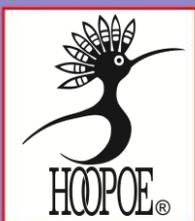
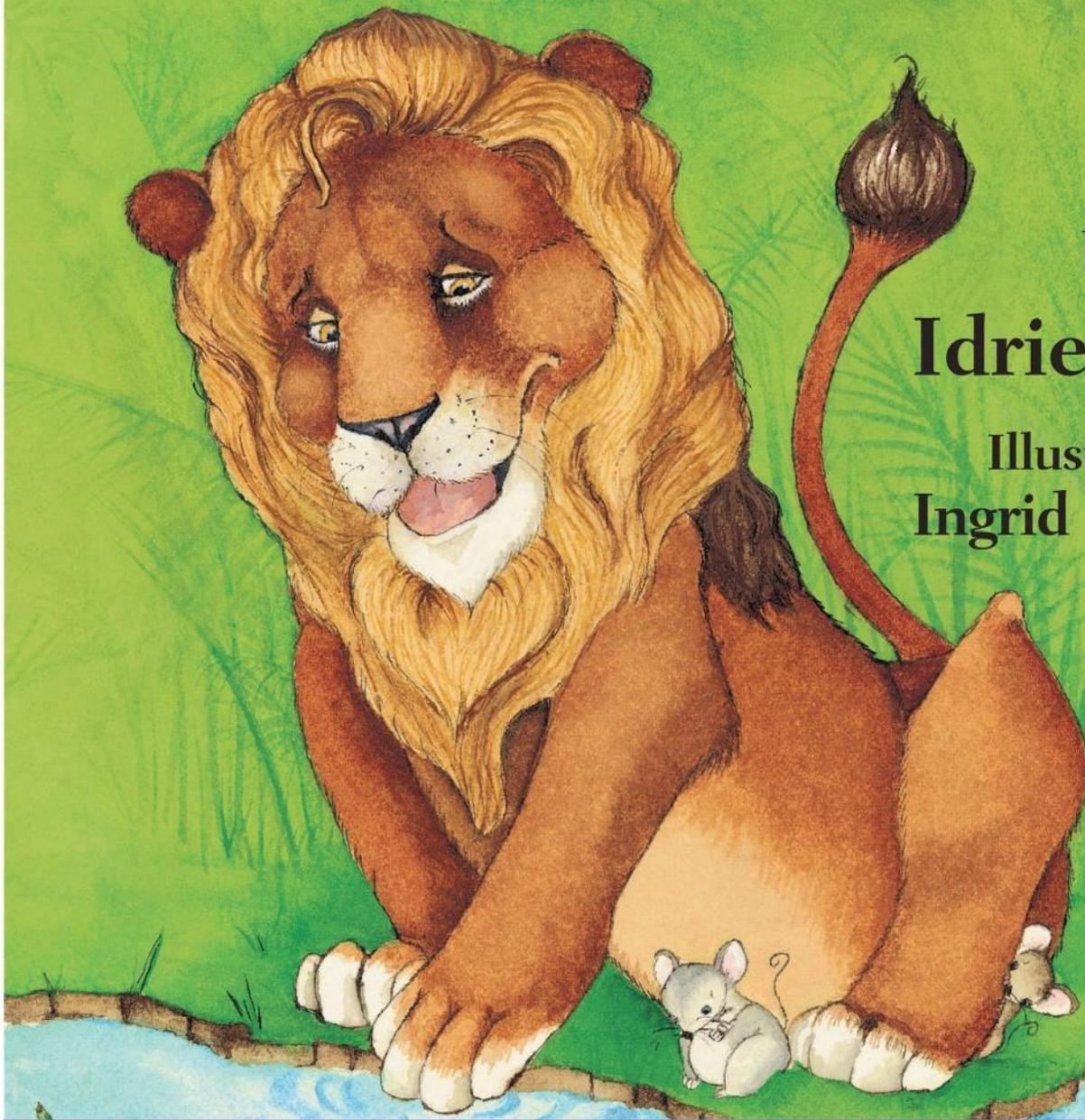


The Lion Who Saw Himself in the Water



by
Idries Shah

Illustrated by
Ingrid Rodriguez

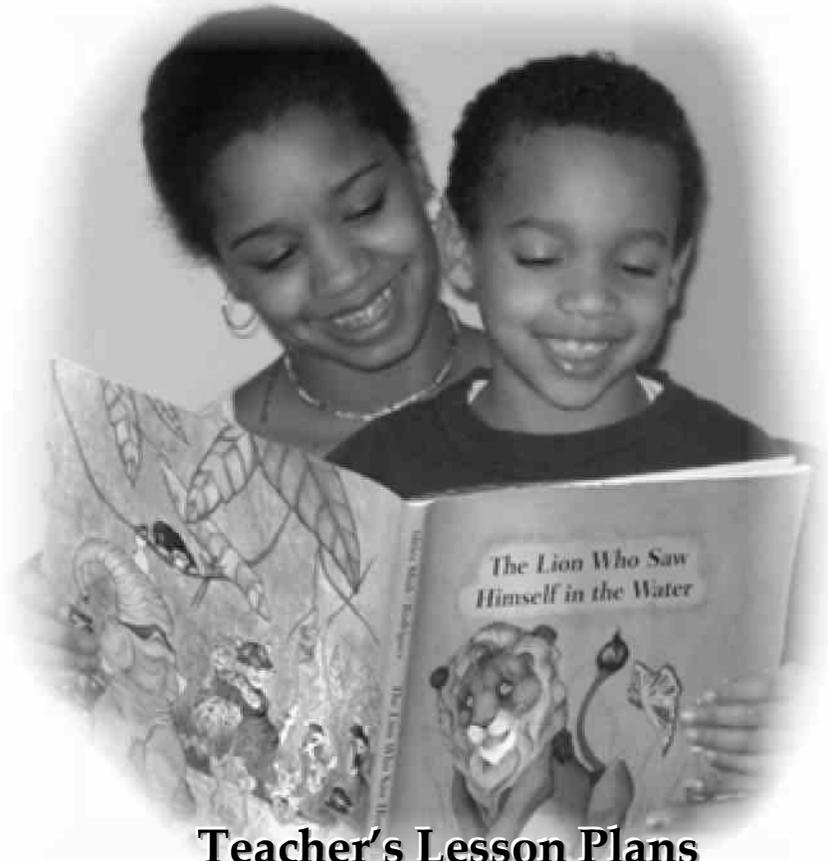


**HOOPOE LITERACY CURRICULUM
TEACHER'S LESSON PLAN**

Teaching-Stories™: Learning that Lasts

Grades K-2

Hoopoe Early Literacy Curriculum
Teaching-Stories: Learning That Lasts



Teacher's Lesson Plans
For Grades K – 2

**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.hoopoekids.com



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

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

The worksheets in this guide can be used for many of the activities. Worksheets include: color picture/vocabulary cards; "scared-happy" templates; Lion/Butterfly templates; paper bag and finger puppet instructions; felt-board character instructions; prepared drama script. See www.hoopoekids.com for color versions of puppet instructions and more.

OTHER HOOPOE BOOKS

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

Other Teacher's Activity Guides

Activity Guides for PreK-1

The Clever Boy and the Terrible, Dangerous Animal
The Farmer's Wife
The 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 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 Lion Who Saw Himself in the Water
The Magic Horse
The Old Woman and the Eagle
Neem the Half-Boy

Lesson Plans for Grades 6 – 8

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

Lesson Plans for Grades 9 – 12

Fatima The Spinner and the Tent
The Magic Horse

For information about these and other educational materials, please visit

www.hoopoekids.com



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

NEA TODAY – The Magazine of the National Education Association

INTRODUCTION TO TEACHING-STORIES FROM HOOPOE BOOKS

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

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

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

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

USING THE TEACHING-STORIES

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

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

HOW THESE LESSON PLANS CAN HELP YOU

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

- Students need to hear a Teaching-Story several times in order to become familiar with it and begin to understand its meanings before they try to read it themselves. This guide will give you ideas for reading the stories to students, having them read the stories with you, and then having them read the stories with each other when they are able.
- Students understand and remember a story better if they discuss it with you and their classmates and relate it to their own experiences. This guide will give you ideas for engaging them in discussions so that they can express the meanings the stories have for them.
- Students enjoy a story more if they are able to respond to it in interesting ways such as drawing a scene, retelling the story, acting the story out, or writing in response to the story. This guide will give you ideas for enjoyable activities that are connected to the story.
- Students learn different reading and language skills from stories that help them improve their literacy. This guide will give you ideas for using the stories to teach reading and writing skills.

- Students will enjoy the stories even more if they share what they are learning with their families. This guide will give you ideas for having students share the stories and what they are learning at school with their families.

HOW THESE LESSONS ARE ORGANIZED

There are two days of read-aloud lessons designed so that students will hear the story and deepen their understanding. The third reading allows the students to listen to the story once again, but this time reading along with you. You might use the CD for this reading so that students may read along with it and turn the pages at the sound of the page-turn signals. More advanced students might wish to read the story independently for this third reading. Additional readings are included with some activities.

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 Hoopoe Teaching-Story Lesson Plans cover all skills listed below, but not every strategy is covered in every guide. See page 5 for suggestions on how to use the activities in this guide to improve cognitive and affective skills as outlined by Bloom’s Taxonomy. The skills and strategies in this guide include:

Personal Response

- discussion
- Readers’ Theater
- drawing
- retelling

Vocabulary

- developing understandings of denotations and connotations of words and phrases

Comprehension

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

Word Study

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

Thinking

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

ASSESSMENT DESCRIPTION

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 the rubric as your model.

LESSON PLANS FOR USING TEACHING-STORIES IN THE CLASSROOM

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

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

“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”**

RESEARCH: A Scientific Understanding of the Teaching-Story

Bloom's Taxonomy: Cognitive and Affective Domains

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

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

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

Bloom's Cognitive 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 operations.

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

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

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

Simple Thinking Skills and Sample Behaviors:

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

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

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

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

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

Introduction to Teaching-Stories

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

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

Complex Thinking Skills and Sample Behaviors:

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

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

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

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

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

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

Bloom's Affective 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 remembers details from the story, e.g., the names of the characters. Student listens to the opinions and interpretations of others with respect during discussions of the story.

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

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

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

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.

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

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

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

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

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

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

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

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

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

STORY SYNOPSIS



The Lion Who Saw Himself in the Water

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

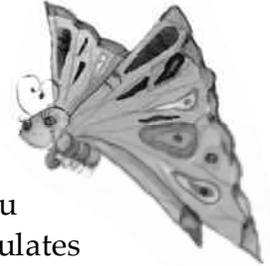
One of the things this story gently explores is how fear arises in the mind and how it can be overcome when we have information and experience. Children will learn, through the lion, how to deal positively with fears and inhibitions that so often arise from situations they as yet may not understand.

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

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

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

I. 1ST HEARING OF THE STORY



A. MAKING PREDICTIONS

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

SKILLS AND STRATEGIES

Personal Response

- discussion

Vocabulary

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

Thinking

- *making predictions*

Bloom's Taxonomy of Cognitive and Affective Domains

- See page 5 for suggestions on how to use this, and other activities in this guide, to improve cognitive and affective skills as outlined by Bloom's Taxonomy

When read straight through without interaction with your students, this story takes 7-8 minutes of reading time. The activities in this session will take about 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Practice reading the story aloud a few times before you read it to your students so that you will know the story and will read smoothly. Read with expression! By reading well, you demonstrate to students how to read the story effectively when they are ready to read it on their own. **You may decide to use different voices for different characters. Students love it when you do this!**
- Before you read the story, decide on three or four places to pause during the reading and have students discuss what they think will happen next in the story. Asking them to make predictions like this (without knowing for sure what is going to happen) is a very good way of developing their thinking abilities. Also, it is a way of giving them reasons to listen carefully to the story. They will want to find out if their predictions are correct!

I. 1st Hearing of the Story/Making Predictions

A good place to pause is when there is a “turning point” in the story—when there is some suspense about what will happen next. For example: **Now, Share the Lion thought, “That’s funny! Why is everybody running away from me?” So he shouted, “Grr-grrr?” which, in lion-talk, means “Why are you running away?”** You might ask, “How do you think the animals responded?”

