

The worksheets in this guide can be used for many of the activities. Worksheets include: Book-Making Instructions; Paper Bag Puppets Instructions; Felt-Board Characters and Finger-Puppet Instructions; Prepared Drama Script. See **www.hoopoekids.com** for color versions of puppet instructions and more.

OTHER HOOPOE BOOKS

The Clever Boy and the Terrible, Dangerous Animal

The Farmer's Wife

Fatima The Spinner and the Tent

The Lion Who Saw Himself in the Water

The Magic Horse

The Man and the Fox

The Man with Bad Manners

Neem the Half-Boy

The Old Woman and the Eagle

The Silly Chicken

Other Teacher's Activity Guides

Activity Guides for PreK-1

The Clever Boy and the Terrible, Dangerous Animal

The Farmer's Wife

The Lion Who Saw Himself in the Water

The Old Woman and the Eagle

The Man with Bad Manners

The Man and the Fox

The Silly Chicken

Lesson Plans for Grades K – 2

The Clever Boy and the Terrible, Dangerous Animal

The Lion Who Saw Himself in the Water

The Man and the Fox

The Man with Bad Manners

The Old Woman and the Eagle

The Silly Chicken

Lesson Plans for Grades 3 – 5

The Boy Without a Name

Fatima The Spinner and the Tent

The Magic Horse

The Old Woman and the Eagle

Neem the Half-Boy

Lesson Plans for Grades 6 – 8

The Boy Without a Name

Fatima The Spinner and the Tent

The Magic Horse

Neem the Half-Boy

Lesson Plans for Grades 9 – 12

The Boy Without a Name

Fatima The Spinner and the Tent

The Magic Horse

Neem the Half-Boy

For information about these and other educational materials, please visit

www.hoopoekids.com



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

NEA TODAY – The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

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

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

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

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

USING THE TEACHING-STORIES

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

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

HOW THIS GUIDE 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 students 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 of the skills below, but not every strategy is covered in every guide. See page 6 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

Students will develop their use of spoken, written, and visual language to communicate effectively. They will become engaged in the story activities, generating and exploring their personal responses. Students will have opportunities to think about the meanings of the stories in ways that will enrich their lives, thus "making the stories their own." They will acquire new understandings to respond more productively to the needs of society: at home and school and eventually in the workplace, as well as for personal fulfillment. Skills include:

- discussion
- Readers' Theater
- drawing
- retelling

Vocabulary

Students will develop and increase their vocabulary. Skills include:

- developing understandings of denotations and connotations of words and phrases

Introduction to Teaching-Stories

Comprehension

Students will apply a wide range of strategies to comprehend and interpret the text, drawing on their knowledge of word meanings, prior experiences, and interactions with other readers. Skills include:

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

Word Study

Students will develop their skills in the area of phonics, etymology, structural analysis, and context clues, as well as vocabulary and dictionary skills. Skills include:

- using context clues
- phonics
- structural analysis
- etymology
- parts of speech
- spelling

Thinking

Students will respond to questions and complete activities that will deepen their ability to reflect on their reading and on their own thoughts, feelings, and behaviors. Skills include:

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

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 THIS TEACHING-STORY IN THE CLASSROOM

We recommend at least three readings of the story. The lesson plans are designed for you to read the story aloud twice (although not in the same day) and for your students to read the story for the third reading. 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.

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. (A table outlining suggested Lesson Plans is below.)

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

LESSON PLANS FOR *THE LION WHO SAW HIMSELF IN THE WATER*

These lesson plans are designed for a first read-aloud, followed by a second reading and finally a third "independent reading" of the story. There are many activities throughout these plans in the "Responding to the Story" sections that you can choose from depending on the abilities of your students and the time allotted. For one or two activities, we will recommend a further telling (or reading) of the story.

FIRST HEARING OF THE STORY (Read-Aloud)	<ul style="list-style-type: none"> • Hearing the Story • Responding to the Story
SECOND HEARING OF THE STORY (Read-Aloud)	<ul style="list-style-type: none"> • Hearing the Story Read Aloud (Audio CD) • Responding to the Story
THIRD HEARING OF THE STORY	<ul style="list-style-type: none"> • Reading the Story Independently with or without the Audio CD • Responding to the Story
OTHER READINGS AND ACTIVITIES	<ul style="list-style-type: none"> • Responding to the Story • Do the Readers' Theater

RESEARCH: A Scientific Understanding of the Teaching-Story

Bloom's Taxonomy: Cognitive and Affective Domains

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

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

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

Bloom's Cognitive Domain¹

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

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

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

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

Simple Thinking Skills and Sample Behaviors:

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

Example: Student will define vocabulary from the Teaching-Story.

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

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

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

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

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

Complex Thinking Skills and Sample Behaviors:

C1. Analysis: interpret, analyze, arrange, classify, differentiate, group, compare, organize, contrast, examine, categorize, inventory, question, discover, text, inquire, diagram, experiment

Example: Students will compare and contrast character behaviors within the story.

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

Example: Student will design his/her own tessellations.

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

Example: Student will justify his/her predictions regarding "what will happen next" in each Teaching-Story.

Bloom's Affective Domain²

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

Bloom's Affective Skills and Sample Behaviors:

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

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

Example: Student listens to the Teaching-Story being read. Student listens to the opinions and interpretations of others with respect. Student remembers the names of characters in the story.

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

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

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

Introduction to Teaching-Stories

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

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

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

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

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

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

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

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

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

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

Story Synopsis



The Lion Who Saw 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 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 realizes 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 with more information and experience. Students 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.

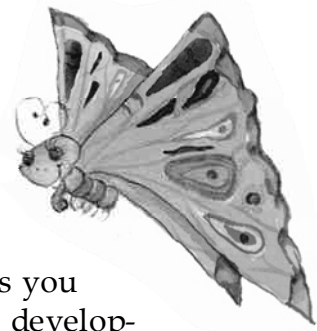
"Educating the whole child is not a new idea. It is rooted in the writings and teachings of many ancient cultures. Yet, achieving the kind of balance that encourages all children to learn, work and contribute to their fullest potential has been a continuing challenge as our world has grown more complex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

I. 1st HEARING OF THE STORY

A. Making Predictions



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

This story, with its unexpected twists, invites speculation at turning points, an activity that improves students' thinking and comprehension of the story.

SKILLS AND STRATEGIES

Personal Response

- discussion

Vocabulary

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

Thinking

- *making predictions*

Bloom's Taxonomy of Cognitive and Affective Domains

- See page 6 for suggestions on how to use this, and other activities in this guide, to improve cognitive and affective skills as outlined by Bloom's Taxonomy

When read straight through without interaction with your students, this story takes 8-10 minutes of reading time. The activities in this session will take 40-50 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Practice reading the story aloud a few times before you read it to your students so that you will know the story and will read smoothly. Read with expression! By reading well, you demonstrate to students how to read the story effectively when they are ready to read it on their own. **You may decide to use different voices for different characters. Students love it when you do this!**
- Before you read the story to your students, 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

I. 1st Hearing of the Story/Making Predictions

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. We have suggested places to stop and invite predictions in the “during reading” section. You may wish to use these or choose your own places to stop.

- 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 review the details yourself beforehand in order to be prepared for their questions. For steps **2c** and **3f**, prepare a large piece of chart paper to write down their observations. You may want to make a list of the animals and their descriptions (see list below) and post it in the classroom.

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

1. Before Reading

a. Making predictions helps to activate students’ 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. Hold up the book so that the students can see the cover. If students are at their tables or desks, 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 Lion Who Saw Himself in the Water. The illustrator of this book is Ingrid Rodriguez. (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 students started in making predictions when they hear the story for the first time, read the title, show them the jacket illustrations and say:

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

I. 1st Hearing of the Story/Making Predictions

What do think the butterfly has to do with the story?

Let's read the story and find out more about the lion and what happens to him.

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, 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 us 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.

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? (A prediction is a statement of what you think will happen in the future, based on what you already know. Good readers are always making predictions in their heads as they read or listen to a story.)

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. Here are some suggestions for places to stop and invite predictions:

So he shouted, "Grr-grrr?" which, in lion-talk, means "Why are you running away?"

How do you think the animals are going to respond to this? Why do you think so?

Deep in the jungle there was a pool of water, and it was smooth and clear and shining just like a mirror.

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



I. 1st Hearing of the Story/Making Predictions

"Oh, dear me!" he said to himself. "That's another lion, and he wants to stop me drinking his water."

Now what do you think Share the Lion is going to do? Why do you think so?

And then a beautiful butterfly flew very close to the Lion's ear and said in her tiny little voice, "Don't be silly, Share the Lion. There's nobody in the water!"

What do you think Share the Lion will do next? Why do you think so?

And he put his head into the water, and when he did, he felt the lovely cool water in his mouth and began to drink.

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

c. Class Word List: As you read make sure that students understand the words in the story. If you come upon a word that you are not certain they know, stop and ask for someone to give a meaning for the word. Encourage students to use the context of the story to determine the meaning. After this reading, you may want to start a running class list of the words that students are learning (see next activity). (If students do not know the meaning of a word, explain it briefly and then continue reading.)

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. Organize the students into groups of 4-5. Tell each group that they are to go back through the book, looking carefully at the illustrations and naming the objects they see pictured. There are many interesting elements pictured in the book. Give students a chance to look carefully at the illustrations (examining the details) and to learn the names of the various things and animals pictured, some of which may be unfamiliar to them. Below is a list of the animals found in the illustrations. Have students identify the animals in the book and match them with the animals listed below. You may want to say:

I. 1st Hearing of the Story/Making Predictions

The illustrator researched and depicted animals that were in Central Asia and the Middle East 800 years ago, when this story was first told. This tale was first told by a poet named Jalaluddin Rumi in the 13th Century and the year 2007 is Rumi's 800th birthday! There are no lions in Afghanistan today. Here is a list of some of the animals in the book. Let's see if we can identify some of these in the book.

The Animals (living in Central Asia and the Middle East over 700 years ago):

Chinkara: a graceful gazelle with beautifully ridged horns and patterns of different colors on its face (*pg. 5*)

Turkomen Markhor: an exotic goat, with very magnificent spiraling horns (*pg. 11*)

Black Buck: a type of antelope also with long, spiraling horns (*pg. 6*)

One-horned Rhinoceros: "rhino" means "nose" and "ceros" means "horn" and there are 2 types with one horn (Javan and Indian) (*pg. 6*)

Caspian Tiger: a very rare (some say extinct) tiger with distinctive markings (*pg. 6*)

Snow Leopard: an endangered leopard with light-colored fur and brownish spots (*pg. 4*)

Langur: a very slender monkey, with a long tail and exaggerated eyebrows (*pg. 6*)

Rhesus Monkey: also called "Rhesus Macaque" (*pg. 4*)

Fox (known as "Blanford's Fox"): has exceptionally large ears and bushy tail and fur colored brown and white with a long grey stripe (*pg. 15*)

Asiatic Black Bear: an endangered bear black or dark brown in color, with a light-colored spot on the chest

Asian Elephant: has smaller ears than the African elephant, and only the males have elongated tusks

Butterfly: there are thousands of species of butterflies from this region, all colors and designs

e. Give a book to each group. Allow the students a chance to look carefully at the illustrations.

f. Have each group take turns sharing their observations with the class. You may want to write their observations on a large piece of chart paper so that you can add to it each day you read the story.

g. You may wish to continue on with the next activity, leaving a book with each student, or you may wish to collect the books telling the students that they will be able to take these books and the audio CD (if available) home and share them with their families after you and they have used them for a variety of activities.

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 revises the prediction accordingly.

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

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

Robert Ornstein, Ph.D., neuropsychiatrist, educator and author.

"...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."

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

B. Developing Reading and Speaking Vocabulary

Students tend to use the same words over and over again in speech and in writing. An ABC Word List is a terrific way to encourage students to build vocabulary and avoid using the same words repeatedly. Students will be able to have access to many more words if they organize their words in alphabetical lists. Class word lists can be developed on chart paper and left up in the room for students to use during writing and/or speaking. During peer editing, students can refer to the lists to find suggestions for substitute words. Students can also keep their own ABC Word Lists in three-hole notebooks and add to them whenever they have free time.

After a while, they begin to “own” all of these words. Using the ABC format gives students a challenge and is a great way for them to organize their words. This word list will be used for students to write words from the story as they are reading it. There are many other ways to organize words for their ABC Word Lists.

SKILLS AND STRATEGIES

Vocabulary

- developing an understanding of words and phrases

Word Study

- *learning and using words in writing*

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

TO PREPARE FOR THE LESSON

- Tape a piece of chart paper up on the board and write the letters of the alphabet in two vertical lines, leaving enough space between letters to write words (see example below). Place the paper low enough for students to write on. Alternately, write the letters of the alphabet in two vertical lines on the board at a height for students’ reach.
- Have available three-hole lined notebook paper, a binder* or a composition book for each student in the class to use for an individual notebook.
- If students have already made an ABC Word List for another book, have them add pages for *The Lion Who Saw Himself in the Water* in their binders.

*If a binder is not available, the student can place their papers inside an 11” x 17” folded piece of construction paper and fasten with clips or brass fasteners.

1. Have the students write the alphabet on an 8 ½" x 11" sheet of lined paper, skipping one line between each letter. Have them put the letters A – M on one side of the paper, and the letters N – Z on the other (see example on the next page).
2. Have the students look through the book to find words they want to use and remember and write them in their ABC Word List opposite the letter of the alphabet in which they belong.
3. After 10 minutes, form the students into pairs (or into groups) and have each student take turns sharing a word with their partner and discussing why they added the word to their ABC list. (Students must know what a word means before adding it to their lists.)
4. After a few minutes of discussion, have students take turns writing one of their words onto the class list beside the appropriate letter. Go around the room until everyone who wants to has contributed one or more words. Students can add all of these words to their own lists as well.
5. **Making Other Word Lists:** Some students may want to find and list other kinds of words. Students could look for and write down words from *The Lion Who Saw Himself in the Water* which are the same but have two different meanings, for example "drink" meaning "to drink" (i.e., verb) and "a drink" meaning something that is drunk (i.e., a noun). Or they may want to list descriptive words, such as "tiny," "beautiful butterfly" or "lovely cool water" (i.e., adjectives or adjectives and nouns).
6. Tell them they are welcome to add as many words to their list as they want for *The Lion Who Saw Himself in the Water*, and that they will have more opportunities to do so on other days. Tell them that they can make other word lists for any books they have read.
7. Keep the Class ABC Word List on display in the classroom and add to it throughout all activities using this book.

ASSESSMENT: Word Study

Levels of mastery 1- 4

Level 1: Student is unable to recognize words that have been read or discussed or to place them in an alphabetical list.

Level 2: Student is able to find and place some words in an alphabetical list.

Level 3: Student is able to find and place many words correctly in an alphabetical list but cannot think of other kinds of words to list on his/her own.

Level 4: Student is able to find and place many words in an alphabetical list and identifies other types of words to list and places them correctly into an alphabetical list.