- For the read-aloud, you may wish to use a special area of the room – on a reading rug or in a reading corner. Or have students sit more comfortably than sitting at their desks. This is a special time for students and for you.
- You will be encouraging your students to examine the details of the illustrations. You may want to research architectural and other details yourself beforehand in order to be prepared for their questions. If you are doing the chart in step **3f**, have chart paper available.
- You will have a **home literacy kit** or 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

This story was designed to help improve students’ 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. As you prepare to read the story, you may want to follow these steps:

- a.** Hold up the book so that the students can see 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

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 so we can find out just what the terrible, dangerous animal is. Listen carefully and look at the pictures as I read. Sometimes, I will stop and ask you what you think will happen next. You will probably not know for sure, but think about what has already happened and what might happen next. Listen carefully so that you can figure out what will happen next!

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

2. During Reading

a. Hold the book so that all the students will be able to see the pictures as you read. Read slowly, with expression, and pause before turning the pages to give the students a moment to think about what they just heard and to look at the illustrations. If the students are at their desks, you may want to walk around the room as you read to let everyone see the illustrations up close.



b. Each time you pause to have students make predictions, ask these questions:

What do you think will happen next in the story?

Why do you think so? What details from the story are you using to make your prediction?

Remember that all predictions are good because they involve good thinking and that it is all right for students to disagree on what will happen next. Call on different students to give their predictions. When one student gives an idea, ask the others if they agree or disagree and ask them to give their reasons. Encourage students to debate their ideas. Allow enough time for discussion so that several students have a chance to make predictions and for the class to discuss the ideas. Then continue reading to the next stopping point.

c. As you read aloud, make sure that the students understand the words in the story. For instance, ask the students what they think a “reflection” is when Share sees his reflection in the pool. As you read any words you think the students may not understand, ask them if they know the word and ask them what the word means. You can use the sentences in the story to help them unlock the meaning of the word.

3. After Reading

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

I. 1st Hearing of the Story/Making Predictions

what happened at the very beginning of the story. Use these questions to guide the students' recall:

Who are the characters shown here?

What is happening in this part of the story?

b. Then turn to the next two pages and ask the same questions. Continue in this way through the book, having the students recall and talk about the story by looking at the pictures on each of the pages. Call on different students each time to give everyone a chance to respond. If students don't remember some of the details, remind them of that part of the story, in your own words, or read that part again to them.

c. Praise students for listening attentively and for remembering so much of the story. Tell them you will be reading the story again on another day soon and will be discussing it again.

d. Give each student a copy of the book or a **Home Literacy Kit**. You may wish to collect these after each session and keep them at the school for use with other activities, until the final reading of the story is completed.

e. Ask students to go back through the book, looking carefully at the illustrations, and naming what they see pictured. For instance, on the first several pages of the book, students will notice many different animals and other natural surroundings.

Using the list below of the animals found in the illustrations, you may want to read the descriptions of the animals and have students try to identify the animals in the book. You may say: *The illustrator researched and depicts animals that were in Central Asia and the Middle East 800 years ago, when this story was first told. Let's see if you can find these animals in the book as I read the descriptions.*

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

f. Start a list of their observations on chart paper or the board so that you can add to it each day you read the story. There are many interesting elements pictured in the book. Give the students a chance to look carefully at the illustrations, to examine the details and to learn the names of the various animals and plants pictured, some of which may be unfamiliar to them. Make a copy of the list of animals above on chart paper, and post in the room for referral. (This list is also printed in the prepared script provided in this guide.)

ASSESSMENT: Making Predictions

Levels of mastery 1- 4

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

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

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

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

B. DEVELOPING READING VOCABULARY

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

SKILLS AND STRATEGIES

Vocabulary

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

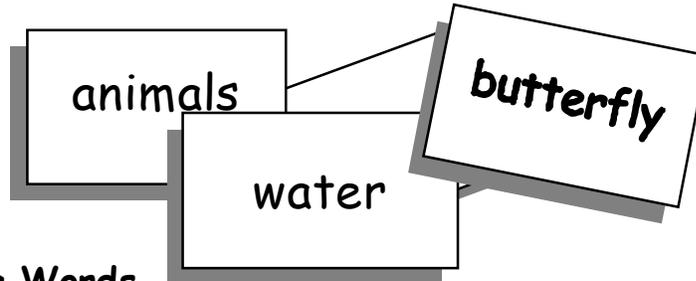
I. 1st Hearing of the Story/Vocabulary

TO PREPARE FOR THE LESSON

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

animals	mouth	mane	jungle	water
lion	head	pool	reflection	butterfly

- Prepare the word cards. Prepare the picture cards. (Picture cards that can be used for matching or demonstrating these ten words, or others you may want to use, are provided in this guide, and some pictures can match with several words.)



1. Recognizing Words

a. Tell students that today they will be learning to recognize words from the story you have been reading with them. Tell them you are sure everyone will be able to learn at least one of the words today and that some may learn more.

b. Hold up the word **animals** so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Explain the meaning of the word, use it in a sentence, and then have the students use the word in a sentence. Their sentences can be about the story or they can simply use the word correctly. For example, you might say something like this:

*This word is **animals**. Animals are living beings that breathe and can move just like us, and many of them exist in the world. Do you remember the animals in the story who were afraid when Share the Lion said "Grrrrrrrrrrrrrr"? Think of a sentence using the word "animals." For example, "The animals were very frightened because they did not understand how lions talk." Think of a sentence using the word "animal."*

Call on two or three students to say the sentence they thought of. Then put the word on the wall or have one of the students stand next to you, holding the word so that everyone can see it.

c. Hold up the word **jungle** so that everyone can see it. Pronounce the word and have the students say it with you several times while they look at the word. Explain the meaning of the word, use it in a sentence, and then have the students use the word in a

sentence. The sentence can be about the story or can simply be a sentence that uses the word correctly. For instance, you might say something like this:

*This word is **jungle**. "Jungle" means a large forest with many kinds of animals and it's usually very warm and rainy. Remember when Share the Lion wanted to drink from the pool of water in the jungle? Think of your own sentence using the word "jungle." For example, "Many of the animals in the jungle also went to drink water." Think of another sentence using the word "jungle."*



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

d. Continue in this way with each of the ten words. Each time, say the word, have the students say it with you, explain its meaning and use it in a sentence, then have two or three of them use the word in a sentence, and finally put that next word in line with the others. Once the new word is in place (on the wall or in the line of students holding words), point to each word in turn and have students say it with you.

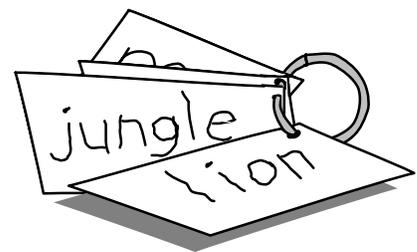
e. When you have presented all the words, mix them up and have the students say the words again, one at a time, when you point to them. For example, if the words are posted on the wall, move them around so that they are in different positions in relation to each other. If students are standing in a line holding up the words, have them move from their original positions into new positions in the line and then hold up their words again.

f. Have students practice saying the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.

g. Have the students act out the words and let the other students try to guess what word they are acting out.

2. Reading Words

a. Give each student ten index cards (or ten sturdy pieces of paper) and have them copy, as carefully as they can one word per card. Tell them to keep the cards in a safe place and practice reading the words on their own once or twice a day. (A good size for these word cards is about 3" x 5".) You can punch holes in the corners of the cards and hold all of them together with a large ring. This will prevent students losing their cards. The ring can be undone and the words separated for activities and the words can be used for other activities as well. (*Rings can be purchased at office supply or school supply stores, or you can use a piece of yarn or heavy string.*)



b. When students are done, they can take their word cards and, using the picture cards provided in this guide, try to match the pictures to the words that represent them. Students can play a game of memory by matching the pictures and the words. (Later on,

I. 1st Hearing of the Story/Vocabulary

they can add their own words and pictures to the game.) For the words that do not have corresponding pictures, invite students to think of ways of conveying the meanings through dramatization. Model with this example: Create the form of a snake using paper and tell students that the form represents a poisonous snake. Put the “snake” on the floor, walk away, then turn and pretend to come upon it for the first time. Pantomime fright. Then ask students which word best matches your dramatization and why. They may say “frightened” because you pretended to be alarmed or they may say “dangerous” because the snake is poisonous. Either answer is acceptable. Then invite students to invent similar dramas to illustrate the other words that do not have corresponding pictures.

c. When students have made their own set of the words to practice, choose another ten words from the story and repeat steps **B1a–g** above. Have the students add the second ten cards to the first set they made and now practice all twenty words on their own. Continue in this way until the students have learned all or most of the words in the book.

d. As students acquire more word cards, you may want to suggest that they arrange some of the words into phrases or sentences to read. This is a good classroom activity that students can do individually or in pairs. When they have arranged words into a phrase or sentence, they can read their sentences to their partners. Alternately, they can select individual words to read aloud to their partners.

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

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

3. Share Words at Home

You may also suggest that the students take their word cards home to read to their families and perhaps teach to others in the household who cannot yet read. They can also show their families how they can organize individual words into phrases or sentences to read.

4. Additional Activities

- Students may also draw a scene that incorporates several words into one picture.
- Other students can try to guess which words the artist has referred to in his/her drawings.

ASSESSMENT: Vocabulary

Levels of mastery 1- 4

Level 1: Student is unable to recognize words that have been taught.

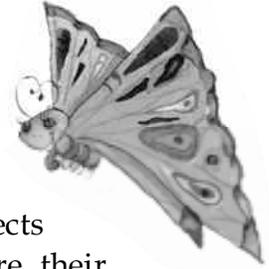
Level 2: Student is able to match some of the word cards with some of the picture cards individually.

Level 3: Student is able to match all of the words to the pictures.

Level 4: Student is able to read most of the words found on the word cards without reference to the pictures.

II. RESPONDING TO THE STORY

FUN WITH SEEING MYSELF



Students can refine their thinking and observation skills when they explore the world around them. Working with a variety of real objects allows them to become familiar with how things work and explore their creative imagination. When students learn to pay attention to the details, they enhance their visualization skills.

SKILLS AND STRATEGIES

Thinking

- compare and contrast

Comprehension

- *visualization (physical awareness)*

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

TO PREPARE FOR THE LESSON

- Have a variety of objects available that give a reflection, such as: large silver spoons, aluminum foil, shiny pots and pans, a tub of water, mirrors and available windows.
- Have a variety of drawing instruments such as crayons, markers, and colored pencils available.
- For the “What Happens When You’re Scared or Angry” activity have paper and a variety of writing and drawing implements available. **(You may wish to use the templates provided in this guide. Make copies for each student.)**
- Have ready a standing mirror (or several small mirrors) for the students to look at their reflections.

1. Reflection Hunt

- a. After having introduced the word “reflection” and discussed its meaning, have students search for items on which they can see their reflections. (Have available the items listed above and encourage students to investigate new items that they think may give a reflection.)
- b. Encourage students to make observations about what they see. Ask students:
Can you see a better reflection from the inside or the outside of the window? On a sunny day or a cloudy day? With the lights on or off? Can you see a better reflection if the water is in a white tub or a black one?
- c. Have students draw what they see.

II. Responding to the Story/Fun With Seeing Myself

d. Have students discuss their observations as a group or in a pair-share situation.

2. What Happens When You're Scared or Angry? What happens When You're Happy?

These activities are designed to help students think about, discuss, and draw how they feel and react when they are afraid, angry and happy. They will be able to think about how differently their body responses are in all these situations and what they do (or might do) to reduce the stress they feel when they are afraid or angry. Here are suggestions for this activity:

a. The jungle animals were afraid of Share the Lion. When they realize that Share is afraid of his reflection, they become less afraid of him – the butterfly even goes very close to Share to talk with him – and at the end they all live happily ever after. Talk with your students about these two emotions.

b. Have students name things or situations that are frightening. Place the words and/or images of those things in columns on a piece of chart paper. (See example on the next page.) Do the same thing for situations or things that make them happy.

c. Then have students vote for the most frightening thing by placing a colored dot or a checkmark beside the item. Do the same for the list of things or situations that make them happy.

d. Count the number of dots in each column and find out what frightens students and what makes students happy the most.

e. Using the “scared,” “happy” and “angry” templates in this guide, have students think about one thing that happened to them that was scary and draw that event. Have them do the same for something that makes them happy and angry.

f. Have them think about how their bodies feel in these situations (for instance, being jumpy when afraid or feeling warm when happy). Then have them think about times when they are both happy and afraid at the same time (for instance, getting ready to make an important basket in a basketball game, or giving a public performance of any kind). Have them draw how they feel when being happy, afraid, or happy and afraid at the same time.

g. In the last section, have students draw what they did (or might do) to reduce the stress they feel when they are afraid or angry.

h. Have a discussion about how students can use their “happy faces” to trigger a calm response when they are frightened or angry (see box). You may wish to

Put on a Happy Face!

Ask the children: “What can you do to make yourself feel calmer when you are scared or angry?”

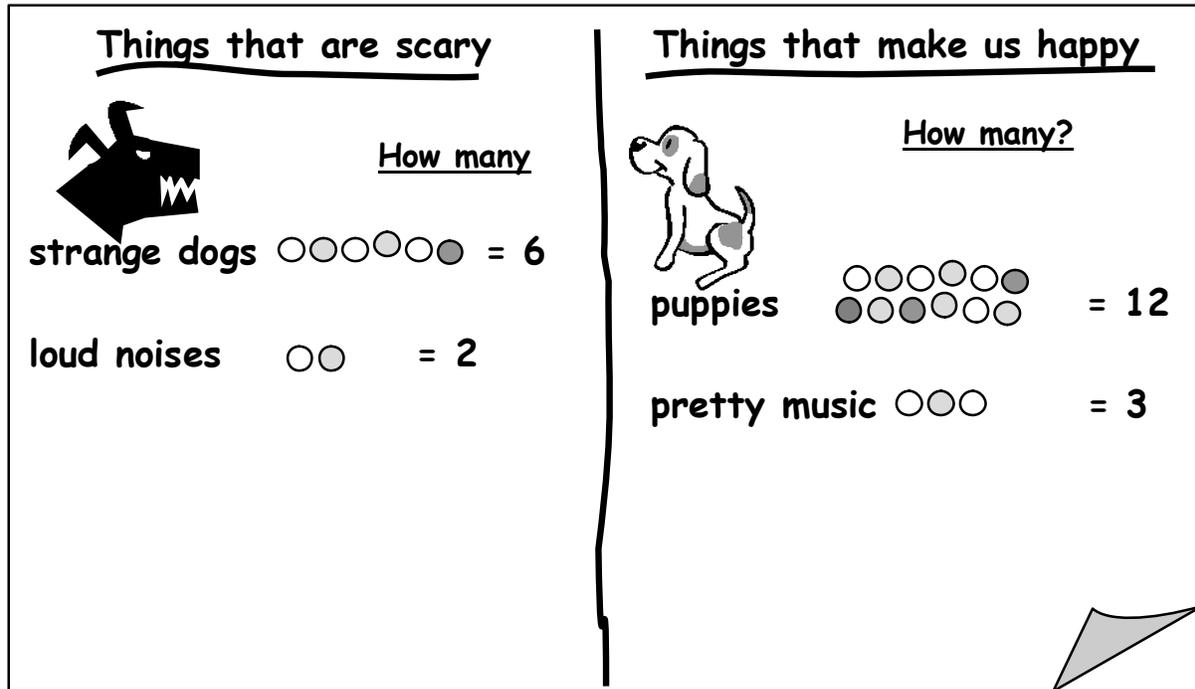
Then have them do this exercise: Smile! Take a deep breath. Now slow your breathing down. You can do these things very quickly, and it will help you act more calmly and prevent you from becoming panicky.

II. Responding to the Story/Fun With Seeing Myself

suggest that they make smiley faces to see how doing so makes them feel.

Acting calmly enables us to act responsibly and appropriately and even changes how we feel inside.

Example of Chart for Things that are Scary or Make Us Happy



3. Mirror, Mirror on the Wall: Drawing My Reflection

a. Have a standing mirror (or give out individual mirrors) and allow students to make angry, scared, silly or other faces in the mirror and draw what they see. Have the students draw their own reflection, in any way they wish. Say to students:

A reflection usually looks like the real thing, but, of course, there are some very important differences. There's a big difference between the reflection of the moon on the ocean and the actual moon. There's also a difference between your reflection in the mirror and the actual you!

Does your reflection ever look silly, scared, angry, happy, or anything else? Does that mean that's how you always feel, or how you permanently are? Or does it just show how you feel or look in that moment?

Does your reflection really show who you are on the inside? Your reflection disappears if you break the mirror, or throw a stone in the water, but the real you is still there! Think about what it means to have a reflection. Now draw a picture of your own reflection in the mirror or in a pool of water.

b. You might also have students draw lots of different reflections, showing how they are and how they feel at different times.

III. 2nd Hearing of the Story/Developing Comprehension

c. Students can then make a book of their drawings and write or dictate a descriptive caption under each picture.

ASSESSMENT: Visualization Skills (Physical Awareness)

Levels of mastery 1- 4

Level 1: Student is unable to visualize any situations or identify the emotions of happiness, fear, and anger.

Level 2: Student is able to identify some situations that bring about the emotions of happiness, fear, and anger, but cannot identify how their bodies feel in those situations.

Level 3: Student is able to identify examples of happiness, fear, and anger and can identify some physical sensations that accompany those emotions.

Level 4: Student is able to identify many examples of happiness, fear, and anger and understands how to alter fear and anger by changing their responses and their facial expressions.



III. 2ND HEARING OF THE STORY

A. DEVELOPING COMPREHENSION

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

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

SKILLS AND STRATEGIES

Personal Response

- discussion
- retelling

Vocabulary

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

Comprehension

- *determining important ideas*
 - synthesizing

Thinking

- reflecting
- generating analogies
- compare and contrast

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

TO PREPARE FOR THE LESSON

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

1. Before Reading

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

2. During Reading

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

Who are the characters shown here?

III. 2nd Hearing of the Story/Developing Comprehension

What is happening in this part of the story?

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



d. When you have gone through the entire book, discussing the pictures and the story in this way, close the book and ask some of the comprehension, reflection, and analogical questions from the next section. Say to the students:

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

3. After Reading: Developing Comprehension

Discussing the story after reading enables children to deepen their understanding of the characters and events. Begin by asking for volunteers to answer one or more questions and after each student gives his/her answer, ask:

Does anyone else have a different answer? We'd like to hear it.

Here are some questions that can help students develop their comprehension of the story. Choose a few to encourage students to recall key events. Not all questions need be asked.

Use "Wait Time" when asking questions

"Wait Time" refers to the amount of time you allow to elapse between the time you ask a question and the time a student answers the question or you speak again. Waiting quietly and patiently encourages students to think before they respond. The number and quality of responses you get is likely to increase when students have time to think and formulate an answer. To allow for such thinking time, use one of these strategies when posing a question to the whole class:

- (1) Pause after asking the question and count to 10 before calling on a student to respond.
- (2) Organize students into pairs or small groups, pose the question, and have them share their thoughts with each other for 30 seconds or a minute before calling on a student or student pair to respond.

With either strategy, explain to the students that you want to be sure they have time to think before answering.

III. 2nd Hearing of the Story/Developing Comprehension

- ❖ *Why were the animals afraid of Share the Lion? Did the animals really have anything to be afraid of?*
- ❖ *Did Share the Lion mean to scare the other animals when he said “Grrrrr”? What did he mean when he said “Grr-grrr”?*
- ❖ *Why did the animals think that Share the Lion was angry? Was Share the Lion really angry? What was he trying to say? Why didn’t the other animals understand him?*
- ❖ *What did Share the Lion see when he leaned towards the water? What did Share the Lion think that the “other lion” wanted?*
- ❖ *What did the butterfly say to Share the Lion?*
- ❖ *Did she have a really loud voice or a really quiet voice? Do you think it was easy to hear her voice? Do you think that Share the Lion had to try to listen really carefully to hear what she was saying?*
- ❖ *Why didn’t the lion believe the butterfly when she told him that there was nobody in the water?*
- ❖ *Why did some of the animals laugh at Share the Lion? How do you think the other animals knew that it was just Share the Lion’s reflection in the water and not a real lion?*
- ❖ *What did Share the Lion do when he got really, really thirsty? What happened to the other lion when Share the Lion finally took a drink? How did the water feel in his mouth when he finally got a drink?*

4. After Reading: Reflecting on the Story

Invite the students to reflect on and interpret events in the story with questions like these. Choose a few that you think will spark good discussion. Not all questions need be asked.

- ❖ *What was your favorite part of this story? Why? What was your favorite picture? Why?*
- ❖ *Why were the animals afraid of Share at the beginning of the story? What else could they have done about their fear besides run away?*
- ❖ *The lion thought the animals were silly to be afraid, and he decided to ignore them. What else could he have done to help the animals understand him and get over their fear of him?*
- ❖ *Why was Share the Lion afraid when he saw his own face in the water? Do you think he was silly? Why?*
- ❖ *The butterfly tried to help the lion, but the lion was still afraid. Why don’t you think the butterfly could help the lion? What would you have done if you were the butterfly?*
- ❖ *What finally helped the lion get over his fear?*
- ❖ *Do you think the lion was brave when he drank the water? What does it mean to be brave?*
- ❖ *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”?*
- ❖ *At the end, the story says “everyone lived happily ever after.” Do you think they did? Why?*
- ❖ *The animals were afraid and the lion was afraid. How were their fears alike? How were they different?*

III. 2nd Hearing of the Story/Developing Comprehension

5. After Reading: Exploring Analogies

Invite the students to relate events, characters, and situations in the story to themselves, to similar elements in other stories, and to elements in the world around them. Using Teaching-Stories in this way helps children better understand themselves and others. Here are some questions that can stimulate this kind of thinking. Choose a few that you think will spark good discussion. Not all questions need be asked.

- ❖ *Do you know someone who is afraid of something he or she doesn't understand? What do you think might help the person stop being afraid?*
- ❖ *Is there something that you're still afraid of? Do you know why that is?*
- ❖ *Have you ever been afraid of something that you didn't understand? What was it? Did you get over being afraid of it? How did you do this?*
- ❖ *Have you ever seen someone or something make another person afraid? What did they do? Why did they do it?*
- ❖ *Have you ever become afraid because you saw other people being afraid, although you didn't know why they were afraid?*
- ❖ *Do we sometimes allow ourselves to become afraid before we think or understand a situation? What might we do to help ourselves calm down a little and see what actions might be necessary?*
- ❖ *How do you know when you have a good reason to be afraid or when it's kind of silly to be afraid?*
- ❖ *What is a reflection? Have you ever been afraid of your own reflection? Is it silly to be afraid of your own reflection?*
- ❖ *Is your reflection the real you? Does it look like the real you? Does it always look like the real you?*
- ❖ *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?*
- ❖ *Does it always feel bad to be afraid or does it sometimes feel good? Why do you think so? Why do you think people like to watch scary movies or listen to ghost stories?*
- ❖ *Share the Lion was afraid of his own reflection which looked just like him. Have you ever been afraid of yourself? Is it silly to be afraid of yourself? Why?*
- ❖ *Was there ever somebody, like the butterfly, who helped you? Did you accept his/her help right away? Did you listen to that person? Why or why not?*
- ❖ *Have you ever heard a little voice (like the butterfly's) inside your head that tells you whether something you are doing or thinking is positive or negative, did you listen to it? Why or why not?*
- ❖ *In the beginning of the story, some of the animals started running just because they saw that their friends were running. Have you ever been afraid of something just because your friends were afraid of it? Have you ever done something because your friends did it?*

III. 2nd Hearing of the Story/Developing Comprehension

- ❖ *When Share the Lion said “Grrrr!” the animals didn’t know 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?*
- ❖ *How do you think the butterfly knew that there was nobody in the water? Can a reflection really hurt someone? (even if it looks scary?) Can a reflection do anything by itself? How does a reflection move? Can a reflection disappear? Can a real person disappear? Can a reflection look scary sometimes? Does that mean that there really is something to be afraid of?*

6. More Elements

Invite the class to add more elements pictured in the story (animals, plants, etc.) to the word and observations lists that you started with the first reading of the story.

ASSESSMENT: Deepening Understanding (Comprehension & Analogies)

Levels of mastery 1- 4

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

Level 2: Student is able to make a one-to-one connection between objects or characters in the story and objects or characters in his/her own life (e.g., the animals are afraid of the lion and the student has been afraid of something) but is unable to make inferences.