II. Responding to the Story/Creating a Book

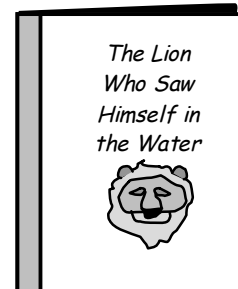
Example of A B C Word List for some words from *The Lion Who Saw Himself...*

A animal, another	N notice
B butterfly, because	O
C clear	P place
D disappeared	Q
E everybody	R running, reflected, reflection
F frightened, friends, fierce	S shining, surface, started
G golden	T thirsty, thirstier, terribly
H happen, happily, himself	U understand
I	V
J jungle	W waited, water
K king	X
L leaned, laugh, little	Y
M mane, mirror	Z

C. Creating a Book

Students can gain an appreciation of books and understand how they can become an instrument of communication. Books are an art form unto themselves. The form that a book takes influences how we view the contents. When students make a book by hand, they learn about the art of book-making and gain an appreciation of books as an art form. They also experience how to make a book for their own use.

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



TO PREPARE FOR THE LESSON

- Have all materials available for students. (More detailed instructions are included in this guide.) You will need:
- Stiff felt, glue, paste spreaders, pencils, white drawing paper (large), white cardstock for book covers, several hole punches, construction or art paper (12"x 18" – 12 sheets per book), yarn or string, and newspaper for protecting the workspaces. Drawing and painting supplies such as markers, crayons, colored pencils, paints for decorating the book covers.

II. Responding to the Story/Drawing Parts of the Story

- Cut 3" x 18" strips of stiff felt (spines) and 2 covers from cardstock for each book to be made, at least 10"x 14". Draw a light guideline 1" from the edge of the front side of each cover. (This will mark the gluing area.)
- Read through the instructions so that you are familiar with all of the steps. You may wish to make a book ahead of time to ensure you are familiar with the activity.

1. Lay out all the materials where students can get to them easily. It may be best to make one book ahead of time to show what the end product will look like. Demonstrate the construction and assist those students who need help. You may want to make several copies of the instructions for students' referral.

2. Have the students make the covers first, then the inside pages. The process could take two sessions, so be prepared to store the incomplete parts at school until the books are made. Have students draw or decorate the covers after all assembly is completed and the books are dry.

3. Once the books are completed, they can be used for any of the creative drawing or writing activities that follow. Tell your students that they may want to use their books for other drawing and writing activities, and that if they take them home, they will need to bring them back. Or, they can hand them in for you to keep in a safe place for them until they are no longer needed for classroom activities.

II. RESPONDING TO THE STORY

A. Drawing Parts of the Story



Students can stimulate their creative imagination and refine their thinking with this enjoyable activity. This activity will encourage students to become more observant and creative, pay more attention to detail, and increase their visualization skills.

SKILLS AND STRATEGIES

Thinking

- compare and contrast

Comprehension

- *visualization*

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

II. Responding to the Story/Drawing Parts of the Story

TO PREPARE FOR THE LESSON

- Have a variety of drawing instruments such as crayons, markers, and colored pencils available for students to use.
- Have blank or graph paper available for students to use.
- If you are going to use the books created earlier, remind students who took their books home that they will need to bring those books to class if they wish to use them for this activity.
- Have a CD of the story set up to play, or the class copy of the book for you to read.
- You may wish to read through these directions so that you are familiar with the steps to follow.

By listening to and imagining a story, we make it more our own than when we listen to and see a story. An excellent way for students to remember the story is to have them listen to and visualize it. They can then draw the story from their imagination. You might say something like:

For thousands of years this story was told by campfire and candlelight to people of all ages. They had no illustrations, no TVs, no pictures at all. So people made pictures up in their heads – they imagined what the scenes in the story looked like, just like the illustrators did for the pictures in this book.

I would like you to do the same thing. I am going to read/play the story again, and I would like you to draw any part of the story you wish: a part you liked best, or a part that was most important to you. Your picture does not have to look like the illustrations in the book. It can be entirely your own creation. You can start drawing at any time.

Here are some steps for this activity:

1. Hand out paper, drawing and/or painting tools such as pencils, crayons, markers and watercolors and let students draw or paint their pictures. Students might also choose to work in the books they created.
2. Play the CD of *The Lion Who Saw Himself in the Water*, or reread the story aloud to them. Have a copy (or copies) of the book for students' referral.
3. When students have finished their drawings or paintings, you might do one or more of these activities:

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

II. Responding to the Story/Drawing Parts of the Story

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 the pictures in story sequence and bind together with fasteners or clips, and 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 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: Visualization Skills

Levels of mastery 1- 4

Level 1: Student is unable to interpolate and draw what he/she thinks is important or interesting to him/her.

Level 2: Student is able to make a modest drawing of a part of the book, but is unable to tell why it is interesting or important to him/her.

Level 3: Student is able to think of important or interesting parts and draw them.

Level 4: Student is able to think of many interesting parts, relate importance to them, and create unique drawings.

B. Using Words & Phrases – Playing Charades

Once students have heard and discussed the story, and you have made a vocabulary list of words that they did not know before, they will probably be ready to learn how to use these words in speech and writing.

SKILLS AND STRATEGIES

Vocabulary

- *developing an understanding of words and phrases*

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

TO PREPARE FOR THE LESSON

- Look over the lesson plan so that you are familiar with the steps to follow, including how to play Charades.
- Prepare short phrases or sentences on note cards (or pieces of paper) using words from the class vocabulary list and phrases or sentences from *The Lion Who Saw Himself in the Water* book. Underline the key vocabulary word on each card, and place the cards in the appropriate basket or bowl that has been labeled “beginning,” “middle” or “end.” Allow the student player to choose which basket to draw from. If you have students who have difficulty reading, you may wish to add pictures to the note cards to clarify meanings.

1. Tell students that they will be learning to recognize words in context using words from the story you have been reading with them. Tell them that they will be playing a game of Charades and that everyone will have a chance to play the game.

2. Review the phrases/sentences that will be featured in the game with the students. (Use short items, such as “He was king of all the animals in the jungle,” or “I won’t take any notice of them.” so students can remember them better.) Tell the students you have written the items on note cards and are mixing them up in a basket. (Explain to them about the three baskets if you choose to do it that way.) They are going to draw a card out of a basket randomly and act out what’s on it so that their team can guess what it is. They may not use audible words when they do the acting out, they must be silent. If their team can guess the underlined word (for instance, as above, “jungle”), they get 1 point; and if they can guess the entire phrase or sentence, they get 2 points.

3. Since some students may be unfamiliar with the game of Charades, show the students how to play the shortened version of the game below by drawing one of the cards out of

II. Responding to the Story/Vocabulary (Charades)

the basket yourself and acting it out for the entire class. Have the students guess what the word or phrase is.

4. When you are certain that students know how to play the game, divide the class into Team A and Team B preferably of equal size. Have both teams sit next to each other (or opposite each other) on the floor in the front of the room, if possible. The player will be standing when “acting” out the words.

5. Select a timekeeper and a scorekeeper for each team. The timekeeper for Team A keeps time whenever Team B is playing, and vice versa. The team scorekeeper keeps his/her team’s scores by writing down their team’s points on a scorecard. You can have different students do this during the game if more than one wants to be the timekeeper or scorekeeper.

Charades

Place the basket(s) of cards on a table near the teams so that when one is drawn out, only the player will be able to read it. Tell the timekeeper to allow 2 minutes for each player, but to give the player at least 15 seconds to plan what he/she is going to do. Each round of the game proceeds as follows:

- A player from Team A draws a card from the basket. After the player has had a short time to think and plan, the timekeeper for Team B tells the player to start. Team A then has two minutes to guess the word or phrase. If they figure out the underlined word in time, they get 1 point and if they figure out the entire phrase, they get 2 points, and Team A’s scorekeeper notes this on their scorecard. If they do not guess either in two minutes, they get no points and the player reads the card so they all hear what it was.
- A player from Team B draws a card from the basket, and play proceeds as above, with Team A’s timekeeper telling Team B’s player when to start.
- Normally the game continues until every player has had a chance to “act out” a phrase.
- The score for each team is the total points earned. The team with the highest score wins the game.

Gestures: To act out an item, one usually starts by indicating how many words are in the item by holding up fingers for the number of words. If you are using three sets of phrase cards for the beginning, middle, or end of the story, have them indicate which basket they choose from by pointing to it. From then on, the usual procedure is to act out the



III. 2nd Hearing of the Story/Making Inferences

words one at a time (although not necessarily in the order that they appear in the phrase). In some cases, they may wish to act out the underlined word first, then the rest of the phrase.

Keep the basket of word phrases handy for student pairs or groups to play on their own, if there is time and space. Periodically add new words and phrases to it.

Additional Activity: Picture-ades

Students may want to play a different form of Charades where they draw a picture or scene that incorporates the words or phrases, and their team must guess what it is. Make sure the rules of this game indicate only pictures can be drawn and no words are allowed in the drawings. This activity can be played with as few as 2 players.

ASSESSMENT: Vocabulary

Levels of mastery 1- 4

Level 1: Student is unable to recognize words that have been taught , cannot use them in phrases, and is unable to express their meanings.

Level 2: Student is able to understand words being taught, can use some in phrases, and is able to express their meanings with some assistance from the teacher.

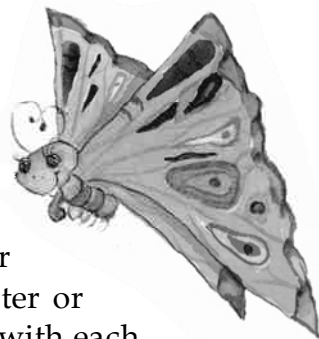
Level 3: Student is able to understand words being taught, can use some in phrases, and uses appropriate gestures to express their meanings.

Level 4: Student is able to understand words being taught, can use them in phrases, and uses exceptionally inventive gestures to express their meanings.

III. 2nd HEARING OF THE STORY - MAKING INFERENCES

A. Developing Comprehension

Students love to hear Teaching-Stories again and again. With each reading, students learn what they can in accordance with their understanding. At first, a student 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.



III. 2nd Hearing of the Story/Making Inferences

Listening to and discussing the story also enables students to hear the difference between spoken language and the language of books. Reading and discussing the story will help them to internalize it and deepen their understanding of the characters and events. Students can reflect on the story and use it to help them understand new situations and experiences. Students will gain competency in their comprehension by making inferences when discussing the story.

When we visualize and draw or paint, we are able to internalize the story in yet another form.

SKILLS AND STRATEGIES

Personal Response

- discussion
- drawing & retelling

Vocabulary

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

Comprehension

- determining important ideas
- ***making inferences***
- synthesizing

Thinking

- reflecting

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. Practice different voices for the different characters. This helps the story to come alive for the students.
- Read through the lesson and look at the factual and comprehension questions. Decide which ones, from each category, you wish to ask.
- You will need a variety of drawing and/or painting materials and paper for the students to use for the drawing and retelling activities.

1. Before Reading

You will read the story aloud again to the students and then engage them in discussion. You might start the discussion by asking some of the questions below.

Tell students that you are reading the story again to deepen their understanding and because it will be important for the tale to be fresh in their minds for the discussion that they will have after the reading.

Read the story with lots of expression.

III. 2nd Hearing of the Story/Making Inferences

2. During Reading

As you read check their recall of the story by stopping at turning points and asking:

Do you remember what happens next in the story?

3. After Reading

- When you have finished reading the story, engage the students in a discussion. You may want to pair the students with a partner for discussion.
- 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) 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.
- 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 to share their thinking with the rest of the class.
- Do not insist on a response from any student who does not wish to answer; this should be a safe time for them to think about the story without fear of being "put on the spot." However, invite all of the students to speak up, and be sure to encourage those who do not usually raise their hands, in case they are ready to participate.
- Students may refer to their books to answer the questions.



Factual Questions:

Use these kinds of questions as a "warm-up" for the discussion to ensure that the students understand the facts of the story and the vocabulary. Not all questions need to be asked:

- ❖ *What did the animals do when they hear Share the Lion say "Grrrrr"?*
- ❖ *What do the other animals do when they see their animal friends running away?*
- ❖ *What is Share the Lion afraid of at the beginning of the story?*
- ❖ *How does the water taste when he finally takes a drink?*

Questions for Higher-Level Thinking (Inferential Questions):

You can help students develop skills in identifying and understanding main ideas and relationships, and in making inferences. Here are some questions that can help students

III. 2nd Hearing of the Story/Making Inferences

develop their comprehension of the story more fully. Choose a few to encourage students to think more deeply about key events. Not all questions need to be asked.

- ❖ *Why are the animals afraid of Share the Lion? Do the animals really have anything to be afraid of?*
- ❖ *Does Share the Lion mean to scare the other animals when he says “Grrrrr”? What does he mean when he says “Grr-grrr”?*
- ❖ *Why do the animals think that Share the Lion is angry? Is Share the Lion really angry? What is he trying to say? Why don’t the other animals understand him?*
- ❖ *Why does Share the Lion think there is another lion looking back at him when he tries to drink some water?*
- ❖ *Do you think it’s easy for Share to hear the butterfly’s voice? Why do you say that?*
- ❖ *Why doesn’t Share the Lion believe her when the butterfly tells him that there is nothing in the water?*
- ❖ *Why do some of the animals laugh at Share the Lion? How do you think the other animals know that it is just Share the Lion’s reflection in the water and not a real lion?*
- ❖ *Towards the end of the story Share the Lion says, “I don’t care. I’ve got to have water. I am terribly thirsty. I don’t care about that lion in there, or how fierce he is!” Why do you think that Share the Lion doesn’t care anymore about the other lion and decides to have a drink of water?*
- ❖ *What happens to the other lion when Share the Lion finally takes a drink? How does the water taste when he finally gets a drink?*
- ❖ *Why do you think that the animals can’t understand Share the lion in the first part of the story, but are able to understand him in the second part of the story?*
- ❖ *How do the other animals relate to Share at the end of the story?*
- ❖ *What questions do you have?*

ASSESSMENT: Making Inferences

Levels of mastery 1- 4

Level 1: Student is unable to make reasonable inferences; often misinterprets key ideas and does not provide reasonable support even with teacher support.

Level 2: Student is able to make some simple inferences; may be somewhat vague or confusing or goes somewhat beyond what can be logically supported by the text. Student provides limited support; is often vague or incomplete.

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

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

III. 2nd Hearing of the Story/Story Scramble (Sequencing)

B. Story Scramble

Students will remember the events and structure of the story more readily if they have an opportunity to draw elements of the story and arrange and rearrange these elements themselves. Drawing also gives the students another vehicle for interpreting the text and expressing their personal response to the tale.