Level 3: Student is able to make a one-to-one connection in the story to events in his/her life that demonstrates an event in the story (e.g., the student says that the lion’s being afraid of his reflection reminds him of when he was afraid of a monster in his closet.)

Level 4: Student is able to make an analogical connection to something in his/her life in the story that shows a depth of insight (e.g., the animals are afraid of Share because they don’t understand him and the student has had children be afraid of him because English is not his first language and they don’t understand him.)

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

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

B. WORD STUDY

SKILLS AND STRATEGIES

Word Study

- *phonics - rhyming*

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

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

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

think drink mane

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

said face head
clear place near

3. When students understand the concept of “rhyming words,” AND if they are able to read the words, have students sort (categorize) their own individual word cards according to rhyming sounds. (Divide the set of rhyming words into separate piles.) Students may not be able to find a rhyming word for every word in the set they have, but it will be very good practice to go through their collection of words, say each one to themselves, and decide if it rhymes with any of the other words.

4. When students understand how to sort (categorize) words according to rhyme, they can learn to sort the words according to other features. For instance, they can sort the words according to beginning sound or according to number of syllables. There may be other patterns in the words that you would want them to look for.

5. You may also suggest that the students take their word cards home and show their families how to sort the words according to the different patterns you have showed them (rhymes, beginning sounds, etc.).

IV. Responding to the Story/Sequencing

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

ASSESSMENT: Phonics (Rhyming)

Levels of mastery 1- 4

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

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

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

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

IV. RESPONDING TO THE STORY



A. PUTTING THE STORY IN ORDER

SKILLS AND STRATEGIES

Comprehension

- *sequencing*

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

TO PREPARE FOR THE LESSON

- Decide how you will group students for this activity. You may wish to have them work individually, or in groups of two or three.
- You may wish to make a set of the picture cards that can be found in the worksheets section for each of your students or make a set for each group of students.
- Look over the lesson plan so that you are familiar with the steps to follow.

1. Tell students that they are going to see if they can remember the story that you have read several times, *The Lion Who Saw Himself in the Water*.
2. Distribute sets of the sequencing cards to either pairs of students, individual students or groups of three. (See cards included in this guide that you can use for this and other activities.)
3. Have students work (together) to arrange the cards in the correct chronological order (the order in which they occur in the story).

IV. Responding to the Story/Puppets for Retelling

4. When they have arranged the sequencing cards, have them tell the story using the cards as prompts. (For students in groups, tell them they are to decide which part of the story each will tell, and remind them that every part of the story is important.)
5. You may also wish to have them write a few words or a sentence for each card to identify this part of the story. (For example, "Share the Lion wonders why everybody is running away.")
6. Have students create a game using the sequencing cards.
7. Have groups of students share their games with the entire class.

ASSESSMENT: Sequencing

Levels of mastery 1- 4

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

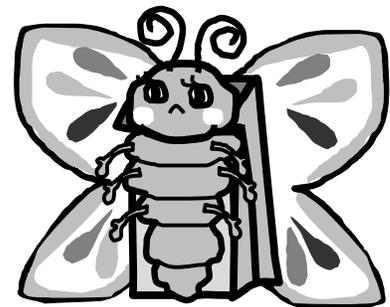
Level 2: Student is able to sequence some of the story adequately in chronological order, such as the beginning and end, and gives some essential details. The story may be out of sequence, or the student may include some inaccuracies.

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

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

B. PUPPETS FOR RETELLING

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



SKILLS AND STRATEGIES

Personal Response

- *retelling*

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

IV. Responding to the Story/Puppets for Retelling

TO PREPARE FOR THE LESSON

- Collect all of the materials you will need for the paper bag puppet. Have materials well organized and easily accessible to students. (A set of directions is included in this guide and you may want to copy these directions for students' referral.)
- Look over the directions for making a paper bag puppet. You may wish to try one on your own to show the students.
- Materials you will need for the paper bag puppets: tape, paper bags, colored pencils, crayons, markers, glue, paste spreader, disposable containers (for the glue and paste spreader), colored tissue paper, cardstock or heavy paper, construction paper, scissors, newspaper for desks or tables. Optional: feathers, felt or fabric scraps, yarn or cotton for fur, plastic eyes, pipe cleaners.
- Have some books available for reference, and prepare the finger puppets or felt-board characters if you wish to use these for activities.

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

1. Discuss the characters and the animals from the story with your students. Talk about Share the Lion, the butterfly, and the other animals (for a list and description of some of the animals in the story, see page 12). Tell the students that getting to know the characters will help them create puppets that look like the characters and help them to act their personalities and voices as they retell the story using the puppets they make. For those students who make jungle animals, invite them to think of what their animals would say if they could talk.

2. Ask the students:

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

3. Remind the students that they are going to make a paper bag puppet of one of the characters in the story and later they will use the puppets to retell the story of *The Lion Who Saw Himself in the Water*. 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 make the butterfly or other jungle animals, so adapt your instructions accordingly.

4. Distribute a paper bag to each student, and place all required construction paper or cardstock and all tools including drawing and decorating material within reach.

5. Have students write their names on the back of their paper bag before assembly. After assembly, allow the paper bag puppets to dry completely before use. You may have to apply extra glue or staples from time to time to keep them in shape.

V. Independent Reading



6. Have students clean up and return their supplies to the designated areas.

7. When students have completed their puppets and the puppets are dried, let them gather in groups of two or three and act out the story. If some students have made lions and some have made butterflies or other animals, group the students together to act out the scenes with multiple characters.

8. Have the students take their puppets home and encourage them to use the puppets to retell the story to their families. Or, have the students use the puppets to perform skits at a family event in the classroom.

9. You may also have students use the felt-board characters or finger puppets to retell the story. (Instructions for making finger puppets and felt-board characters are included in this guide.)

ASSESSMENT: Retelling

Levels of mastery 1- 4

Level 1: Student is unable to retell the entire story and remembers only one or two events, not the key events, and not in the correct order.

Level 2: Student is able to recall and retell when assisted by clues, such as illustrations in the book.

Level 3: Student is able to retell the key events (beginning, middle, end) in the correct order, leaving out only minor details.

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

V. INDEPENDENT READING

READING THE STORY

This third reading of the Teaching-Story will help students make the story their own. In this way, students are able to hold on to it and utilize it as a tool for life. This time have your students read along with you by following the text in their books. You might use the CD for this reading so that students may read along with it and turn the pages at the sound of the page-turn signals. More advanced students may wish to read independently for this third reading.



Children can reflect on the story and use it to help them understand similar situations and experiences when they encounter them in their lives. When children visualize and draw or paint, they are able to internalize the story in yet another way.

After the reading, begin a class discussion using the reflection and analogical questions, which encourage the students to see the relevance of the story to their own lives.

“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.

Here are some suggestions for reading the story a third time.

SKILLS AND STRATEGIES

Personal Response

- discussion
- *reading and retelling*

Comprehension

- visualizing

Vocabulary

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

Thinking

- reflecting

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

TO PREPARE FOR THE LESSON

- Make sure that you have a Home Literacy Kit or copy of *The Lion Who Saw Himself in the Water* for each child. You may wish to keep these kits at the school for use for all the activities until you are finished with the activities in this lesson plan.
- Check on the CD players and make sure that they are in good working order.
- Determine which of your students (those not yet reading) will use them with their books. You may wish to have one CD player for each child so that they can stop the CD and replay a particular part or you may have one CD player and allow several students to listen together as they follow along in their books.

V. Independent Reading

- If doing the drawing and retelling (see next section), have drawing paper and a variety of drawing and painting materials, such as watercolors, markers, crayons, and colored pencils available for the drawing or painting activity.

1. Before Reading

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

- a. Give out copies of the book to each student, and give out CDs to those using them. If you take books and CDs from the Home Literacy Kits, make sure they are replaced after the lesson is completed.
- b. Tell students that today they will be reading the story independently.
- c. Help those students who will be using the CD players to get their equipment. If you have only one CD player, group these students around the machine and have them turn the pages as the story is read. You may want to make sure the CD player is not too loud for the independent readers. If there is no CD player available, for those students who require assistance, you might pair a good reader with a less able reader and have them read aloud together.
- d. Explain that there are bell prompts for page-turning so that students can follow along in their books as they listen to the CD.
- e. Make sure students know how to use the CD players.

2. During Reading

- a. Tell students that after they read (or listen to) the story, they will be retelling the story in their own words and drawing a scene.
- b. As students are reading, you may wish to walk around and ensure they are engaged and able to read the book.

3. After Reading

- a. When students finish reading their books, have them take turns retelling the story. You may wish to begin by opening the book to the first page and reading the first sentence of the story and then asking if there is anyone who would like to tell what happens next as you turn the page. Have students take turns telling each part of the story, as you turn the pages of the book. If a student misses a part or tells something out of chronological order, you can ask if everyone agrees with that student, or if someone wishes to change that part. Continue until the students have retold the story.

VI. Responding to the Story/Retelling with Art

b. If students have engaged in reading along with the CD, collect the books and CDs (make sure they are returned to the Home Literacy Kits) and keep in the classroom until all activities using them are completed. You may want to remind the students that they will be taking the books and CDs home later so they can read them or listen to the CDs again whenever they want.

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

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

VI. RESPONDING TO THE STORY

A. RETELLING WITH ART

TO PREPARE FOR THE LESSON

- Have drawing paper and a variety of drawing and painting materials, such as watercolors, markers, crayons, and colored pencils.
- Have a book for each student or each group.
- If you are making the class book covers, have cardstock or heavy construction paper, fasteners, yarn, and other materials the students may come up with.



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

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

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

VI. Responding to the Story/Retelling with Art

The Beginning of the Story:

- Share the Lion says “Grrrrrr.”
- 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.

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

All stories have a beginning, a middle and an end. Think about the story of The Lion Who Saw Himself in the Water. You will be drawing a scene from one part of the story. You do not have to make your drawing look like the illustrator’s drawing, use your own imagination to illustrate what you want from the part I assign to your group.

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

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

4. Hand out paper and drawing and/or painting tools—such as pencils, crayons, markers and watercolors—and let students draw or paint their pictures. You may want to walk around as they are working and ask them to tell you about what they are drawing or painting and why they chose to do that. You may also encourage the students to talk to one another about the story and about what they are drawing or painting.

5. When students have finished their drawings or paintings, do one or more of these activities:

Retell the Story: Start with students who drew the initial part of the story and have them organize their drawings in sequential order to follow the story. They may want to hold their pictures in this order in front of the class. There may be more than one drawing of the same scene which is fine. You may explain to them that even if someone in their group drew the same scene, the pictures will be different because each person used his/her own imagination. Have any student from this group volunteer to retell their part of the story by pointing to each drawing during the retelling.

VI. Responding to the Story/Retelling with Art

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

Have a “Museum Walk”: Post the drawings on the wall of the classroom in sequence of the story (if there is not enough room, do this in groups). On a volunteer basis, have students take turns standing beside their drawings (or holding up their drawings in the created books if done that way) and talking to the class why they chose the scenes and what was important or interesting about the depiction to them and/or have them answer questions from the class about their drawings. Once all the students who would like to speak have had a turn, have the students move around the “museum” as a group to view the art. You may want to organize the movement in one direction for traffic-flow purposes, or organize the students into groups and have each group take turns doing the “Museum Walk.” Additionally, you may want to go to a library and check out an art book from a well-known museum and show the students how other museums display their art.

Make a Class Book: Collect all the students’ artwork and organize them in story sequence and bind together with fasteners or clips. You may want to have the students design and make covers for the book (see below). You may also want to make more than one book if there are a large number of pictures. Keep the book(s) in the classroom and invite students to retell the story in small groups or to the whole class by going through the book and telling about the scenes depicted in the drawings or paintings. Place the books in your classroom library.

Make Book Covers for the Class Book: Have the students form into three groups to help design and create covers for the class book. Explain to them that this will be a project that the whole class will be participating in, and that every group has an important job to do. The first group (the “engineers”) can determine the size and the type of paper or material and the “binding” mechanism (yarn, fasteners, etc.); the second group (the “designers”) can determine what pictures to put on the cover and the title and text; and the third group (the “art department”) can work together creating the drawings and writing, taking turns with each other on drawing and/or writing, based on the other groups’ plans.

ASSESSMENT: Retelling

Levels of mastery 1- 4

Level 1: Student is unable to retell the entire story and remembers only one or two events, not the key events, and not in the correct order.