SKILLS AND STRATEGIES

Comprehension

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

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

TO PREPARE FOR THE LESSON

- Choose some of scenes from the beginning, the middle and the ending of the story (see list on the next page for some suggestions) and write them on the back of 5"x 7" (or larger) index cards, making enough cards for each student in the class.
- Organize the class into small groups, and give each group a set of cards representing scenes from the beginning, the middle and the ending of the story. Make sure each student in the group has a card, and that each group has a book for reference.
- Prepare 3 "storyboards" (large poster boards, chart paper or use the blackboard). Write the title "Beginning of the Story" on one storyboard, "Middle of the Story" and "End of the Story" on the other two boards. Have tape, pins or magnets to place cards on storyboard or blackboard. Place all three boards at the front of the class within reach of the students (see illustration below).
- Have drawing pens, crayons and/or markers for each group.

1. Tell the students they will be drawing the scenes described on the cards and then will be putting their cards in order of the story. Have each group illustrate each of their cards by drawing a scene on the front that represents what is written on the back. Have a book available for each group for reference.

2. Allow 15 minutes of drawing activity, then have each group organize their set of cards in chronological order. Tell them they may want to use the book to help.

3. Ask someone from each group to tape or pin a card on one of the three "storyboards" according to where they think it belongs.

III. 2nd Hearing of the Story/Story Scramble (Sequencing)

4. Have the student read to the class what the scene card represents (written on the back) and place the card on the storyboard.
5. Continue through the groups until all students who want to place a card on a storyboard have had a chance to do so.
6. After all the cards are on the storyboards, ask the class if any scenes could be rearranged on a storyboard or belong on a different storyboard, and allow those who feel a scene is out of order to move it. In the end, the whole story should be represented on the boards through the pictures.
7. If possible, leave the storyboards up for independent activity until the lessons using the book are finished.

Suggested Scenes

The Beginning of the Story:

Share the Lion says "Grrrrrrr."
The jungle animals run away, frightened.
Share the Lion wonders why everybody is running away.
The jungle animals think that Share the Lion is very angry.
Share the Lion looks for water.

The Middle of the Story:

Share the Lion finds a pool.
Share the Lion sees his reflection.
Share the Lion is frightened of the other Lion.
The jungle animals laugh a little at him.
The butterfly tells Share the Lion that there is nobody in the water.

The End of the Story:

Share the Lion gets even thirstier.
Share the Lion takes a drink of water.
The other lion disappears.
Share the Lion realizes that a reflection is not the same as the real thing.
Everybody lives happily ever after.

ASSESSMENT: Sequencing

Levels of mastery 1- 4

Level 1: Student is unable to demonstrate the ability to draw a scene representing the story or cannot understand sequencing.

Level 2: Student is able to represent a scene and can adequately sequence some of the story in chronological order or the student may include some inaccuracies.

Level 3: Student is able to represent a scene and sequence the story in chronological order with regular consistency.

Level 4: Student is able to detail the scene and the chronological order accurately and elaborate on essential details. Student synthesizes key elements.

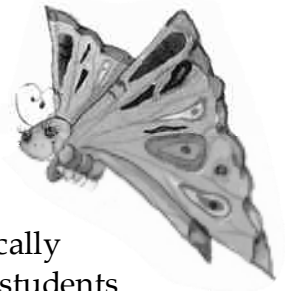
IV. Responding to the Story/Compare & Contrast

EXAMPLES OF STORYBOARDS

Beginning of the Story The Lion Who Saw Himself in the Water	Middle of the Story The Lion Who Saw Himself in the Water	End of the Story The Lion Who Saw Himself in the Water
<div>Share the Lion says "Gmrrr."</div> <div>The jungle animals run away, frightened.</div>	<div>Share the Lion finds a pool.</div> <div>Share the Lion sees his reflection.</div>	<div>Share the Lion gets even thirstier.</div> <div>Share the Lion takes a drink of water.</div>

IV. RESPONDING TO THE STORY

A. Compare & Contrast



Students can refine their thinking skills and learn to see more critically when they employ the thinking skills of compare and contrast. When students compare and contrast, they pay closer attention to the details.

Having students use compare and contrast in a visual manner also enables them to learn and express themselves 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.

IV. Responding to the Story/Compare & Contrast

TO PREPARE FOR THE LESSON

- Prepare 3 small boxes and tape on 3 signs for the comparisons which will be considered; and prepare a Venn diagram on chart paper or the board (see illustrations below).
- Have small pieces of paper or note cards for students to write on. You may want to be inventive and cut the paper into shapes of the items or characters to be compared.
- Have copies of the book available for students to consult.
- You may wish to read over the lesson to become familiar with all of the steps.

Compare & Contrast Boxes and Venn Diagrams

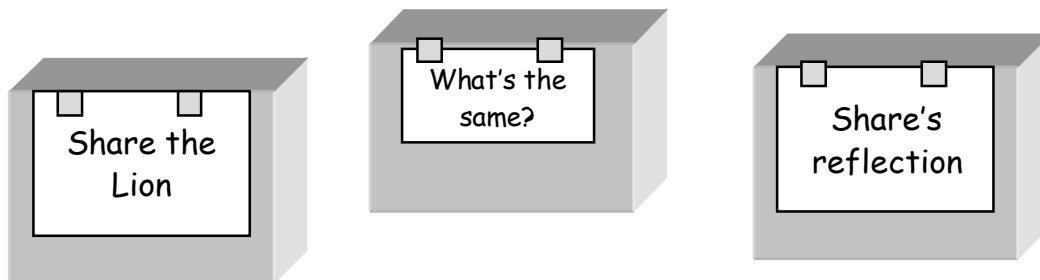
Tell students that one of the ways we can think about things is to see how they are the same and how they are different.

1. To help the students understand about comparisons, use this approach. Pick two comparisons from events or characters in the story, or have the students choose two—for instance, Share the Lion and Share's reflection. Say to the students:

Let's compare Share with his reflection in the story. We will be thinking about how they are different and how they are similar or the same.

2. Gather the students into 3 equal groups, hand out a box and several slips of paper or note cards to each group. Ask one group to write down the unique characteristics of Share the Lion. Ask the second group to write down the unique characteristics of Share's reflection, and ask the third group to write down the ways in which the two are similar. You may want to say:

Group One, you should think of things about [event or character] in the story and write these things on the note cards; Group Two, you should think of things about [the other event or character] in the story and write them on the note cards; Group Three, you should think of and write down what's the same about both [event or character] in the story.



3. Tell each group they may want to look through the book for ideas. Allow them to discuss their choices among themselves.
4. After 10-15 minutes, have each group put their cards in the appropriate boxes. Pointing to your prepared Venn diagram, say:

Here is another way to compare differences and similarities. It is called a "Venn diagram." I will now write some of your suggestions in the spot where you think they belong."

IV. Responding to the Story/Compare & Contrast

5. Allow the students within each group to take turns reading the cards from their boxes aloud. After each reading, you may want to ask whether the class agrees that the item corresponds with the group's box, or whether they think it should go in another box. Once the placement of the item is determined, you write their suggestions in the appropriate spot on your prepared Venn diagram. Continue this activity until all students who want to have a chance to read.

6. Students should be encouraged to compare and contrast often using the Compare & Contrast Boxes or the Venn diagram. If you have enough time, repeat this activity and have the students compare other characters or events, such as:

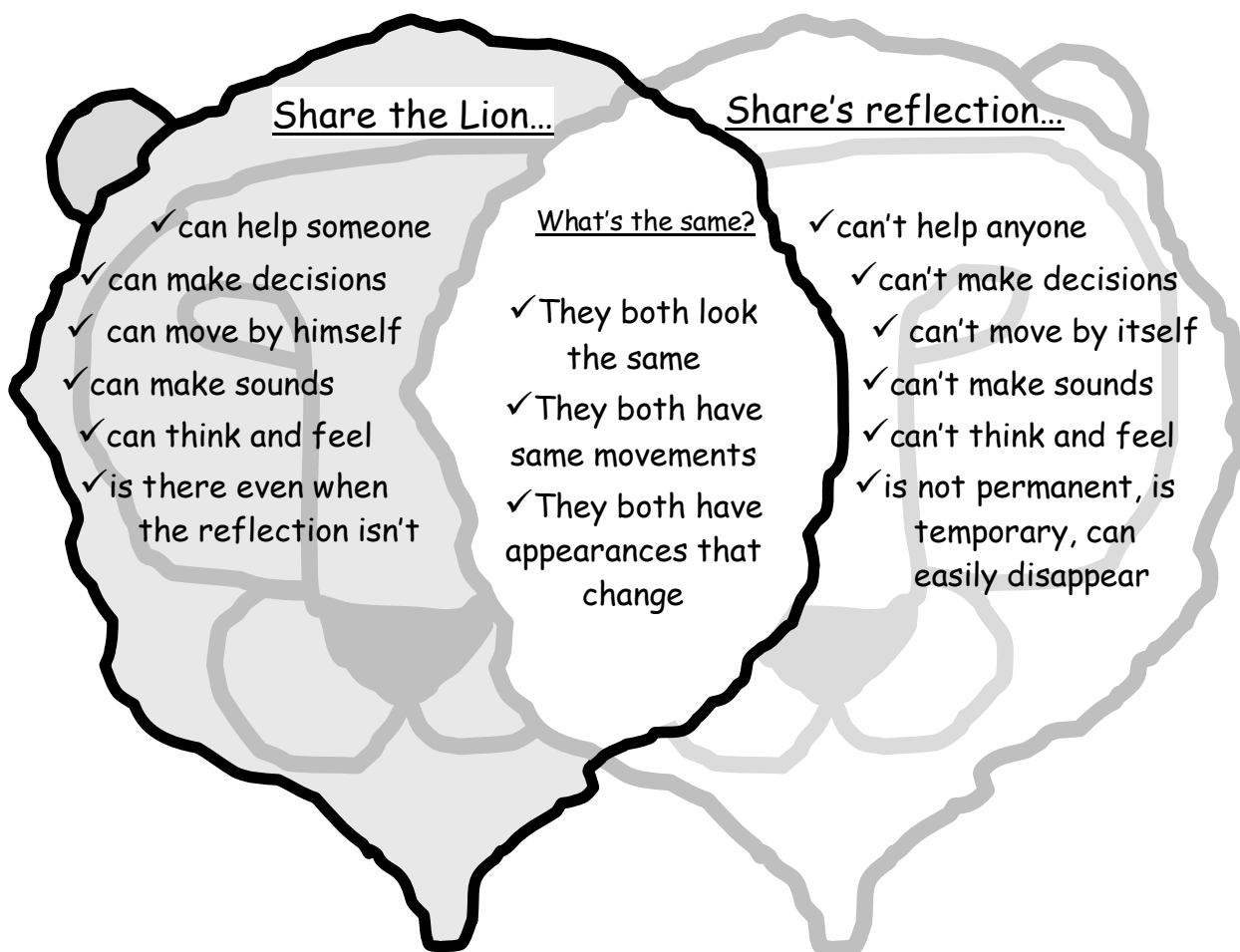
The butterfly and Share

Share with one of the other animals

Your reflection and the "real" you

Or students may want to compare this story with another - perhaps with *Neem the Half-Boy* from the Hoopoe Books series

Example of Venn Diagram



ASSESSMENT: Compare and Contrast

Levels of mastery 1- 4

Level 1: Student is unable to compare or contrast using the diagram, boxes and materials that are presented by the teacher.

Level 2: Student is able to compare **or** contrast items presented by the teacher but does not do both and lacks supporting information.

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

Level 4: Student is able to compare and contrast items, characters and/or ideas of his/her on his own.

B. Dialogue Writing

Making Choices

Students can refine their thinking and comprehension of the story with this activity. This activity will encourage students to write creatively and to express their understanding of this aspect of the story and what it means to them.

SKILLS AND STRATEGIES

Personal Response

- *retelling*

Thinking

- *reflection*

Comprehension

- *synthesizing*
- *determining important ideas*

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

TO PREPARE FOR THE LESSON

- Have a variety of writing and drawing implements such as pens, markers, and colored pencils available and well placed for students to use.
- Have paper available for students to use.
- Have a copy of the book *The Lion Who Saw Himself in the Water* for each student or group of students.
- If students are unfamiliar with writing dialogue, you may want to have some examples on chart paper or the board.

IV. Responding to the Story/Dialogue Writing

- If you are going to use the books created earlier, remind students who took their books home that they will need to bring those books to class if they wish to use them for this activity.
- You may wish to read through these directions so that you are familiar with the steps to follow.

1. Discuss the different choices that Share the Lion had when he was afraid of his reflection, such as:

Choosing not to drink from the pool: He had to think of all the things that the other lion would do if he drank from the pool. He had to think of other ways to quench his thirst and what he had to do to get a drink of water.

Choosing to drink from a pool with another lion in it: Because he was so thirsty, he had to get up enough courage to drink. He had to ignore how the other lion would act if he did that.

Choosing to wait until the lion in the pool had disappeared: He had to remain thirsty until the lion had disappeared. He did not know when that would be.

2. After the discussion, tell the students that they will be writing a dialogue, either about the story of Share the Lion, or a real or imagined event where someone had to face a difficult choice and decide whether or not to do something scary because of a great need.

Share some examples so that students begin to understand the types of choices and the emotions that are involved, such as:

The butterfly must have been afraid of Share the Lion because he was very loud, and very big, but she knew how to help him with his problem. What do you think she would have to tell herself in order to overcome her fear of doing this?

3. Have students discuss their ideas with a partner. Then, if they wish, have students tell their examples to the class.

4. Students may want to copy their written dialogues in the books they created, or you might gather them into a Class Book and keep it in the class library for students to read again. Students may also want to illustrate their writing so that there is both text and images, or they can create a comic strip with dialogue.

5. If students choose to create and perform skits using their dialogues, you may wish to videotape the skits for playback and discussion in class. Using puppets or felt-board characters is another way they may want to act out their written dialogues. (See paper bag puppets activity.)

6. Collect *The Lion Who Saw Himself in the Water* books and keep them in the classroom until the rest of the lessons are completed. Remind the students, they will be taking them home very soon.

IV. Responding to the Story/Retelling with Puppets

Additional Dialogue Writing: You may want to have the students write a dialogue about an event where they themselves (or an imagined character) realizes that what was thought to be true turned out not to be true. Relate to them how Share realized at the end of the story that a reflection is not the same as the real thing.

ASSESSMENT: Dialogue Writing (reflecting, synthesizing, determining important ideas)

Levels of mastery 1- 4

Level 1: Student is unable to determine any important ideas expressed in the story and cannot synthesize dialogue.

Level 2: Student is able to determine one or two important ideas but is unable to infer relevance and significance.

Level 3: Student is able to determine a number of important ideas and is able to infer relevance and significance.

Level 4: Student is able to determine important ideas with a depth of insight and to infer relevance and significance to his/her own life.

C. Retelling with Puppets

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



SKILLS AND STRATEGIES

Personal Response

- *retelling*

This sequence of activities should take about 40-50 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 instructions is included in these lesson plans. You may want to make photocopies of these instructions and have them available at the work stations so students can refer to them.)

IV. Responding to the Story/Retelling with Puppets

- Look over the directions for making a paper bag puppet. You may wish to try one on your own to show the students. (If you want to have the students use finger-puppets or felt-board characters, please review the instructions in this guide and prepare ahead of time.)
- Materials you will need for the paper bag puppets: lunch-size paper bags, colored pencils, crayons, markers, glue, paste spreader, disposable containers (for the glue and paste spreader), colored construction paper or cardstock, tape, scissors, newsprint or plastic sheeting to cover desks or tables. Optional: tissue paper, wax paper, pipe cleaners, foil, beads, buttons, fabric scraps, yarn, plastic eyes, etc.
- Have the book available to students for reference.

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

1. Discuss the characters and elements in the story with your students. Talk about Share the Lion, the butterfly, and the jungle animals. You might refer to the descriptive words they have previously identified to describe these characters and elements, and encourage them to come up with others. Tell the students that getting to know the characters will help them create puppets that look like the characters and help them to act out their personalities and voices as they retell the story using the puppets they make.

2. 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 them to retell the story. Using the instructions provided in this guide, demonstrate the drawing, cutting and assembly of the puppets to the students, as you are making one with them. Some students will make the lion, while others will make the butterfly, so adapt your instructions accordingly.

3. Distribute a “lunch-size” paper bag, construction paper or other sturdy paper for each puppet to be made and place all the art materials within reach. Have students write their names on the back of their bags before assembly.

4. Read the step-by-step directions or demonstrate the steps as needed, so students can follow along. (Having the book and several copies of the printed instructions nearby may be helpful for the students.)

5. Allow the paper bag puppets to dry completely before use.

6. Have students clean up and return materials to proper place.

7. When students have completed their puppets, let them gather in groups of 2-3 and act out the story. If some students have made Share and some the butterfly or other animals, group the characters together for retelling.

8. You may also have students use the felt-board characters or finger puppets to retell the story. (See the back of these plans for instructions for making finger puppets and felt-board characters.)

Students may take their puppets home after they have had their puppet shows. However, you may want to keep the puppets in the classroom where students can use them for skits, retelling or acting out their written dialogues.

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

A. Developing Reflection & Analogical Thinking



This reading of the Teaching-Story will help students make the story their own. In this way students are able to hold on to it and utilize it as a tool for life. Students will read the story independently. Those students who have difficulty reading can listen to the CD and follow along in their books.

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.

V. Independent Reading/Analogical Thinking

SKILLS AND STRATEGIES

Personal Response

- discussion

Comprehension

- determining main ideas
- making inferences
- synthesizing

Thinking

- *reflecting*
- *generating analogies*

This sequence of activities should take about 45-55 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Make sure that you have a copy of *The Lion Who Saw Himself in the Water* book and CD for each student.
- Make sure you display the class lists of words and observations which were started in the first reading and have paper or the ABC Word Lists and pencils available for students to write down words they want to remember.
- Check on the CD players and make sure that they are in good working order.
- Determine which of your students will use them with their books. You may wish to have one CD player for each student 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 you are going to use the books created earlier, remind students who took their books home that they will need to bring them to class if they wish to use them for this activity.
- Read through the lesson and look at the reflection and analogical questions. From each category, decide which ones you wish to ask. Remember to allow wait time when asking questions. Using pause time improves the quality and quantity of students' responses.

1. Before Reading

With this reading, students can refine their comprehension of *The Lion Who Saw Himself in the Water* by independently reading the story and thinking about its relevance to themselves through question and answer sessions, discussion and drawing. Hold up the book and tell students that they will be reading the book on their own or listening to the CD and reading along. Here are the steps to follow.

- a. Hand out the books to the students.

- b.** Tell students that today they will be reading the story independently and adding more words to the class list (or to their own lists) as they read.
- c.** Assist those students who will be using the CD players to set up the equipment. If you have only one CD player, group these students around the machine and have them turn the pages as the story is read. You may want to make sure the CD player is not too loud for the independent readers. If there is no CD player available, for those students who require assistance, you might pair a good reader with a less able reader and have them read aloud together.
- d.** Explain that there are bell prompts for page-turning so that students can follow along in their books as they listen to the CD. Make sure students know how to use the CD players.
- e.** Tell students that after they read (or listen to) the story, they will be having a discussion about it. They may wish to be thinking about any questions or insights that they'd like to discuss after they read.
- f.** Tell them that as they read, they may want to write down the words they find that they may not know the meaning of. They can use their ABC Word Lists, or hand out paper and pencils so students may do this. They may want to read the words on their list and add them to the class word list. You may want to lead a discussion on the meanings of the words.
- g.** Tell the students that good readers also reread parts of a story, either phrases or entire pages, when they have questions about something that occurs or they reach a part of the story that makes them think differently.
- h.** Have students begin reading the story on their own or listening to the CD.
- i.** When all the students have had a chance to read the story or listen to the CD while turning the pages, gather them together and begin asking reflection and then analogical questions.

2. Developing Reflection

Asking questions that invite students to interpret and reflect on events in the story will help develop their ability to identify with the characters in the story, their feelings and the situation. Here are some questions that can help students reflect on the story. Choose a few that you think will spark a good discussion.

- ❖ *Was Share the Lion a happy lion? Was he always happy? Why do you think so?*
- ❖ *How do you think the butterfly knew that there was nobody in the water?*
- ❖ *If you were the butterfly, what would you have done to convince Share that there was no other lion in the pool?*
- ❖ *Was Share the Lion a brave lion? Was he brave at the end of the story when he decided to take a drink no matter what? What does it mean to be brave?*

V. Independent Reading/Analogical Thinking

- ❖ *What did Share the Lion learn at the end of the story? What did Share the Lion mean when he said, "Well, at least I've learned that a reflection is not the same as the real thing!" What did he mean by "the real thing"?*
- ❖ *What was the most important part of this story for you? Why was this part the most important part?*

3. Generating Analogies:

Asking questions that invite students to relate events, characters, and situations in the Teaching-Story to themselves and the world around them will help them better understand both. Analogical thinking involves a closer connection to the story, where a student looks at the characters, their thoughts and actions, and situations "as if it were happening to me."

Through analogical thinking, students will consciously and subconsciously internalize the thought patterns and behaviors and incorporate them into their own thinking, gaining insights into human behavior and its possibilities that they may or may not have had before. As they read the tale, new perceptions may arise.

It is a better learning experience for your students if they come up with their own analogies. Please use the following suggestions as a springboard for your ideas and encourage students to think about this story during the next several days. There are many insights that you or your students may have that we do not include here.

Begin by telling students how to use the elements in the story. Ask your students to follow the plotline carefully as you read it and to think of each character as a part of themselves. That is, have them think of the character's thoughts and actions as equivalent to their own. Some students may wish to keep their observations private and should be allowed to note them in journals or in the books they created. Students may wish to share theirs with the class, in conversation, or as part of the writing project that follows.

You can also have students form pairs and have them discuss their analogies themselves and then have students share their discussions in a large group.

Here are some questions to help your students think about analogous situations. As you delve further into the story, encourage the students to see if they can create their own analogies. Choose a few that you think will spark a good discussion.

- ❖ *Do you know someone who was afraid of something he or she didn't understand? What might help the person stop being afraid?*
- ❖ *Have you ever been afraid of something just because he/she looked or behaved in a different way from you or your friends? What happened? What did you do?*
- ❖ *How do you know when something's real? How do you know when something you're afraid of really is real? How do you know when you have a good reason to be afraid or when it's kind of silly to be afraid?*
- ❖ *Have you ever been afraid of something that was new or different? What did you do?*

V. Independent Reading/Analogical Thinking

- ❖ *In the beginning of the story some of the animals started running just because they saw that their friends were running. Have you followed along with the crowd without thinking why you are doing so or wondering the reason? Is that a good idea? Why do you think you do it?*
- ❖ *Have you ever been afraid of something that you couldn't see? Have you ever been afraid of something that you could see, but later on you found out that it wasn't really scary?*
- ❖ *Do you remember a time when the thought of doing something was so much worse than doing it? What happened? Why do you think that happens?*
- ❖ *Do you sometimes not listen to that little voice that we all have inside our heads that tells us that we are acting silly, or unproductive, or mistakenly? What happened? Why do you think we ignore that voice?*
- ❖ *Have you ever not believed someone when he told you that you were mistaken? What happened? Why do you think that happens? How can we be sure who is correct and who is not in a given situation?*
- ❖ *Can you remember a time when you took what you thought was a risk because you wanted to accomplish a goal? What was it?*
- ❖ *How can you tell the difference between a reflection and the real thing?*
- ❖ *If you see something that looks scary, like Share the Lion's reflection, does that mean that there really is something to be scared of?*
- ❖ *Is it sometimes hard to tell what's a reflection from what's real? Why didn't Share the Lion know that the reflection was just a mirror image of himself, and not a different, scary lion? Why was it so hard for him to tell?*
- ❖ *Had Share the Lion ever seen his own reflection before? Do you remember when you saw something for the first time ever? Did you know what it was? Did you think that it was something else? How did you feel? How did you feel when you found out that it was really something else? Were you glad that you found out?*
- ❖ *Was there ever somebody, like the butterfly, who helped you? Did you accept their help right away? Did you listen to that person? Why or why not?*
- ❖ *When Share the Lion said "Grrrr!" the animals didn't know that that was just the way he talked, and so they couldn't understand him. Have you ever not been able to understand somebody? Have you ever not been able to understand somebody even when they are speaking your same language?*
- ❖ *Have you ever heard a little voice (like the butterfly's) inside your head that told you whether something you were doing or thinking was positive or negative, did you listen to it? Why or why not?*
- ❖ *Do we sometimes judge people superficially – for example, just by their appearances, like the animals judged Share the Lion just by his voice?*

V. Independent Reading/Analogical Thinking

- ❖ *Why is it hard to understand what people mean sometimes? Do people always say what they mean to say?*
- ❖ *Do you sometimes feel that you are behaving not as your true self, but rather like a reflection of who you really are or might become? Why do you think that is?*
- ❖ *How might remembering this story help you in the future?*

ASSESSMENT: Generating Reflection & 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 but is unable to make inferences (e.g., the lion was afraid and he/she was afraid once).

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, but without much specific analogical connection or inference (e.g., he/she remembers being afraid and then learning not to be afraid).

Level 4: Student is able to make an analogical connection to something in his/her life and can elaborate on these feelings (e.g., the student says that Share's realization about a reflection reminds him/her of when they were learning to speak before a group of people...).

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

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

B. Fun with Adjectives

This activity will help students develop their vocabulary and their ability to make inferences. It will also help them to recognize and label their own emotions and enhance empathy by making them more aware of the emotions of others.

SKILLS AND STRATEGIES

Vocabulary

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

Word Study

- dictionary skills
- *parts of speech*

Thinking

- reflecting

Comprehension

- determining important ideas
- *making inferences*

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

TO PREPARE FOR THE LESSON

- If you choose to do an ABC Word List with this activity, tape a piece of chart paper on the board. Write the letters of the alphabet in two vertical lines, leaving enough space between letters to write words.
- Students will need their individual ABC Word Lists for this activity.
- For step **8**, have a thesaurus available for student use, and show them how to use it.
- Read over this lesson to familiarize yourself with the steps to follow.

1. Tell the students they will be adding words that describe to their ABC Word Lists. Tell them that these kind of words are called “adjectives.”

2. Name one character in the story, such as the “butterfly.”

3. Give the students an example of one word that describes the butterfly, such as: *The butterfly was compassionate.* You may need to explain what “compassionate” means. Give a reason for your choice of this word such as:

I chose “compassionate” because I think that she felt so bad about the way some of the animals were laughing at Share the Lion that she overcame her fear of the lion and flew very close to his ear, so that he could hear her tiny voice.

V. Independent Reading/Fun with Adjectives

4. Have several students think of adjectives that describe her and her actions. Make a list of these words on the class ABC Word List. Make sure the students know that there are no right or wrong answers, but you will ask them why they chose that adjective to describe the character. Let them know that the variety of their answers will enhance the discussion, and that they need not say only “positive” words.

5. Ask students to volunteer different words or adjectives to describe the butterfly, without repeating any of the words. And ask them to give their reason for choosing the words they chose.

6. Alternately, they can suggest “emotion” words that describe how a character must have felt during key points in the story. For example, you may ask the class:

How do you think Share the Lion felt when the animals were running away from him?

How do you think Share the Lion felt when he had a drink of water?

7. Ask the students to explain themselves and say why they believe the character felt this way. For instance:

Why do you think that Share the Lion feels “sad” when the animals are running away from him?

8. Make sure that students understand the meanings of the words that are offered. Have students discuss what they think a word means. Later, students can practice using a thesaurus to come up with synonyms for these words.

9. Have students make an **ABC Word List of Adjectives** (or add to their ABC Word List) and add all the adjectives they can think of to describe the butterfly or any other character.

10. Afterwards, have students add “emotional” words to their list, and ask them to share with the rest of the class if they want to. Some examples of “emotional words” they may come up with are on the next page.

ASSESSMENT: Making Inferences Using Vocabulary

Levels of mastery 1- 4

Level 1: Student is unable to make reasonable inferences; often misinterprets key ideas, and does not provide reasonable support even with teacher support.

Level 2: Student is able to make some simple inferences; may be somewhat vague or confusing, or goes somewhat beyond what can be logically supported by the text. Student provides limited support, is often vague or incomplete.

Level 3: Student is able to make simple inferences and provides adequate support: is often somewhat general. Understands usage of words, but limited on examples.

Level 4: Student is able to make inferences with some insight: may show some complexity. Provides effective support and is often specific. Understands usage of words and thinks of many examples.

**Example of A B C Word List of “Emotional” Words and Adjectives
for the butterfly in *The Lion Who Saw Himself in the Water***

A aware	N nice
B brave	O
C communicative, caring	P patient
D	Q quiet
E empathetic, encouraging	R responsive
F friendly	S soothing
G gentle	T thoughtful
H hopeful	U
I inspired	V
J joyful	W wishful
K kind	X
L	Y
M	Z

C. Discussing & Reflecting on Being Afraid

Students refine their listening and speaking abilities when engaged in open discussion. This activity, in which the students must reflect on difficult or frightening scenarios, will help students to understand that people vary considerably in terms of what they consider frightful.

SKILLS AND STRATEGIES

Personal Response

discussion

Thinking

reflecting

compare and contrast

Comprehension

determining important ideas

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

V. Independent Reading/Comprehension

TO PREPARE FOR THE LESSON

Make note cards with frightening or stressful situations such as those listed in step 3 below or write them on the board.

1. In this activity, ask the students to think about their fears, and how fears can sometimes prevent us from doing new, interesting, useful, and important things. You could say to the students:

Share the Lion can't take a drink of water because he is too afraid. Have you ever missed out on something because you were afraid? Maybe you didn't go to a summer camp because you were afraid of being away from home. Or maybe you didn't want to switch to a different school because you were afraid of not having any friends.

2. Ask the students about what they would be prevented from doing or learning if they were afraid of the following things. (The parentheses contain suggestions for thought or promoting discussion.)