Level 2: Student is able to recall and retell when assisted by clues, such as illustrations in the book.

Level 3: Student is able to retell the key events (beginning, middle, end) in the correct order, leaving out only minor details.

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

VI. Responding to the Story/Writing

B. WRITING

Students can refine their comprehension of the story by writing about it in different ways, either by writing individually or as a group. Here are some suggested writing activities to do with students.

SKILLS AND STRATEGIES

Comprehension

- determining important ideas
 - *synthesizing*
- making inferences

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

TO PREPARE FOR THE LESSON

- Have chart paper and markers available for recording the class story and/or letter to the butterfly.
- If you are doing Step 2, have 11" x 14" paper available for duplicating the letter so that students can illustrate the letter.
- Have a variety of old magazines with pictures, writing and drawing (or painting) utensils, 8 ½ x 11" white paper, several pairs of scissors, glue, hole puncher, cellophane tape, stapler, yarn or ribbon and coat hangers for steps 4 and 6 below. (Some local libraries may be happy to get rid of old magazines; and local cleaners may gladly give out hangers to schools.)
- Look over the lesson plan so that you are familiar with the steps to follow.
- Make sure that you have a Home Literacy Kit or copy of *The Lion Who Saw Himself in the Water* for each child. At the end of this activity hand one to each child to take home.

1. Have the students help write a story about a different animal or a person who is afraid of something that is not really dangerous (such as a story about a student who thinks there is a monster in her closet and her sister and brother think she is being silly). Call on different students to provide the sentences for the story. Write the story on chart paper and reread it with the students, using the "echo reading" technique if they are not yet reading on their own. (**Echo reading** is an activity where the teacher reads the text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the teacher.)

2. Have students as a class help write a letter from the butterfly to one of her friends or relatives telling what happened from the butterfly's perspective. Write the letter on chart paper. You may want to copy the letter onto a piece of writing paper and duplicate onto larger paper leaving room for the students to illustrate with a picture which they think goes with the letter. If you do this, send home the letter/illustrations so the students can read it to their families. (See Home-School Communication in Section VII for more activities with families.)

3. Tell students to imagine that there is a sequel to this story— explain that a “sequel” is another story that begins where this one ends. Invite them to think about the story of Share the Lion and what might happen in that next story. Students can write a sequel as a group or individually, and they may wish to use the book to help them know where to begin their story. Students who are not yet writing may create a comic strip or picture story to represent their ideas about a sequel. Say:

At the end of the story, Share the Lion learns not to be afraid of his own reflection. What do you think happens to him afterwards? What do you think happens to all of the other animals? Do they learn to understand Share the Lion when he says “Grrrrrrr?” What about the butterfly? Does she help somebody else? Now, think of these questions and your own questions, then write your sequel to The Lion Who Saw Himself in the Water.

4. Have students cut out pictures from old magazines that remind them of the story of *The Lion Who Saw Himself in the Water*, and glue the pictures onto paper. Some may want to make their cuttings into a collage, arranging them in a special way. Then, have the students write or dictate underneath each picture (or collage) some words on how their construction relates to the story. Keep the copies of these creations in the class book.

5. Additional Writing (Dialogue): Have the students write a simple dialogue between two or three puppets from the story. Have them use their word cards for reference, and display a set of puppets, stuffed or other toys, or felt-board characters. On chart paper or the board, demonstrate “dialogue” (see sample). Say:

Sample Dialogue

A monkey: That lion is very loud!

A mouse: Yes! I think he is angry with us!

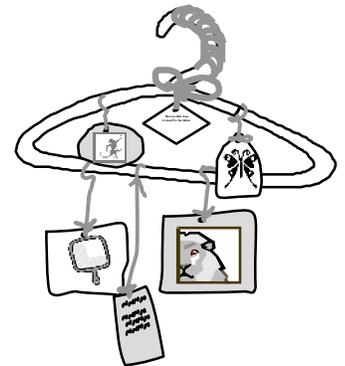
The butterfly: Shhh, we must be very quiet.

... **and so on**

When people or characters are talking to each other, this is a “dialogue.” The animals in the story are afraid of Share the Lion when he talks. I’d like you to write a dialogue between two or three of the jungle animals (as if they could talk like you do) about being afraid. What do you think they would they say to each other when they heard the lion say “Grrrrrrr”?

Encourage the students to read or perform their dialogue as a puppet show with the lion, butterfly and other animals using paper bag puppets, finger puppets, felt-board characters, or

toys. Set up a “puppet theater” in the classroom (see the puppet instructions in this guide for ideas).



6. MAKING A MOBILE

Choose one of these mobiles to do as a classroom activity. Both of these mobiles make great decorations in the classroom or at home.

Mobile Option #1:

- a. Lay out all the materials where students can get to them easily.
- b. Tell the students they will be cutting pictures from old magazines that remind them of the story, pasting these pictures onto pieces of construction paper and writing on the back why that picture reminds them of the story (you may have to assist some students

VI. Responding to the Story/Writing

with the writing). Tell them that the construction paper should be cut just large enough for the picture, but also have enough room on the reverse to write their sentences.

c. When they have done several of these, have students punch a hole at the top of each piece and tie different lengths of yarn through the hole.

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

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

Mobile Option #2: (This activity can also be used in the next Compare & Contrast" section.)

Tell the students they will be drawing 2 different pictures, characters or scenes from the story. For instance, they could draw a picture of Share on one side when he was afraid of his reflection and draw him on the other side when he wasn't afraid anymore, or draw Share on one side and the butterfly on the other. Let the students choose what to draw on both sides. Here are the steps:



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

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

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

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

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

ASSESSMENT: Synthesizing

Levels of mastery 1- 4

Level 1: Student is unable to contribute ideas or sentences to the writing of the letter.

Level 2: Student is able to contribute one or two sentences in the order in which the story occurs.

Level 3: Student is able to contribute several ideas that clearly indicate comprehension of the story.

Level 4: Student is able to contribute ideas that clearly show depth of understanding and are particularly inventive.

C. COMPARE AND CONTRAST

Students can refine their thinking skills and learn to see more critically when they employ the thinking skills of compare and contrast. Comparison and contrast are ways of looking at objects and thinking about how they are alike and different. When students look for similarities and differences, they pay attention to the details and it enables them to learn in a different modality.

SKILLS AND STRATEGIES

Thinking

- *compare and contrast*

Comprehension

- making inferences

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

TO PREPARE FOR THE LESSON

For the Share the Lion and butterfly templates:

- Copy the lion and butterfly templates for each student in your class. (The templates are provided in this guide.)
- Have a variety of materials for decorating, such as tissue paper, construction paper, markers, crayons, feathers, pompoms, sequins, beads, fabric scraps, buttons, glue and scissors. The students can be as elaborate as they wish.

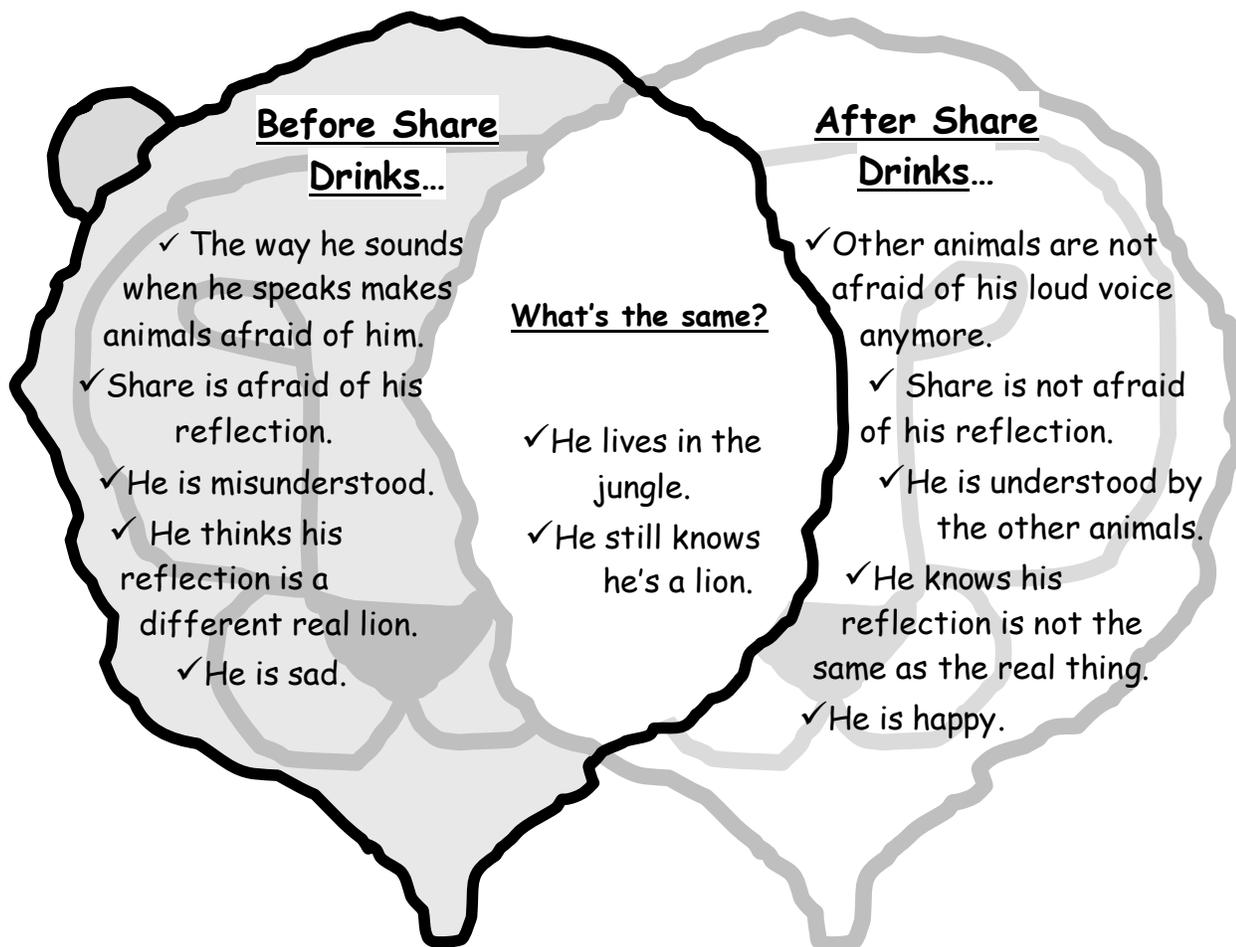
Tell students that one of the ways we can think about things is to see how they are the same and how they are different.

1. Venn Diagram - "Before, After, and the Same"

- Draw a Venn diagram on the board or chart paper. (See example in the illustration on the next page.) The Venn diagram is a great visual for helping children to visualize the thinking skills of compare and contrast.
- Put "Before Share Drinks" in one circle or drawing and "After Share Drinks" in the other circle or drawing.
- Say to students: *Let's compare how Share the Lion acts before he drinks from the pool with how he acts after he drinks water from the pool. We will be thinking about how these characters are different and how they are similar or the same.*
- Put their comments about how Share is before he drinks in the circle (or drawing) on the left.
- Put the comments about how Share is after he drinks in the circle on the right.
- Put any comments from the students about how Share is the same before and after he drinks in the overlapping part in the middle.

VI. Responding to the Story/Compare & Contrast

Example of a Venn Diagram



You can also compare and contrast:

- **the lion and the butterfly (see also activity 2 below)**
- **something real and a reflection of something**

h. Point to each entry and have students use them to expand on the ideas using complete sentences. (For example: *Before Share drank water from the pool, he was afraid of his own reflection. Even the butterfly could not convince him that he was not seeing another lion in the water.* OR: *When the other animals realized that Share was afraid of his own reflection, they were not afraid of him anymore because...*) Discuss their ideas.

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

2. Butterfly and Lion Decoration

a. When you have finished the compare and contrast activities using Venn diagrams, the students may enjoy decorating a template of Share the Lion and the butterfly. Tell the students they will decorate the templates any way they wish to, and then they will compare their pictures with a partner. Some of the students may wish to cut out their figures before or after they make their decorations. (The templates for these figures are included in this guide.)