Taking an airplane

(Not able to see new places, learn new things, new languages, meet new people.)

Going to a new school or camp

(Not able to learn, meet new people)

Going to a different place where the people seem different

(Not able to see interesting things, learn new things, meet new people, or buy different things.)

A "mean" teacher or student

(Not able to work well because of your fear, not able to have fun and be in a good mood, not able to do what you want to do.)

Doing something that was different from what all of your friends were doing

(Not able to do what you really wanted, you would be stuck doing whatever they were doing, whether it's good/bad, interesting/boring.)

3. Write frightening or stressful scenarios on note cards (one per card), or list them on the board (see suggestions below). Have the students form into small groups, and hand them a few of the cards (or divide the list on the board into as many groupings as needed). Each group will discuss the items on their set of cards, how fear-inducing (scary) each of the events are and why. Then have the groups compare thoughts in a class discussion.

- ❖ *It's the first day of school. You don't know anybody. Your parents leave you at the door and the teacher is waiting for you at the end of a long hallway...*
- ❖ *You are camping by a river. It had rained all night. The river seems bigger than the day before, and the water is getting closer and closer to your tent...*
- ❖ *You are in your house. Your parents are at home but in another room. Suddenly the lights go off...*

V. Independent Reading/Comprehension

- ❖ *You are in a cemetery. You accidentally get separated from your group and end up in a place where there is nobody else...*
- ❖ *You are sitting in the dentist's chair and you have six cavities. He has given you an anesthetic shot, and he is about to drill into your teeth...*
- ❖ *You saw the news on TV about a big earthquake in another country, where many people were hurt. You've heard that there could be an earthquake where you live sometime...*
- ❖ *You didn't do any of your homework and you don't understand what the teacher and the other students are talking about. Suddenly, the teacher calls on you...*
- ❖ *You are riding in the car with your friend and his dad. You look at the speedometer and notice that he is going 20 miles above the speed limit...*
- ❖ *You crawl into bed and see a spider sitting on your pillow...*
- ❖ *You are on vacation with your parents and a tour guide exploring some underground caves. You have to crawl through a tiny, dark tunnel underground...*
- ❖ *You and your friend climb up to the top of a very high tree. You look down and realize that you can't climb down...*
- ❖ *You are downtown on a busy day with your mom. You suddenly realize that you don't know where she is. There are strange people everywhere rushing all around you..*
- ❖ *You go to the doctor and she tells you that she has to draw blood. She takes out a big needle...*
- ❖ *You are walking to your friend's house when you hear a big German Shepherd dog barking from behind a fence. Suddenly, you see that the gate is open...*
- ❖ *You just moved to a new school and you are wearing a brand new pair of shoes that your grandmother bought you. You look around and see that only the preschool kids are wearing those kind of shoes...*
- ❖ *You are riding an elevator with your older sister. Suddenly, the elevator stops in between two floors...*
- ❖ *You are riding an airplane for the first time. Suddenly, the seat-belt sign goes on, there's a loud sound, and the whole plane starts shaking...*
- ❖ *You just ate a delicious cheese sandwich. When you are going to put the cheese away, you look underneath it and see that it is covered in green mold.*

4. Once the discussions are finished, the students (or groups) may want to order the scenarios from least scary to most scary and share their orderings and their reasons with the rest of the class.

ASSESSMENT: Discussion, reflecting & determining important ideas

Levels of mastery 1- 4

Level 1: Student does not participate in the discussion.

Level 2: Student participates in the discussion, but does not express him/herself clearly nor is able to understand the inferences.

Level 3: Student participates in the discussion, expresses him/herself clearly, and conveys an understanding of how fear influences behavior.

Level 4: Student participates in the discussion, expresses him/herself clearly, and conveys an understanding of how fear influences behavior. Student communicates a more nuanced understanding of the various situations rather than seeing them as black or white.

“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.”

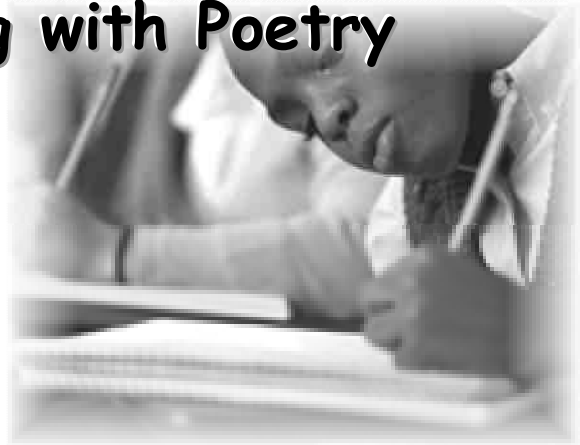
–Yvette Jackson, Ph.D., National Urban Alliance for Effective Education, "Reversing Underachievement in Urban Students: Pedagogy of Confidence" in Costa, A., *Developing Minds: A Resource Book for Teaching Thinking*, ASCD, 2001.

VI. RESPONDING TO THE STORY

A. Writing & Retelling with Poetry

Students can refine their comprehension of the story by writing about it in different ways. Students will retell the story in their own words as a poem encouraging their creative, artistic selves.

The students may wish to put their writing in the books that they created. The students' poems may also be read as a part of the Readers' Theater, just before the intermission, or at the end of the performance, or during a "parent night" at the school.



SKILLS AND STRATEGIES

Personal Response

- *retelling*

Comprehension

- synthesizing

Thinking

- reflection

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

TO PREPARE FOR THE LESSON

- Familiarize yourself with the different types of poems that you wish to teach.
- Provide paper, staplers, and coloring materials for making simple picture books..
- If you are going to use the books created earlier, remind students who took their books home, that they will need to bring those books to class if they wish to use them for this activity.
- Have a copy of the book available to hand out to each student.

1. Teach the students about different types of poems which they can use in their writing, such as:

Ballad: A ballad is like a folk tale or legend meant to be sung. The narrator tells a story, usually beginning with an exciting episode, and without self-reference. A ballad often has repeated refrain.

VI. Responding to the Story/Writing & Retelling with Poetry

Epic: An epic is a long, serious poem, usually telling a hero's story.

Haiku: A haiku is a Japanese poem usually consisting of 3 unrhymed lines with 5, 7, and 5 syllables. A haiku usually refers to nature or a season.

Free verse: Free verse is a fluid form of poetry free of traditional rules of meter, rhyme, or versification.

2. Have the students write a poem that refers to the story, or has something to do with the story. Those who choose to do so can read their poems aloud to the class. The poems can be incorporated into and performed during the Readers' Theater.

3. You may suggest that the students rewrite a part of the story, or all the story, in poetry form, perhaps, by taking the point of view of one of the characters. If the students would like some ideas, you might say:

Imagine that you are the butterfly. How would you tell this story from the butterfly's point of view?

4. Alternately, ask the student to rewrite the story "in their own words," as if in modern times. You might say to the students:

Write a story about something you were afraid of that turned out to be different from what you initially thought it was. Describe the situation. What happened to finally convince you that it was not what you initially thought it was? This story can be about you or someone you know.

5. The writing, or final draft, may also be written in the books they created in the first lesson, or written and illustrated as a comic book on several sheets of paper. If the latter is done, fold the papers in half together and staple them down the middle to create a booklet in which they will write and illustrate their poems.

6. You may want to gather these into a Class Book for the classroom library until the end of these lessons, or make copies for displaying or reading at a "parent night."

ASSESSMENT: Retelling

Levels of mastery 1- 4

Level 1: Student is unable to retell the story, even with teacher assistance. Writing is lifeless.

Level 2: Student is able to retell elements of the story using poetry but the organization and structure are lacking and language is sometimes unimaginative; finds it difficult to express analogical use of the original story.

Level 3: Student can retell the story using poetry; can express the analogical use of the original story. Writing is appropriate and words are creative.

Level 4: Student uses exceptionally expressive language and form to retell the story using poetry; can express the analogical use of the original story. Writer may use humor, emotion, suspense or liveliness.

B. Creating Thoughtshots

Some students may wish to develop their writing skills further and learn to use their thoughts, reflections, feelings, and opinions to improve the quality of their writing.

“Thoughtshots” allow the writer to go into his/her own mind and reflect on his/her writing and the event being written about. The student learns to understand the writer’s role better and how the writer uses language to give the reader a reason to be interested in the writing.

SKILLS AND STRATEGIES

Personal Response

- retelling

Comprehension

- synthesizing
- determining important ideas
- making inferences

- *visualizing*

Thinking

- *reflecting*

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

TO PREPARE FOR THE LESSON

- You may wish to write a Thoughtshot to share with students. (One is provided for the story at the end of this lesson.)
- You may wish to read through the directions so that you are familiar with the steps to follow.

Tell students that they are going to be writing a “Thoughtshot.” Explain to them that a Thoughtshot is taken from 2 words: “thought” and “snapshot.” It is something writers need to do in order to go deeper into themselves as writers as well as getting inside the mind of the characters they write about. Thoughtshots explore the thoughts and feelings of the characters. Here are the steps for this activity:

1. Using a sample Thoughtshot you create or the one below, have a discussion about the following elements:

- What is the context of this event? Where does it take place?
- How did this event influence/affect the character’s life?
- How did the character feel?

VI. Responding to the Story/Creating Thoughtshots

- What was the character thinking?
- What changes have occurred at this moment?
- What do you think the character realizes now that he/she is looking back?
- What did the character learn or gain from this moment/event/experience?

Types of Thoughtshots

Here are some examples of Thoughtshot starters using *The Lion Who Saw Himself in the Water*:

Flashback (Reflecting on something from the past)

The butterfly remembered the day the lion came to the jungle for the first time. He was a little lion then ...

Or:

Share the Lion remembered the many rivers he used to drink from with his brothers and sisters. Sometimes the currents were quite fast so they all had to be very careful not to get swept away downstream ...

Flash-ahead (Projecting ideas about something that might happen in the future)

The butterfly thought about her options. She could go and talk to the lion, or she could pretend it never happened. She could tell the lion what she knew about reflections. She could just let him figure it out for himself ...

Or:

Share the Lion thought that the other lion must have very special abilities, and the other lion was probably much stronger and potentially more dangerous than himself. Given how that lion snarled at him, he would probably get really hurt, if not worse, if he tried to drink while he was in there. He might even die in the attempt! ...

Internal Dialogue (Discussing with yourself about what is going on)

The butterfly thought there was no way she could let the lion get thirstier and thirstier. She knew he was much bigger than she was, but she had to try to tell him, no matter how uncomfortable she felt. Why was she doing this? She wasn't sure why she felt she just had to try to convince him he was making a mistake, but she did.

Or:

(Share the Lion thinks to himself when he sees his reflection)

"How on earth did that lion get into the pool? Is he swimming underwater? I've never heard of such a thing! Who knows what else he can do, and he'll probably try to get rid of me.

VI. Responding to the Story/Creating Thoughtshots

He must be quite powerful, and he's obviously very strange; I can't even smell his scent! He doesn't look at all friendly, and I don't seem to be able to get my head down to the water to drink without his glaring and snarling up at me. He obviously wants to prevent me from drinking.

Maybe he wants to take my place, and be King of the Jungle himself? After all, it only seems to be bothering me. What can I do? I guess I will just have to be patient and wait until he gets his fill of water, then hopefully he will be too tired to fight and will wander off somewhere to sleep. But I am so, so thirsty!"

See also an example of Thoughtshot for *The Lion Who Saw Himself in the Water* at the end of this lesson.

2. Before writing, have students and their partners discuss what they are going to write about.
3. Have students write a full-page Thoughtshot.
4. Have students exchange their writing with their partners and have partners offer suggestions to clarify their writing. Students can revise their work based on their partner's suggestions.
5. If time allows, have students volunteer to read their writing aloud.
6. You may want to gather these into a Class Book for the classroom library until the end of these lessons or make copies for display or reading at a "parent night."

ASSESSMENT: More Descriptive Writing (Visualizing and reflecting)

Levels of mastery 1- 4

Level 1: Student is unable to demonstrate an ability to use reflective language to write in order to communicate to the reader the feelings and thoughts of the character(s) and the events that are being written about.

Level 2: Student is able to demonstrate adequately some ability to use reflective language, use words of feeling, and give some essential details that allow the reader to experience the thoughts and feelings of the writer, thoughts of the character(s), and events that are being written about.

Level 3: Student is able to use reflective language and adequately gives many essential details that allow the reader to understand what was learned and to think about what might be the possible outcome of the situation being written about.

Level 4: Student is able to elaborate on his/her thoughts and reflections, giving an understanding of what was reflected on and learned from the situation that is being described. Student synthesizes key elements.

(Please see example of "Thoughtshot Writing" for *The Lion Who Saw Himself in the Water* on the next page.)

EXAMPLE OF THOUGHTSHOT WRITING

(It's a good idea to double space lines for easy editing)

The Lion Who Saw Himself in the Water

(This event occurs after Share the Lion tries to have a drink of water and thinks there is another lion in the water, and, as the other animals laugh at him, a little butterfly tries to tell him that what he sees is only his reflection.)

Share the Lion thought, "This seemed like such a perfect day for a stroll in the jungle, but now everything is so wrong! My heart is pounding, my thirst still so fierce, and all of the animals are laughing at me and are drinking, so quite obviously the lion in there is only after me! What am I going to do?"

The beauty of the day vanished in an instant, and he was suddenly feeling afraid and alone. His body felt completely frozen, and he was unable to move an inch. He was so confused. Behind him he heard the other animals laughing. "What are they laughing about?" he wondered. "Are they amused by my fright and my situation? Why won't they help me get rid of this other lion instead of standing in the background just laughing at me?" he thought.

"I have no choice, I can't drink now. Should I leave this other lion and hope he doesn't follow me out of the pool?" Share sat there unable to fathom what to do. "I am so thirsty!" he moaned, "I do hope that fierce lion leaves this pool before I collapse with thirst."

He sat there for a long, long time, feeling sorry for himself and peering intermittently into the mirrored surface of the cool water. He was so concerned about the fierce lion threatening him that at first he didn't feel the soft beat of tiny wings fluttering near his ear, nor hear the whispering voice. Yet, the butterfly persisted, flapping her golden wings and calling to Share at the top of her tiny voice.

Eventually, Share the Lion did hear her, and he twitched his right ear and responded, "Who are you? Why are you bothering me? What are you trying to do to my ear? Am I not confused enough?"

"What is she babbling about?" he muttered to himself, "She's trying to tell me that there is NO other lion in the water, only my reflection, whatever that is, but what does she know?" He scratched his furry mane with his large paw and pondered, "She's just a tiny butterfly, and I'm the King of the Jungle – at least I thought was until this old guy in the water came along! I know what I'm seeing," he continued, "Who does he think he is!"

Share felt like he didn't have a friend in the world, and on top of everything, he was getting thirstier and thirstier.