VI. Responding to the Story/Readers' Theater

- b. Hand out the templates to each student and have available a variety of drawing and decorating materials. If the students want to cut out their pictures, have scissors available.
- c. Once their art is done, working in pairs, have students share their decorated lion and butterfly figures and describe why they chose to decorate them as they did. Have them discuss with each other how their decorations are the same and how they are different.
- d. Let students take their decorated figures home and use them to retell the story. Or ask them if their figures can be used as classroom decorations for special events such as Readers' Theater or parent night.

ASSESSMENT: Compare and Contrast

Levels of mastery 1- 4

Level 1: Student is unable to compare or contrast items or objects that are presented by the teacher.

Level 2: Student is able to compare **or** contrast items presented by the teacher but does not include both and lacks supporting information. (For the drawings: student has the some ability to explain or discuss.)

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

Level 4: Student is able to compare and contrast items, objects and/or ideas of his/her own and includes supporting information that is specific.

D. PREPARED READERS' THEATER

Readers' Theater is an excellent way to allow students to learn the story, while promoting reading fluency. Students learn to read with expression and to practice such attributes of fluency as pausing, inflection and intonation. Having students take on character roles helps them understand literary elements, such as motivation and characterization. The prepared Readers' Theater script (provided in this guide) also promotes listening skills as students follow along silently and listen for spoken cues. The script provides a great opportunity for student cooperation, and is an enjoyable way to teach reading fluency.



SKILLS AND STRATEGIES

Personal Response

- *Prepared Readers' Theater*

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

VI. Responding to the Story/Readers' Theater

TO PREPARE FOR THE LESSON

- Make a copy of the script for each student. (A script is included in this guide.)
- Gather props and costumes (see script). You can make this as elaborate or as simple as your students wish.

1. Using the Script

- a. Your students should be familiar with the story and the vocabulary in the script before they engage in this activity.
- b. Tell students that different combinations of readers will take turns reading the “play.”
- c. Assign the first set of readers and give them time to practice their roles and feel confident. Encourage them to read with expression.
- d. When the first readers are ready, you may want to have them stand in front of the class to read their lines. They may also read from their seats. Coach the readers to look up occasionally from their scripts and to make eye contact with the audience and other characters/readers as they read their lines.
- e. Have other sets of readers take turns at reading the script.

2. Staging the Play

- a. When students have become familiar with the script from several readings, you may want to create a full stage performance with costumes, props, and an audience of students, parents, and teachers. It is always a good idea to allow more rehearsal time when applying extra touches such as costumes or movement.
- b. In planning a performance, encourage students to think about the expressions and movements characters might make. For example, have students think about how people look and move when they are mad, happy, angry, or nervous.
- c. Have students practice facial expressions. If playing animals, have students practice animal movements. You might have a mirror around for the students to practice making their “faces.”
- d. Encourage them to create a “voice” for their character.
- e. Encourage students to “ham it up,” playing creatively with the script to increase the entertainment value of the performance, keeping in mind that the most important purpose of Readers' Theater is to give students a chance to build their reading fluency.
- f. Establish a “stage” area in the classroom, moving and using tables, desks, and chairs and using the floor as needed and as safety allows.
- g. Use these simple tips to keep the performance smooth and entertaining:
 - Make sure readers are positioned within view of all members of the audience. It is important that the audience can hear lines and see movements and expressions. If you choose to place all the readers in front of the audience at once, it is helpful to

have them stand in a semicircle so that each reader can be seen by all the other readers and by the audience.

- Suggest where readers should stand so that they do not block the audience's view of other readers.
- Remind students that they should be looking at, talking to, and reacting to the other readers/characters. However, the narrator may face and speak to the audience.
- As an alternative to having all the readers stand together in the performance area, you may want to direct the performance by having readers enter and exit off to the side before and after delivering their lines. Having readers move in and out of the performance area will require more rehearsal time.

3. Extras: Costumes and Props

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

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

b. Making a Mask

(1) Punch holes on either side of a white paper plate (use the thinner paper plates, not the sturdy cardboard type).

(2) Loop pieces of yarn through the holes and secure to make ties for the mask.

(3) Allow the students to draw their mask how they would like it. They can also glue or tape on extra yarn pieces for mane and add ears or antennae.

(4) Students may need assistance with cutting out eye, nose and mouth holes.



4. Music

Have the students learn the following songs and movements and perform them as a part of the Readers' Theater production.

"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]

VI. Responding to the Story/Readers' Theater

More verses:

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

If you're frightened and you know it, say "OH NO!"

If you're silly and you know it, laugh out loud "HA HA!"

Share the Lion Song (same tune)

We hear Share the Lion say GRR-RR-RR.

We hear Share the Lion say GRR-RR-RR.

We are all terrified,

So we'll run away and hide,

When we hear Share say GRR-RR-RR-RR. (Run in place)

Share the Lion sees his face – and he's scared.

Share the Lion sees his face – and he's scared.

His reflection's in the pool

The water's clear and cool,

Share the Lion sees his face – and he is scared.

(Cover face with hands)

The butterfly whispers – "Don't be silly!" [Whisper the last 3 words]

The butterfly whispers – "Don't be silly!"

Share the Lion does not know

The face will surely go

When he drinks the water down – oh, but will he?

(Scratch heads)

All the jungle friends come to see Share drink,

All the jungle friends come to see Share drink.

They want to be the very first

To see him stop his thirst

While the face in the pool disappears – in a wink!

(Wink)

ASSESSMENT: Reading Skills for Prepared Readers' Theater

Levels of mastery 1- 4

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

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

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

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

E. FOLLOW-UP

There will be opportunities to recall and use the story with your children. For example, when students are fearful of the unfamiliar, discuss those fears with them, comparing them to the lion's fear of his reflection and the animals' fear of the lion's roar. You might say something like:

Do you remember the story of the lion who saw himself in the water when Share the Lion was afraid to drink water from the pool because he thought the reflection he was seeing was another lion? Do you think something like that happened just now? Why do you think so?

Go back to the story from time to time, weeks or months later, to see if your students can remember the story. You and your students may find more meanings, concepts and insights from it as time goes on. Remember, these stories can be enjoyed and be useful for people of all ages.

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

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

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

VII. HOME/SCHOOL COMMUNICATION



Parents are a child's first teachers

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

Here are some suggested activities that will expand home/school communication:

Drawing and Retelling

Have students take their drawings home to show their families. Suggest that they summarize the story and then explain the part of the story they have drawn in their pictures.

Writing About the Story

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

Retelling as a Performance

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

Dramatizing the Story

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

Host a Parent Night

Here are some suggested activities for this event:

1. Show “The Magic of Reading” DVD and discuss its contents with the parents. Find out what was new for them, what they liked, and what they would like clarified.
2. Distribute *The Lion Who Saw Himself in the Water* book and CD kits, if available. Discuss the importance of their completing and returning the parent questionnaires in the kits.
3. Read the story aloud to parents and students.
4. Display students’ artwork, the Venn diagrams and the 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/Student 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 something that they (the parents and students) were afraid of once, but now are not; drawing the butterfly’s bravery when she whispered to Share the Lion when all the other animals were afraid of his loud voice; 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 from the home to come to school to tell the class other stories that remind them of this story or tell about a situation where they were afraid of something unexpected and how they were able to overcome their fear.

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

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

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

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

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

What happened to me that was scary?

By: _____

Write or dictate a description of what happened that was scary:

Draw a picture of what you experienced.

What happened to me that made me happy?

By: _____

Write or dictate a description of what happened that made you happy:

Draw a picture of what you experienced that made you happy.

What happened to me that made me angry?

By: _____

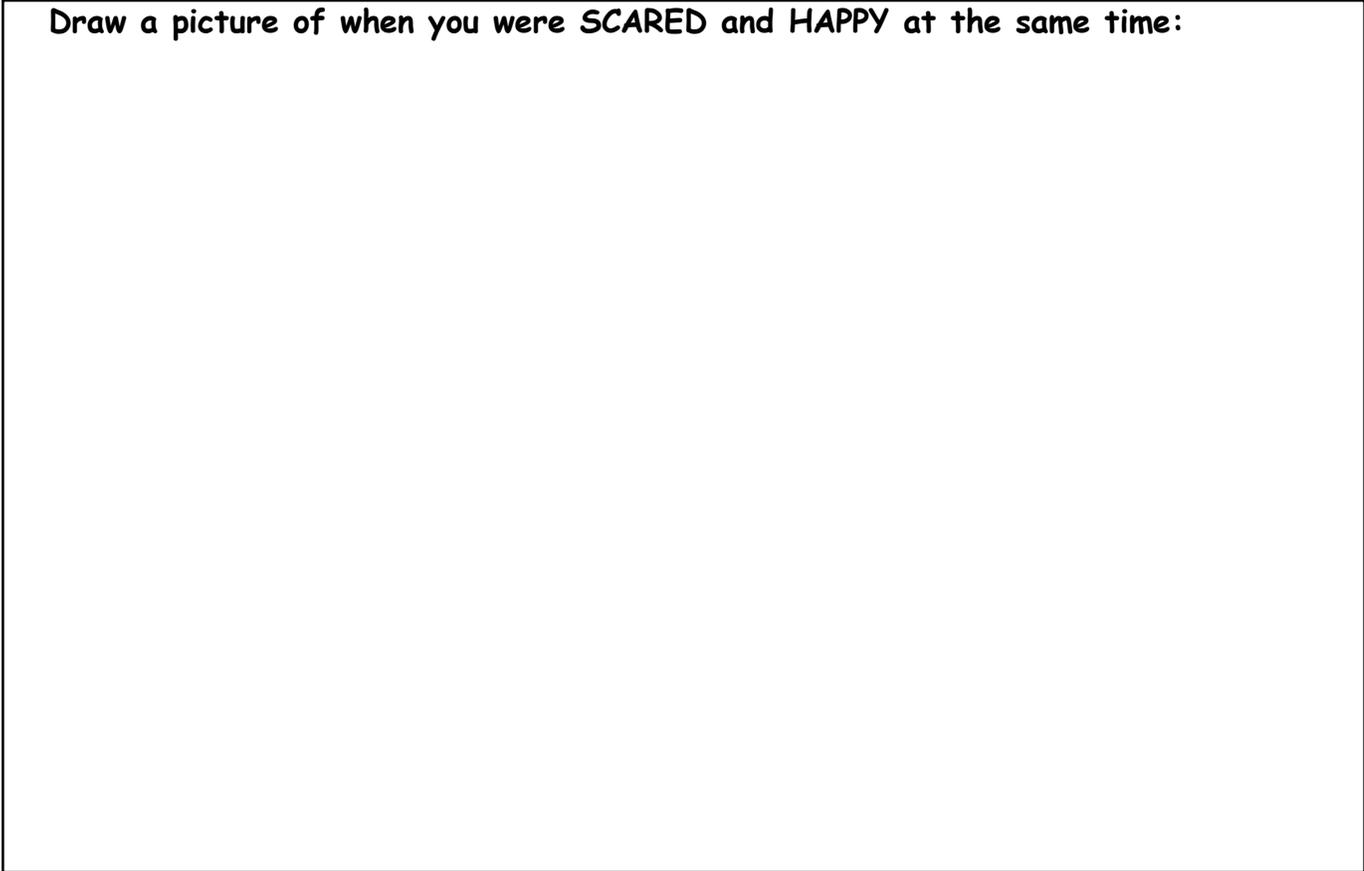
Write or dictate a description of what happened that made you angry:

Draw a picture of what you experienced.