C. Prepared Readers' Theater

Readers' Theater is an excellent way to allow students to learn the story, while promoting reading fluency. Students learn to read with expression and to practice such attributes of fluency as pausing, inflection and intonation. Having students take on character roles helps them understand literary elements, such as motivation and characterization. Readers' Theater scripts also promote listening skills as students follow along silently and listen for spoken cues. The scripts provide a great opportunity for student cooperation, and they are 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 prepared script is available in this guide.)
- Gather props and costumes (see script). You can make this as elaborate or as simple as your students wish. (You may want to make a mural for the stage, see next section.)

Using the Script

1. Use the script as you would any reading material and make sure students are familiar with any new words. Your students should be familiar with the story and the vocabulary before they engage in this activity.
2. Tell students that different combinations of readers will take turns reading the "play."
3. Assign the first set of readers and give them time to practice their roles and feel confident. Encourage them to read with expression.

VI. Responding to the Story/Readers' Theater

4. When the first readers are ready, you may want to have them stand where all students can see them. 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.

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

Staging the Play

1. 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.

2. In planning a performance, encourage students to think about the expressions and movements characters might make. For example, have students think about how animals move or act when they are mad, happy, angry, or nervous.

3. Have students practice facial expressions. If the character is Share, have them make "lion faces" when he roars, or is sad, or afraid. You might have a mirror around for the students to practice making their "faces."

4. Encourage them to create a "voice" for their character.

5. 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.

6. Establish a "stage" area in the classroom, moving and using tables, desks, and chairs and using the floor as needed and as safety allows.

7. 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.

Extras: Costumes and Props The face and head command the most attention, so a 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 articles of clothing specifically for that purpose.

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 students to use their imagination as they transform everyday objects into props.

Take Home Book/CD & Prepared Script After all classroom performances have been completed, the students can take their books and CDs (if available) home if they have kept them at school. You may want to have them also take home a photocopy of the prepared drama script for performing at home.

Music: Students may want to add music to their performance. Have them play the CD to hear some music that has been added. They may want to choreograph a dance or movement to the CD. Or they may want to sing their own poems or songs. Below is an easy song that can be performed as part of the Readers' Theater or on parent night.

"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. Have students make up other verses, such as:

*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!"...*

Share the Lion Song

Sing and do dramatic movements to Share the Lion song (same tune):

*We can hear Share the Lion say GRR-RR-RR.
We can 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.
Share the Lion sees his face – and he is scared.
Share the Lion sees his face – and he is scared.
His reflection's in the pool
The water's clear and cool,
Share the Lion sees his face – and he is scared.*

VI. Responding to the Story/Readers' Theater

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?

All the jungle animals come to see Share drink,

All the jungle 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!

ASSESSMENT: Reading Skills for Readers' Theater

Levels of mastery 1- 4

	Mark	Level 1	Level 2	Level 3	Level 4
		Proficiency is not yet developed.	Some proficiency is evident.	Adequate proficiency is evident.	Above-average proficiency is evident.
<u>Comprehension / Interpretation:</u>	_/4	Characters are interpreted literally, superficially, or inappropriately.	Characters are interpreted appropriately, but conventionally.	Characters are interpreted appropriately and imaginatively.	Characters are interpreted creatively. Reading style deepens characterization.
<u>Thinking / Communication:</u>	_/4	Makes no recommendations for improvements to the production while planning and rehearsing.	Makes some superficial recommendations for improvements to the production while planning and rehearsing.	Makes some thoughtful recommendations for improvements to the production while planning and rehearsing.	Consistently makes insightful recommendations for improvements to the production while planning and rehearsing.
<u>Personal Response</u> <u>Speaking / Performance:</u>	_/4	Speaks inaudibly and rarely in the voice of the character.	Speaks audibly, and inconsistently in the voice of the character.	Speaks clearly and somewhat expressively, consistently in the voice of the character.	Speaks very clearly and expressively, communicates credibly in the voice of the character.
<u>Overall mark:</u>	_____				

D. Props for Readers' Theater - Murals

Students may wish to create a mural to use as a backdrop for their presentation of *Lion Who Saw Himself in the Water*. Having students make this an authentic project will make the Readers' Theater much more meaningful for them. They can invite other groups of students and their families to see the production. You can make this as elaborate or as simple as students wish.

This construction and painting of the mural should take 50 – 60 minutes of uninterrupted time. But it may take more than one day to complete to allow planning, sketching, and drying time.

TO PREPARE FOR THE LESSON

Materials:

water (washable) paints, paint brushes, foam brushes, sponges, plastic cups, paint cups & trays, art paper roll, pencils, chalk, rulers, stencils of various shapes or objects (flowers, etc.), finger paints

- Students may wish to use their drawings from the lesson on sequencing.
- Allow enough space in the room for several students to work at once on the large art roll (the mural can be as long as your “staging” area) that is taped to the wall (or laid out on the floor). Or, you may want to section off parts of the larger roll of art paper for several students or groups to work on at once. Or, cut sections of the paper roll for each student or group of students to work with at their desks or on the floor.
- Depending on your staging space, you may want to do several murals: One for the beginning scenes, one for the middle scenes, and one for the ending scenes. Allowing time during the performances for changing scenes is another possibility, but this takes coordination and rehearsal, so make sure your rehearsals include this activity.

THIS WILL TAKE MORE THAN ONE DAY TO COMPLETE. YOU MAY WISH TO DECIDE WHERE YOU ARE GOING TO KEEP THE MURAL SO THAT IT REMAINS INTACT AND CAN DRY BETWEEN CLASSES.

Here are some suggestions on making a mural:

1. Discuss some possible ideas for the mural they will be creating. Here are some suggested ideas:

- The illustrations in the book include many features of jungle plants and animals; perhaps the students want to emphasize this element in the mural.

VI. Responding to the Story/Readers' Theater

- Suggest to the students that they may want to use their sequencing drawings which depict various scenes from the story for ideas.
2. You may want to organize students into three groups: one group for scenes or designs from the first part of the story; one for the middle part; and one for the ending of the story. Have the students or group of students brainstorm ideas for a mural.
 3. Once they have decided on the idea for the mural, students or groups of students can lightly sketch their designs onto drawing paper at their desks. Using these sketches, ask student or group to show their designs to the class and have the class discuss the elements and where to add them to the mural. Let this be a cooperative effort. Make sure that all students have a part in the design of the mural, whether it's sketching, painting, planning.
 4. Allow 4-6 students at a time to take turns coming to the mural to sketch the design and later to paint. Older students may direct younger students.
 5. Some painting can be done with sponges, others with paint brushes. Let the students make these choices. One idea using sponges is having students dip them into one or more colors of paint and press them onto the paper, creating a different texture than brushstrokes. Students may want to create "stencils" by drawing a design (such as a flower) on thick paper, cutting out the design, and use sponges to stencil the design onto the mural.
 6. Ten minutes before class ends, have students help with the clean up.

Clean-Up

1. Assign students to wash brushes and sponges.
2. Assign students to collect the newsprint or plastic sheeting (re-use if possible).
3. Assign students to cover paints, rinse out plastic cups or trays.
4. Store mural or individual pieces of it so that it will dry without disturbing other classroom activities.

Other Ideas for Props

Some suggestions for making the set:

Jungle Plants: Look up on the internet some types of plants which grow in a jungle where lions live. Go to your favorite search engine (such as Google.com) and type "jungles in Africa." If using Google, click on Google "Images" for some image examples. Supervision may be necessary for determining age-appropriate sites.

Making a Large Lion Puppet: Students may want to make a hand-held puppet for Share the Lion. Collapse several large appliance boxes. Have the students draw Share's head on one large piece, the lion's body including the legs on another, and make the tail out of construction paper so it will "flop" around. You may want to cut the cardboard pieces out using a utility knife or large scissors. Groups of students can take turns drawing and

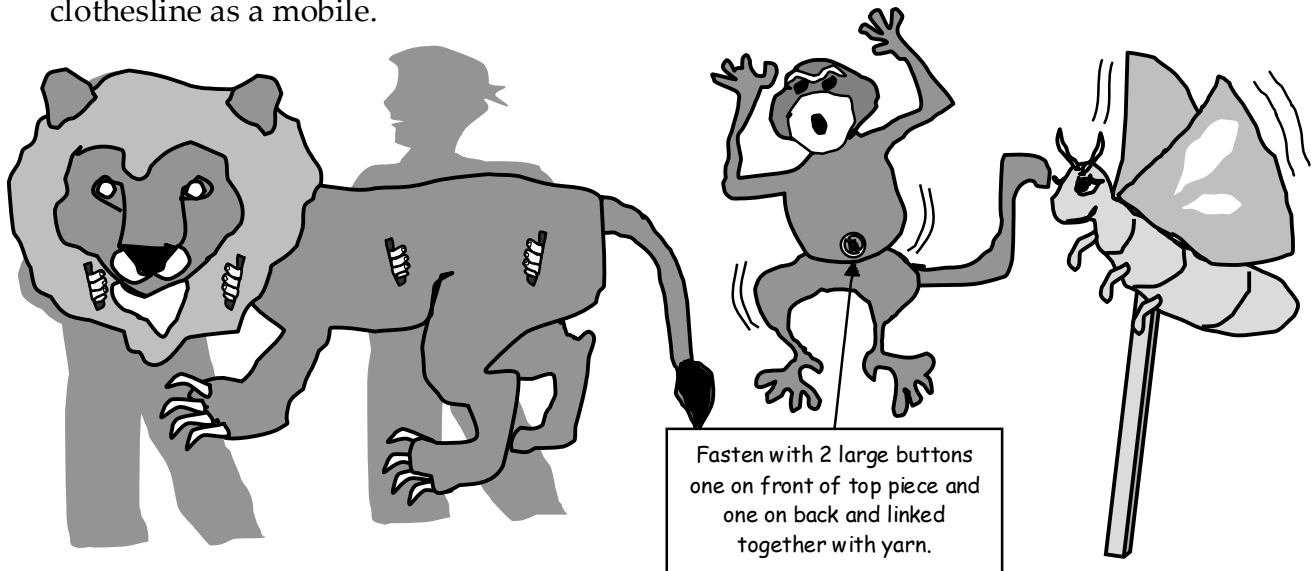
VI. Responding to the Story/Readers' Theater

decorating the pieces to look like the lion piece they have, such as cutting out pieces of color paper for the eyes, nose, mane, whiskers, claws, gluing on cotton balls for his snout, etc. Allow the pieces to dry. To help students hold each piece, you may want to cut finger slits for them to grip the pieces with two hands. Have a student hold a piece of the puppet and move the pieces up and down as a lion would move.

Other Large Puppet Characters: The monkey and be cut out and decorated in 2 sections: head, upper torso and arms; lower torso, tail and legs. Punch a hole at the bottom of the upper piece and a corresponding hole at the top of the lower part. Line up the holes and fasten together with a large brass fastener, or place one large button on the front of the top piece and one on the back of the lower part and link the two parts together with some yarn through the eyes of the buttons. This puppet can be held by 1 student moving it around to make it “wiggle.”

The butterfly can be in 2 sections: one for the head, body and legs; and one for the wings. Cut out the wings from light-weight cardboard so it can be folded and “flapped” easily. Tape a yard stick or a PVC pipe to the back of the butterfly’s body and to the back side of the folded wings, and have a student move the stick up and down to make the wings flap. (See illustration below.)

These large puppets make great props for the Reader’s Theater or for advertising the play to other grades. Students may want to make a large Share puppet to help retell the story. Instead of hand holds, strings can be attached and the pieces suspended from a clothesline as a mobile.



Middle Eastern Music: Research Middle Eastern or Islamic music on the internet. You may wish to recite poetry or perform the songs you wrote about the story. Students may want to choreograph a dance or a mime performance using the *Lion Who Saw Himself in the Water* CD.

Follow-Up

There will be opportunities to recall and use the story with your students. For example, whenever you notice a student afraid of something or someone similar to the lion who saw himself in the water, remind the student about the story. Here are some questions you may want to ask:

When I heard what you said just now, I was reminded of the story The Lion Who Saw Himself in the Water. Can you guess why I thought of it?

Do you remember in the story The Lion Who Saw Himself in the Water when the lion was afraid of something that was not really what he thought it was? Do you think something like that happened just now? Why do you think so?

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

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

Lynn Neary “All Things Considered,”
NPR News, Washington

(An audio version of this entire program can be heard on www.hoopoekids.com)

VII. HOME/SCHOOL COMMUNICATION

Parents are a child's first teachers

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

Share Writing and Drawing

Send home students' writing and drawing projects for sharing with families. You may want to make copies of drawing and writing projects in the Class Books before students take them home. You can share the Class Books during a "parent night" (see below).

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. If families are able to, suggest students get together outside of school to act out the story for their families. Or, if possible, invite family members to the school to see a performance of the play.

Reading to Younger Children

Encourage students to read the story to younger children at home or at school and discuss it with them. This will stimulate their own comprehension and analogical thinking.

Host a Parent Night

Here are some suggested activities for this event:

VII. Home/School Communication

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* book and CD (if available) to the students, if they have not received one already. Discuss with parents the importance of their completing and returning any questionnaires to you in a timely manner.
3. Read the story aloud to parents and students.
4. Discuss with parents the importance of their completing and returning the questionnaires if these have been handed out.
5. Have students read their poetry or dialogues to families from the Class Books or from the books they created.
6. Display students’ artwork, Venn diagrams, created books, Class Books and students’ writing at this event.

Host a “Pajama Party”

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

Parent/Child Reading and Art Activity

Have parents and students read the story together, then draw something that represents the story of *The Lion Who Saw Himself in the Water* and that they’d like to share with others. Some suggestions are: drawing about a time when they wanted to do something but were too afraid to do it; who (or what) helped them become not afraid of something; and so on. Ask the students to voluntarily return the pictures for discussion and display. Invite family members to come in and talk about their drawings.

Parent Visitor/Speaker

Invite parents or other adults in the home to school and share stories that remind them of this story or tell about a situation where they made a decision to do something even though they were very afraid.

Reading Club

Have students start a reading club. This can be done after school or before school or during lunch. Here are some suggestions for how to start a reading club:

1. Ask students to volunteer to come once a week for a reading club.
2. For the first several books, you may wish to pick the books and, after the students are more comfortable with the process, you can have them make suggestions for books to read.
3. Choose three or four different titles, and, at the first session, give students a short summary of what each book is about. Then have them vote on which book they want to read.

4. Assign a section of the book at first so that students will have a benchmark for how much to read before the first discussion.
5. You can assign roles for the club members. (Model each of these roles when you begin.)
6. Have one person make a list of new vocabulary and discuss the connotations and denotations of the words.
7. Have one person come up with five questions about the part of the story to discuss.
8. Have another person come up with a favorite section to read aloud when you get back together.
9. Have another person be the moderator at the book club meeting.
10. Have someone else make literature-to-literature comparisons between this book and something else she or he has read.
11. Once students are comfortable with the process they can meet on their own or you may want to ask a parent volunteer or senior citizen to meet with the group.
12. You can also talk to the librarian at your school or public library if you need help with how to begin a reading club.