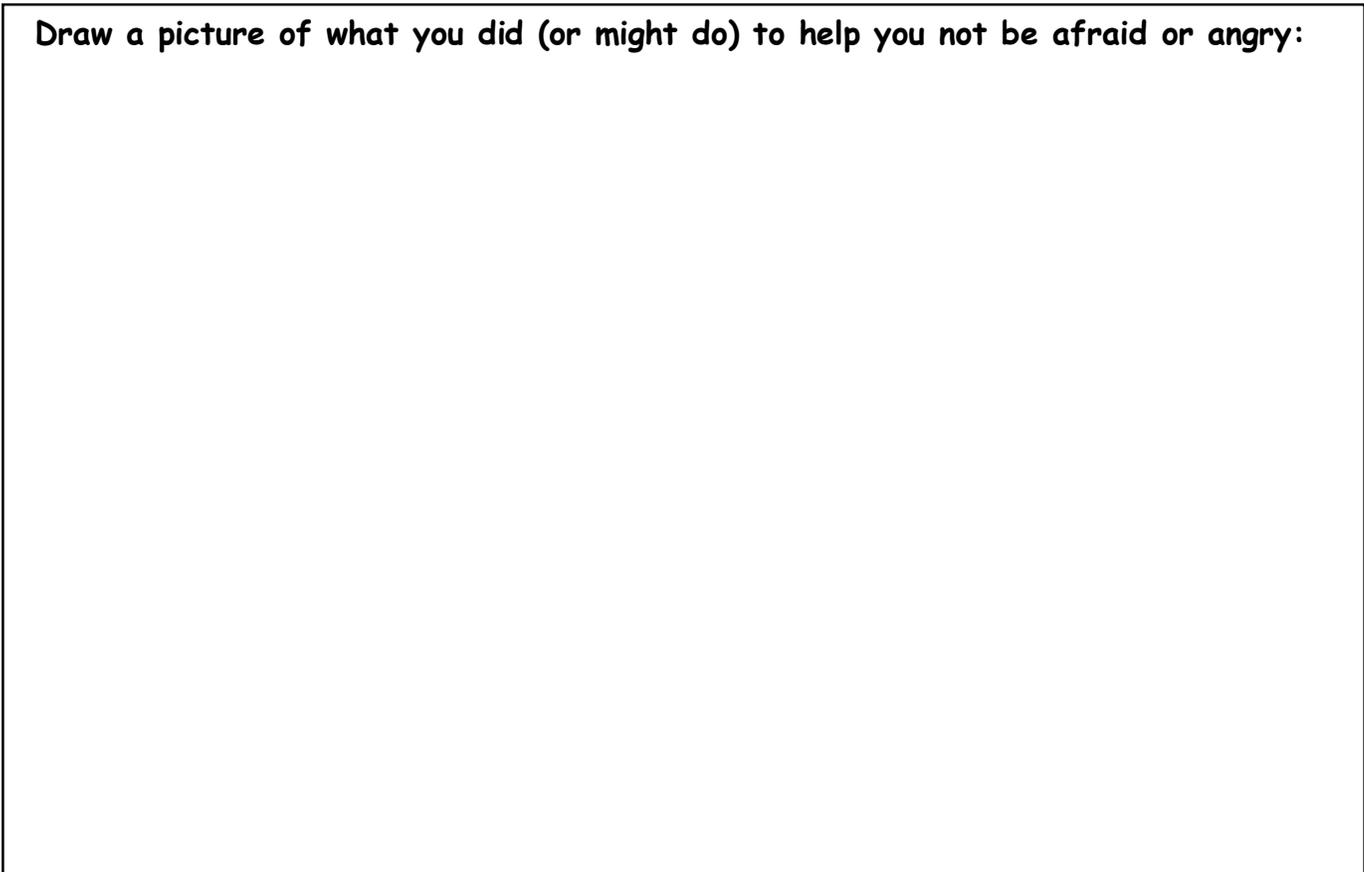
Being afraid and happy

By: _____

Draw a picture of when you were SCARED and HAPPY at the same time:

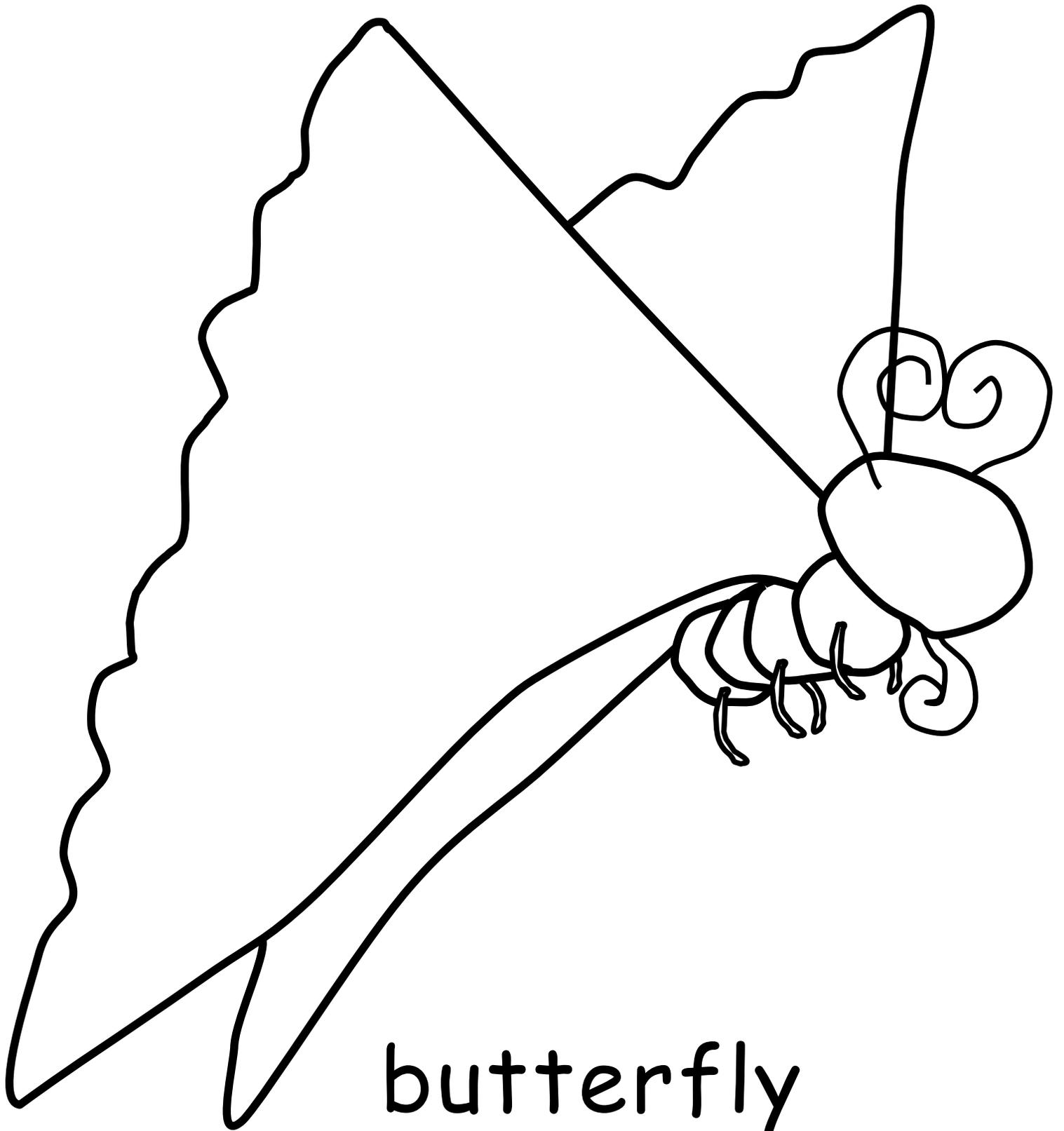


Draw a picture of what you did (or might do) to help you not be afraid or angry:



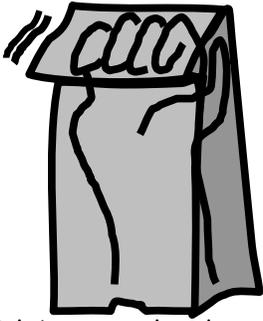


Share the Lion

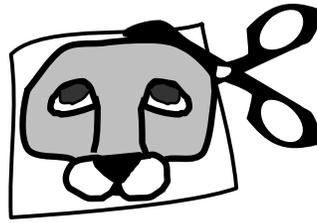


Hoopoe Books Teaching-Stories™

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.

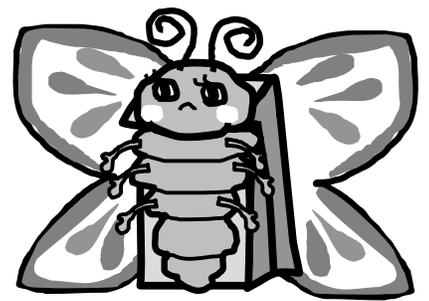


2. For the MANE: With light brown or golden cardstock or heavy construction paper about 1.5 times larger than the flap of the bag, cut out the upper mane. Glue the upper mane on the flap of bag (it should extend over the top and sides of the flap, but be lined up with the bottom of the flap). Using a 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 in a drama center or storage bin for use whenever wanted.



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

The Butterfly Paper Bag Puppet



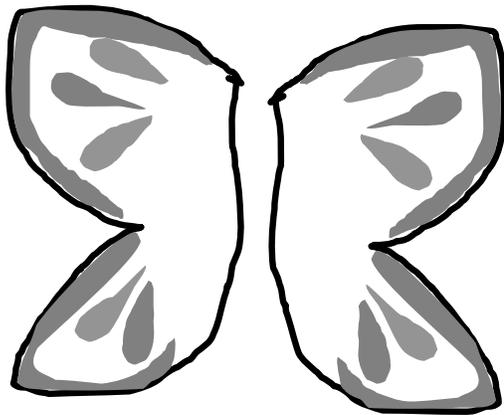
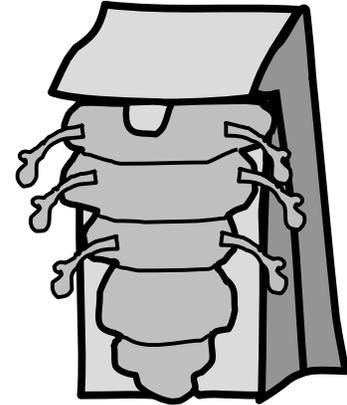
1. Draw and cut out the butterfly's face from gray construction or cardstock following the same method as for the lion. Cut out and glue on eye pieces, or draw the eyes on. Don't forget the extra-long eyelashes, which can be drawn or cut from black paper and glued on. Draw nose, and glue on cheek pieces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

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



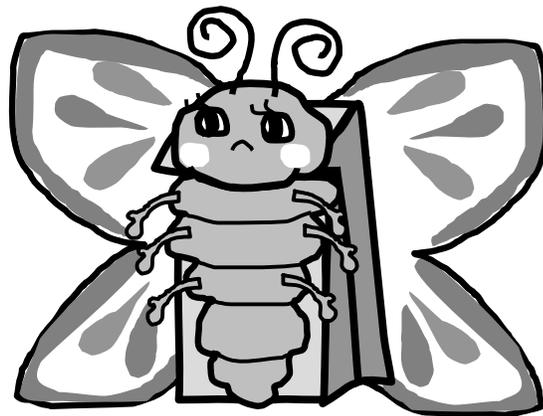
2. Cut a piece of gray construction paper or cardstock about the same width and length of the bag. Draw the body with dark lines to show each segment. Cut the body out. Now draw and cut out 6 legs and glue to the body segments.

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



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

4. Glue the butterfly's face onto the flap of the bag. Allow each of these paper bag puppets to dry completely before use. You may have to apply extra glue or staples from time to time to keep them in shape.



Hoopoe Books Teaching-Stories™

How To Make Felt-Board Characters

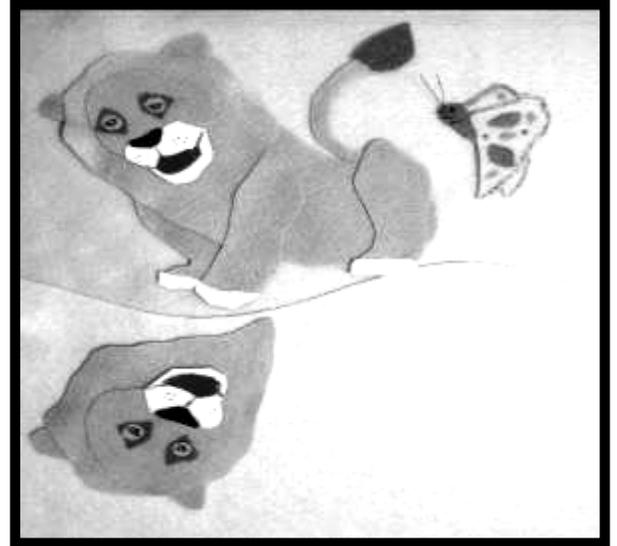
The Lion Who Saw Himself in the Water

SUPPLIES:

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

Optional:

1. Black thread
2. Sewing needle

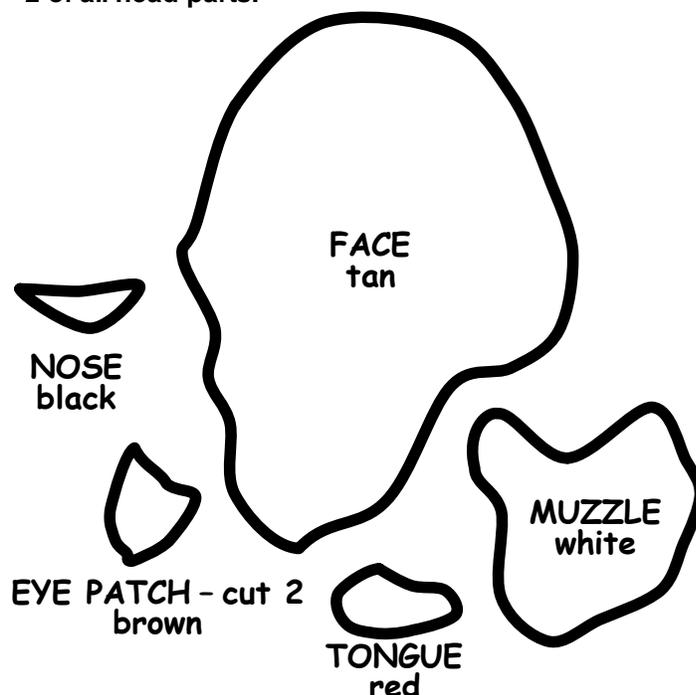


LION:

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

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.