Home Interviews

1. Suggest to the student that he/she tell or read the story of *The Lion Who Saw Himself in the Water* to a family member.
2. Have the students interview someone in their family to find out if they've ever made choices that involved overcoming a fear of something. Tell the students to ask their family member what happened.
3. Have them compare what their family member did with what Share did in the story. The family member may want to help with thinking of comparisons.
4. The student and the family member can draw a picture together to show what they discussed in the interview.
5. If students want to share the comparisons or pictures done at home with the class, have them first ask permission from the family member before sharing them with the class.

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

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

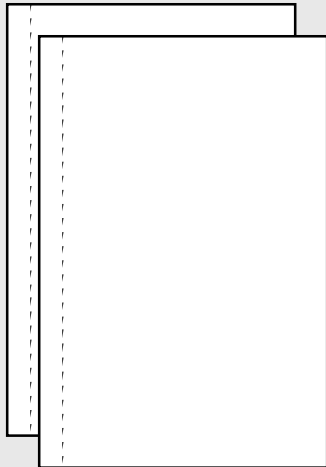
"Teaching-Stories exist in all cultures. An analysis of the stories throughout the world shows that the same stories occur time and again in different cultures. It is the 'Disneyfication' of such stories – the selection and retelling of only those elements within the original that have a strong emotional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

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

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

BOOK-MAKING INSTRUCTIONS

What You Will Need...



2 cardstock covers
at least 10" x 14"
with line drawn 1" from
one vertical edge



1 piece of
3" x 18" felt



10 sheets large white writing or
construction paper
ea. 12" x 18"

Glue

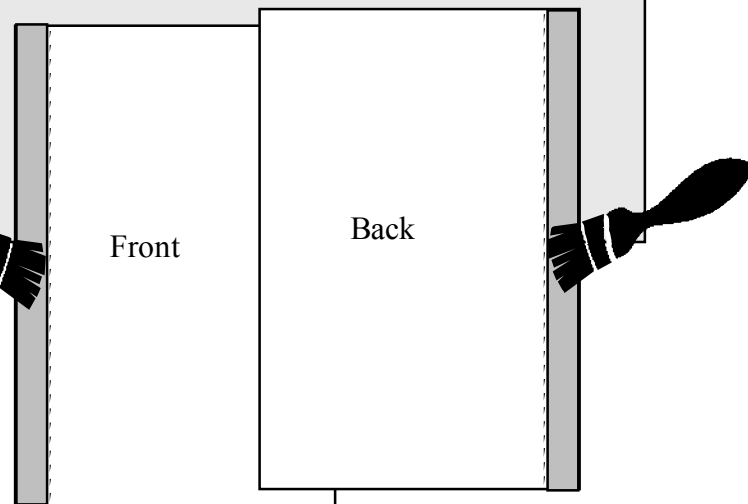
Yarn

Hole punch

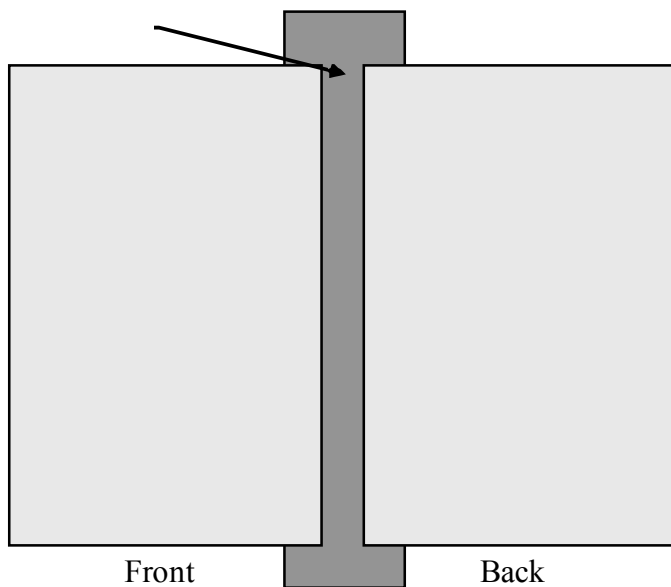
Markers, paint, crayons, or colored pencils

Other decorative items

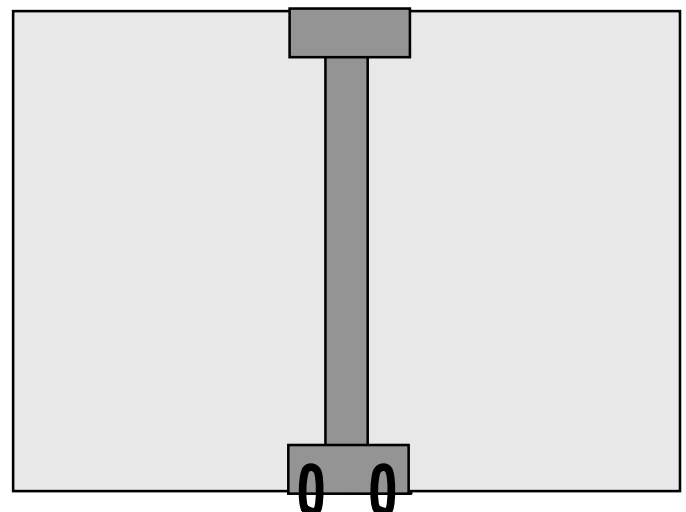
- 1 Apply liberal amt. of glue from
line to edge of both front and
back cover



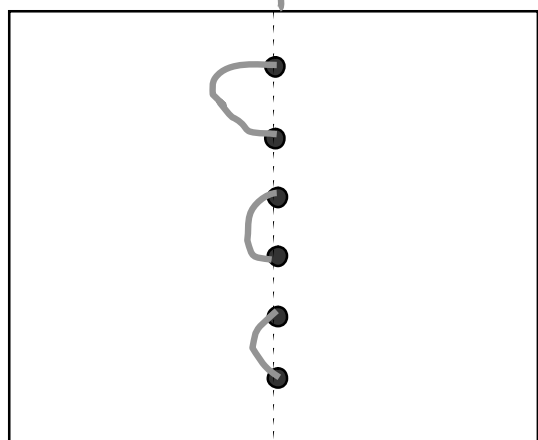
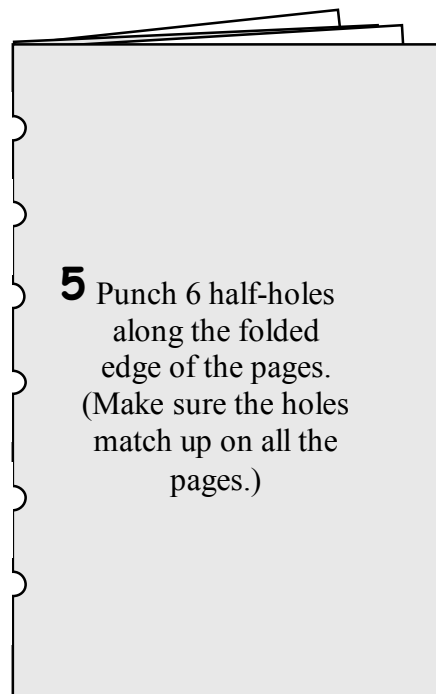
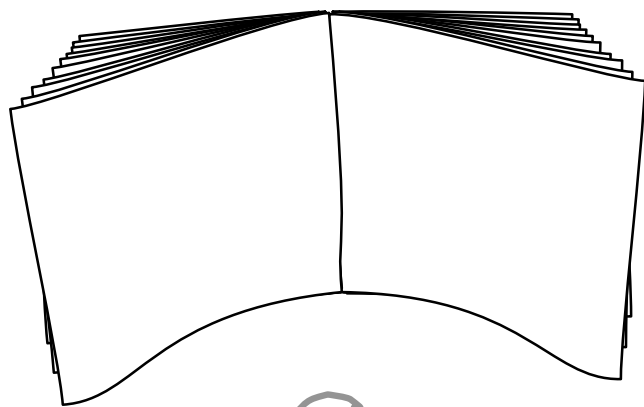
- 2 Flip the glued covers over and
place face down onto felt
"spine" leaving 2" at top and
bottom; and 1" between covers.



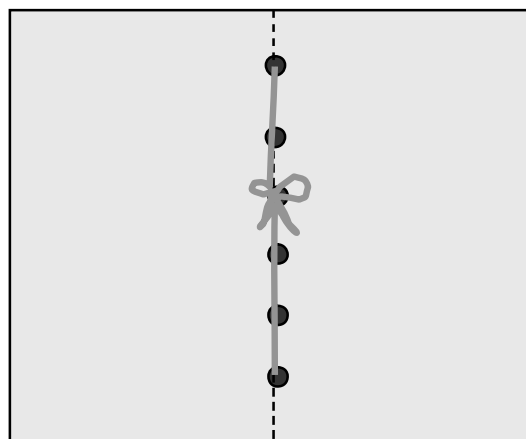
- 3 Fold over the 2" extra at top and bottom toward the
inside of covers and glue down. Press all glued parts for
a minute or so until sticks. You may want to use paper
clips to help secure the fold until dried.



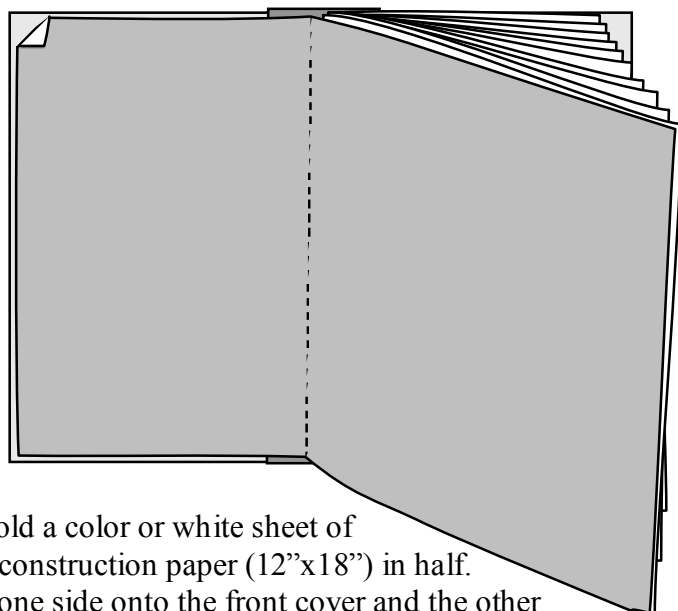
- 4** Fold 10 pieces of white 12" x 18" sheets of writing or construction paper in half all at once.



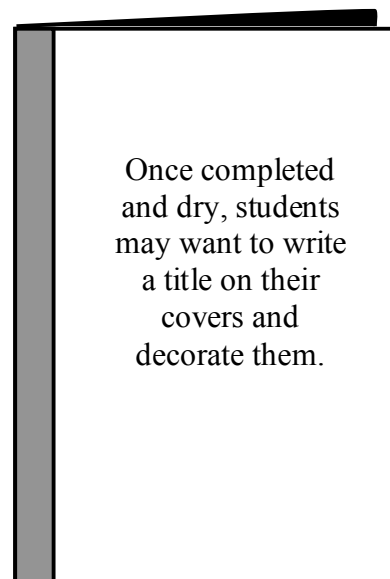
- 6** Open all the pages out and make sure the holes line up. Thread yarn from behind, going in and out of the holes, "sewing" together all the pages.



- 7** Flip the pages over and pull the yarn ends tightly, and tie securely. This knot will be the side that goes toward the felt "spine."



- 8** Fold a color or white sheet of large construction paper (12"x18") in half. Glue one side onto the front cover and the other half onto the first page of the book. Use a liberal amount of glue. Do the same for the back cover. Have the students write their names inside the front cover. Close book and press lightly. Allow to dry overnight before use.

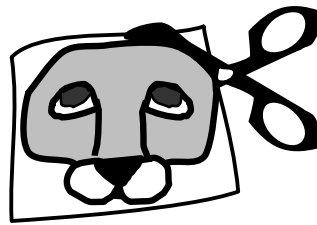


Hoopoe Books Teaching-Stories™

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.

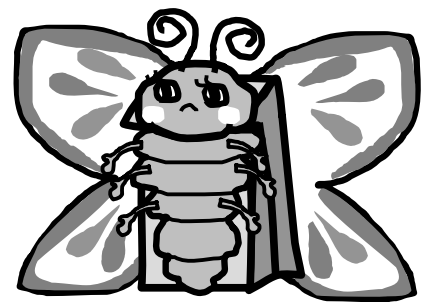
Draw on eyes, or cut them from colored paper and glue on. Draw the nose lines from the tip of the eyes to the tip of the nose. Allow the lion's face to dry completely before cutting out. If wanted, draw on whiskers or glue on pieces of pipe cleaners or short pieces of yarn for whiskers.

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 on the front of a large cardboard box (such as an appliance box), and a "stage door" in the back. Have 1-2 students go inside box and perform their skits through the window.
- Place chairs facing each other and have students sit and perform their skits to each other. Have these puppets available for use whenever wanted.



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

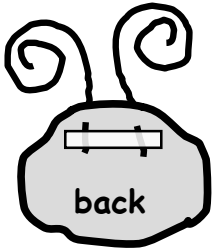
Hoopoe Books Teaching-Stories™

The Butterfly Paper Bag Puppet



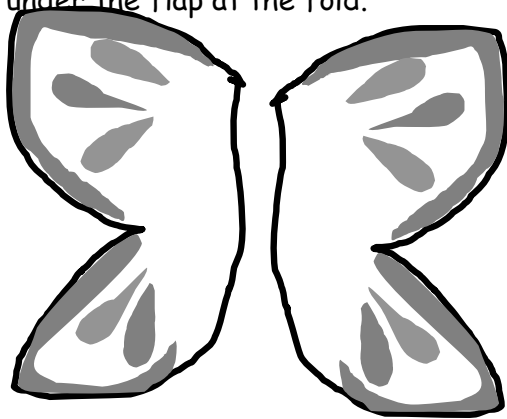
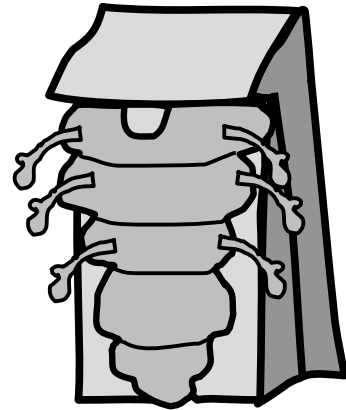
1. Draw and cut out the butterfly's face from gray construction or cardstock following the same method as for the lion. Cut out and glue on eye pieces, or draw the eyes on. Don't forget the extra-long eyelashes, which can be drawn or cut from black paper and glued on. Draw nose, and glue on cheek pieces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



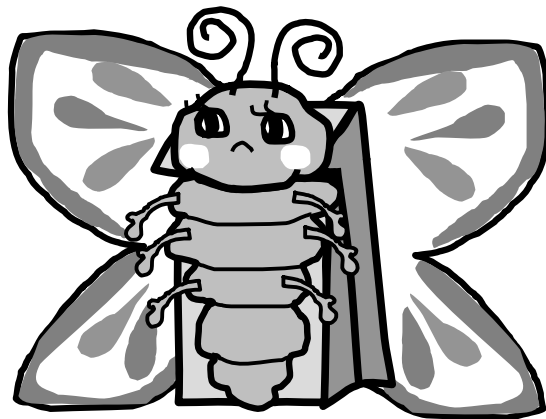
2. Cut a piece of gray construction paper or cardstock about the same width and length of the bag. Draw the body with dark lines to show each segment. Cut the body out. Now draw and cut out 6 legs and glue to the body segments.