For head & reflection, cut
2 of all head parts.



BUTTERFLY:

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



WATER:

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

MANE
light-orange

BODY
tan

Cut here for reflection.

ANOTHER OPTION:

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

TOES (front right paw)

TOES (front left paw)

TOES (back paw)

BACK LEG
tan

FRONT LEG
tan

TUFT
brown

Have fun!

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

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:

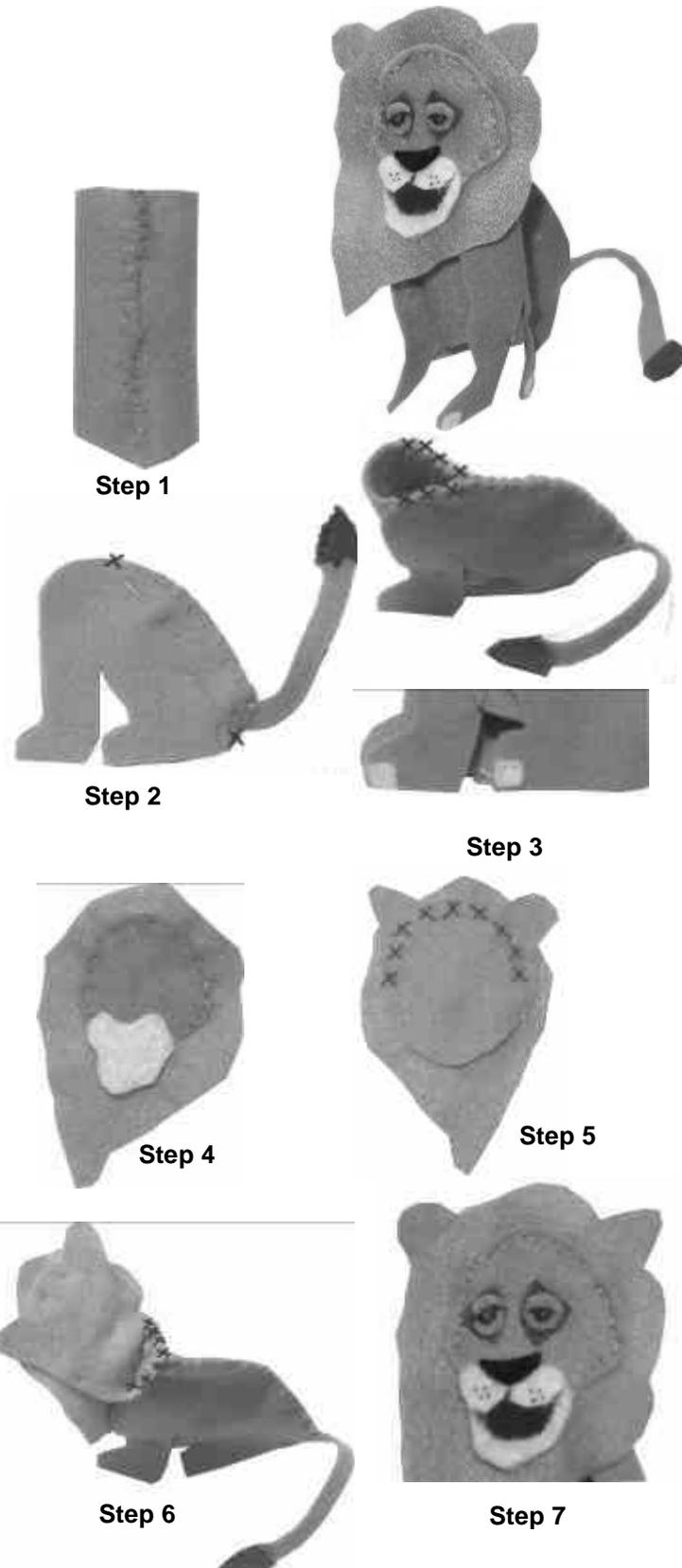
1. Sew **MANE** to **HEAD**, placing stitches on the upper area of **HEAD** behind face only (see X's in **Step 5** image)
- NOTE: Be careful that stitches do not come through to **FACE**

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



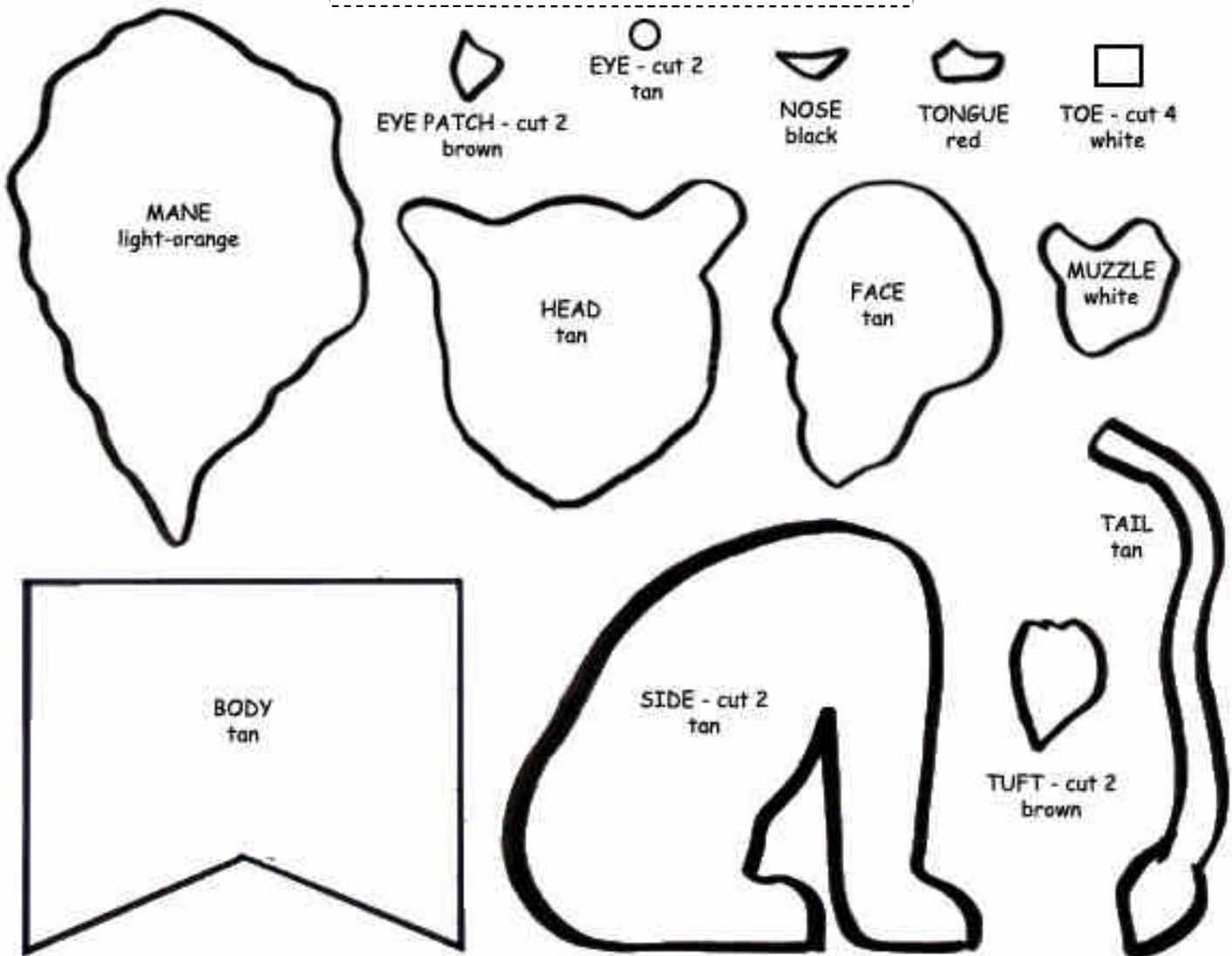
Have fun!

For color versions of these instructions, go to
www.hoopekids.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: Grrrrrrrrrrrr!

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: Grrrrrrrrrrrr!

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

Use for Sequencing, Vocabulary and other Activities
Laminate and cut each card for best results.



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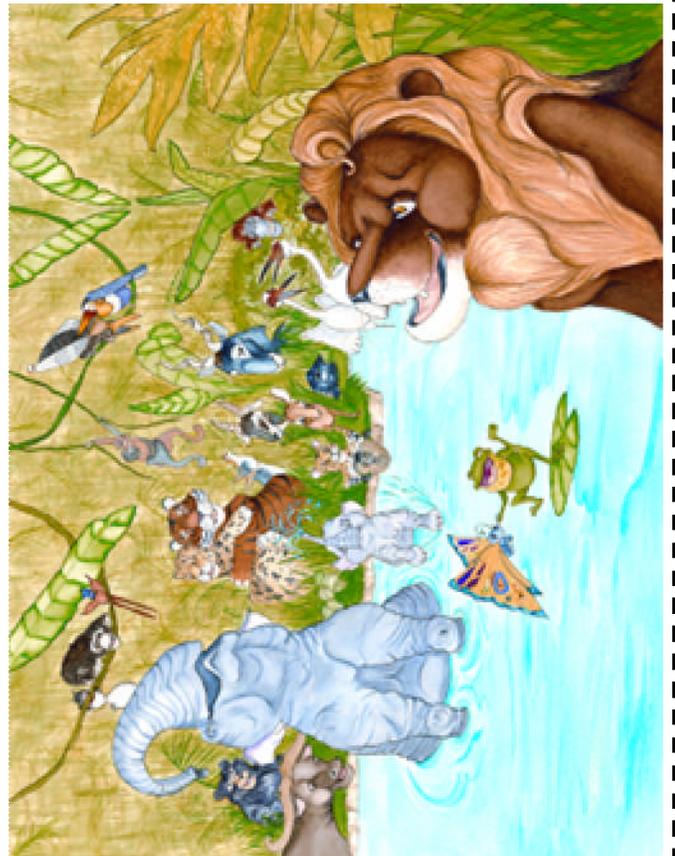
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Hoopoe Books Teaching-Stories™
A Series for Young Readers
by Idries Shah

"...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.

Beautifully illustrated."

- NEA Today: The Magazine of the National Education Association

This award-winning series of beautifully illustrated children's books by Afghan author Idries Shah presents tales from a rich tradition of storytelling. Adapted for con-temporary Western culture, these tales have been used to entertain and teach children all over Afghanistan, Central Asia and the Middle East for over a thousand years!

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.

Hoopoe Teaching-Stories prepare students to master the Common Core State Standards for Language Arts by helping them build skills in reading comprehension, literary response and analysis, and vocabulary development.

Titles in the Hoopoe Teaching-Stories Program include:

- K through Gr. 8 lesson plans aligned to Common Core State Standards for Language Arts and California Content Standards
- Read-aloud and independent reading activities
- Oral-language skill development
- Higher-level thinking skills
- Personal response and Reader's Theater
- Word study and vocabulary building
- Art activities

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

Hoopoe Books is an imprint of The Institute for the Study of Human Knowledge (ISHK),
an educational 501c(3) non-profit organization.