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.

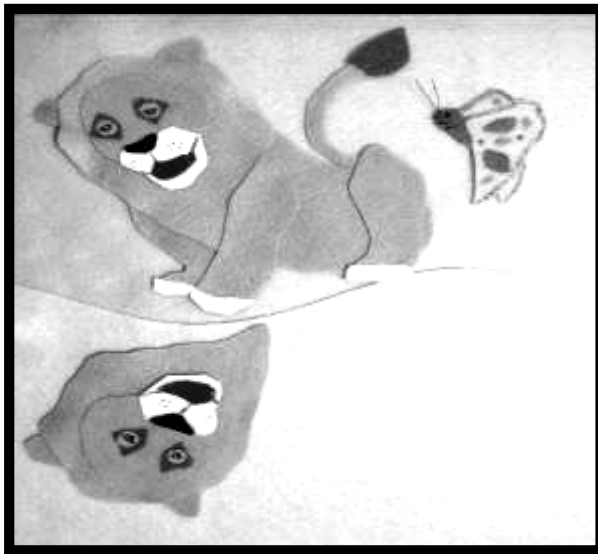


Go to www.hoopoekids.com for color versions of these instructions.

Hoopoe Books Teaching-Stories™

How To Make Felt-Board Characters

The Lion Who Saw Himself in the Water



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.

SUPPLIES:

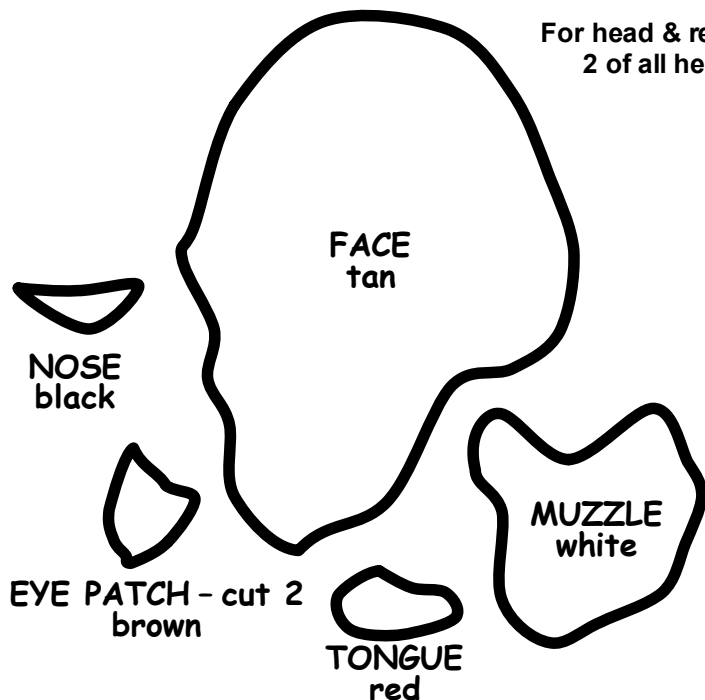
1. Felt: black, brown, light-blue, light-orange, purple, red, tan, yellow and white
2. Glue: Good all-purpose or craft fabric glue
3. Markers, fine-point: black and other colors you want
4. Scissors

Optional:

1. Black thread
2. Sewing needle

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



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!

BACK LEG
tan

FRONT LEG
tan

TOES (front right paw)

TOES (front left paw)

TOES (back paw)

TUFT
brown

Have fun!



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

Hoopoe Books Teaching-Stories™

How to Make a Finger-Puppet

The Lion Who Saw Himself in the Water

Step 1:

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

Step 2:

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

Step 3:

1. Place **BODY** between **SIDE** pieces
2. Sew together along top edge (see X's in **Step 3** image)
3. Add stitches to attach legs to **BODY**
4. Sew one **TOE** piece on each foot (see Step 3 image)

Step 4:

1. Sew **MUZZLE** to the **FACE**
2. Sew **FACE** to **MANE**, placing stitches around the edge of the face (see **Step 4** image)

Step 5:

1. Sew **MANE** to **HEAD**, placing stitches on the upper area of **HEAD** behind face only (see X's in **Step 5** image)
- NOTE: Be careful that stitches do not come through to **FACE**

Step 6:

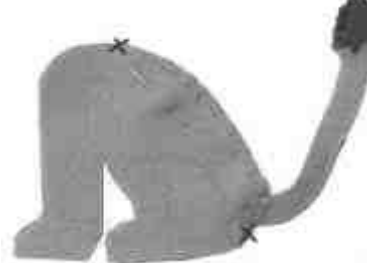
1. Sew back bottom edge of **HEAD** to back edge of the sewn together **BODY** and **SIDE** pieces

Step 7:

1. Glue on **EYE PATCHES**, **TONGUE** and **NOSE**
2. Glue on each **EYE**
3. Draw the eyelid and pupil on each **EYE**
4. Draw the smile and whisker dots



Step 1



Step 2



Step 3



Step 4



Step 6



Step 7

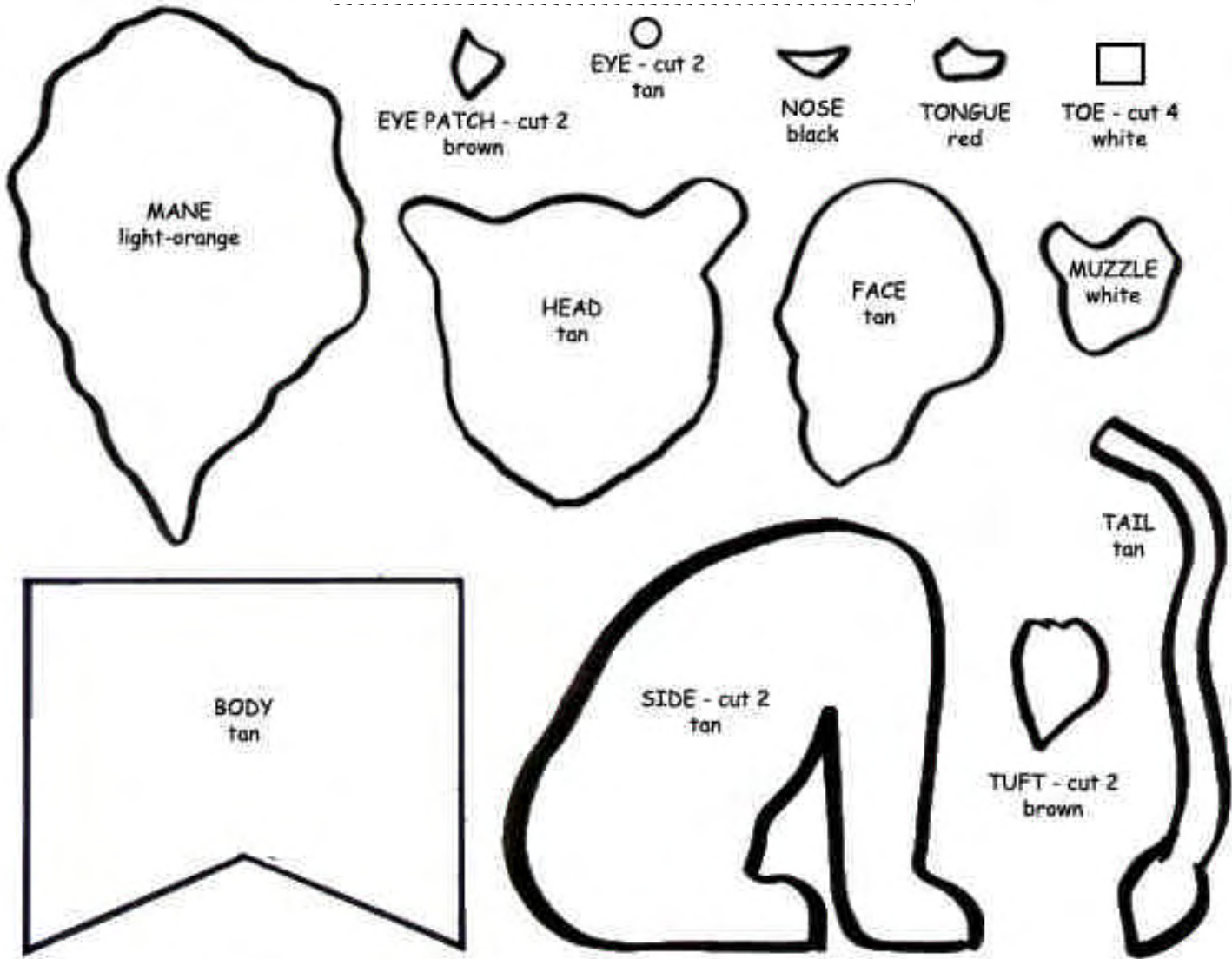
Have fun!

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

Finger-Puppet Supplies & Pattern Pieces

Supplies:

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



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



A one-act dramatic play

The Lion Who Saw Himself in the Water

by Idries Shah

CAST

Narrator 1

Narrator 2

Narrator 3

Share the Lion

An elephant

A beautiful butterfly

The animals

(see next page for a description of some of the animals pictured in the book)

IDEAS FOR PROPS

(Props are optional and can all be constructed out of cardboard and other common items.)

Reflective "pool of water"

"Jungle" (this can be as simple as taping green paper leaves around the stage or as elaborate as constructing cardboard trees and vines)

The Animals Living in Central Asia and the Middle East Over 700 Years Ago:

Chinkara: a graceful gazelle with beautifully ridged horns and patterns of different colors on its face

Turkomen Markhor: an exotic goat, with very magnificent spiraling horns

Black Buck: a type of antelope also with long, spiraling horns

One-horned Rhinoceros: “rhino” means “nose” and “ceros” means “horn” and there are 2 types with one horn (Javan and Indian)

Caspian Tiger: a very rare (some say extinct) tiger with distinctive markings

Snow Leopard: an endangered leopard with light-colored fur and brownish spots

Langur: a very slender monkey, with a long tail and exaggerated eyebrows

Rhesus Monkey: also called “Rhesus Macaque”

Fox (known as “Blanford’s Fox”): has exceptionally large ears and bushy tail and fur colored brown and white with a long grey stripe

Asiatic Black Bear: an endangered bear black or dark brown in color, with a light-colored spot on the chest

Asian Elephant: has smaller ears than the African elephant, and only the males have elongated tusks

Butterfly: there are thousands of species of butterflies from this region, all colors and designs

The Script for *The Lion Who Saw Himself in the Water*

Narrator 1: Now, once upon a time there was a lion and his name was Share the Lion. And he was king of all the animals in the jungle.

Narrator 2: He had a lovely golden mane on his head, all furry — just like hair, only furry and golden. And he had a lovely golden coat.

Narrator 3: He used to go about and say...

Share the Lion: Grrrrrrrrrrrrrr!

All of the Narrators: ...because that’s how lions talk.

Narrator 1: But not all the animals knew that he talked like that. And some of them, when they heard him say...

Share the Lion: Grrrrrrrrrrrrrr!

Narrator 2: ...were a little frightened, and they ran away.

Narrator 3: And soon, because they saw some of their animal friends running, all the animals got a bit frightened, and they all started to run away.

Share the Lion: That’s funny! Why is everybody running away from me? Grr-grrr?

All of the narrators: which, in lion-talk, means, “Why are you running away?”

Narrator 1: Well, as we know, the other animals didn’t understand lion-talk, and Share the Lion was by this time shouting very loudly...

Share the Lion: Grrr – Grrr – Grrrr – Grrr!

All of the Animals: Share the Lion, King of the Jungle, must be very, very angry with us now!

An Elephant: So let's run away even faster!

Narrator 2: Of course, Share wasn't angry at all. He just wanted to know why they were all running away.

Share the Lion: Well, they are a silly lot of animals! I won't take any notice of them. I'm thirsty. I think I'll go and have a drink of water from a pool. Grrr, Grrr.

Narrator 3: And he looked all over the place until he found some water.

Narrator 1: Deep in the jungle there was a pool of water, and it was smooth and clear and shining just like a mirror. Share the Lion, now quite thirsty, said to himself:

Share the Lion: GRRRAR! I want a drink of waterrrr-grrr!

All of the Narrators: That's how lions talk.

Narrator 2: But as he leaned towards the water, which was shining like a mirror, he looked in and saw his own face reflected on the surface.

Narrator 3: Well, he had never seen that before, and so he thought there was another lion in the pool of water, who was looking back at him. And he was too afraid of this other lion to drink anything at all!

All of the Narrators: Wasn't he a funny lion?

Share the Lion: Oh, dear me! That's another lion, and he wants to stop me drinking his water.

....(looking into the water at his reflection) Grrrr!

All of the Narrators: ...which, in lion-talk, means 'I want some water too!'

(as all the other animals come back onto the stage)

Narrator 1: And then the other animals, who were now thirsty, came to drink water from the shining pool, and they saw Share the Lion.

All of the Animals: What are you doing looking into the water and going 'Grr-grr' and not having a drink?

Share the Lion (sighs): I can't have a drink of water because there is another lion in there, and he keeps saying 'Grr-grr' to me.

Narrator 2: Some of the animals begin to laugh a little when they hear him say this because they know that it is his reflection in the water. But Share the Lion didn't.

Narrator 3: And then a beautiful butterfly flew very close to the Lion's ear and said in her tiny little voice:

A beautiful butterfly: Don't be silly, Share the Lion. There's nobody in the water!

Share the Lion: Of course there's somebody in the water. I can see him!

Narrator 1: And everybody just stopped and waited to see what would happen.

Narrator 2: Share the Lion, King of the Jungle, got thirstier and thirstier and thirstier and thirstier, and in the end he said:

Share the Lion: I don't care. I've got to have water. I am terribly thirsty. I don't care about that lion in there, or how fierce he is!

All of the Narrators: And he put his head into the water, and when he did, he felt the lovely cool water in his mouth and began to drink. As he drank, he saw that the other lion had disappeared. Of course, it had disappeared because it was never really there at all. It was just his own reflection in the water.

Narrator 3: And when he took his head out of the water and saw all the animals standing there, he said:

Share the Lion: Well, at last I've learned that a reflection is not the same as the real thing!

All of the Cast: And so, everybody lived happily ever after.

THE END

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

- NEA Today: The Magazine of the National Education Association

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

Titles in the Hoopoe Teaching-Stories Program include:

Read-aloud and independent reading activities

Higher-level thinking skills

Word study and vocabulary building

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

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