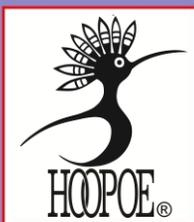


The Old Woman and The Eagle

by Idries Shah



**HOOPUE 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 Old Woman and the
Eagle

by
Idries Shah

HOOPOE BOOKS
Los Altos, CA

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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 words & sequencing cards; tessellations; Woman/Eagle drawing templates; Woman/Eagle and other paper bag puppets; finger puppet & felt-board instructions; prepared drama script

OTHER HOOPOE BOOKS

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

Other Teacher's Activity Guides

Activity Guides for PreK-1

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

Lesson Plans for Grades K – 2

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

Lesson Plans for Grades 3 – 5

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

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 children 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 children share the stories and what they are learning at school with their families.

HOW THESE LESSONS ARE ORGANIZED

There are two days of read-aloud lessons designed so that students will hear the story and deepen their understanding. The third reading allows students to read the story independently and for those who don't read, they can listen to the CD and turn the pages with the aid of the bell prompt. Additional readings are included with some activities. At least three readings are recommended so that students will be able to make the story their own. There are also a series of activities that give students the opportunity to respond to the story in a variety of ways.

The "Responding to the Story" activities can be introduced on the days you are reading the story aloud as well as on other days. If you do an activity on a new day after the reading, you may want to refresh the student's memory of the story by playing the CD or reading the story at the beginning. You may choose the activities you want to do according to the abilities of your students and the time available. Each activity has an estimation of time needed. These activities include skills and strategies that will help your students improve in all areas of language and literacy, including listening, speaking, reading and writing.

SKILLS AND STRATEGIES IN THIS GUIDE

We recommend at least three readings of the story. See page 5 for suggestions on how to use the activities in this guide to improve cognitive and affective skills as outlined by Bloom's Taxonomy. The skills and strategies in this guide include:

Personal Response

- discussion
- Readers' Theater
- drawing
- retelling

Vocabulary

- developing understandings of denotations and connotations of words and phrases

Comprehension

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

Word Study

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

Thinking

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

ASSESSMENT

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

RUBRIC SAMPLE:

Assessment: **Name of Skill**

Level 1: Indicates: Proficiency is not yet developed.

Level 2: Indicates: Some proficiency is evident.

Level 3: Indicates: Adequate proficiency is evident.

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

LESSON PLANS FOR USING TEACHING-STORIES IN THE CLASSROOM

We recommend several readings of the story. The lesson plans are designed for you to read the story aloud at least twice (although not in the same day), to hear the story additional times (either read aloud or by playing the CD) and for your students to read the story independently. 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!

“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)

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

"... a wonderful story about learning to be open to new sights and things."

Midwest Book Review



The Old Woman and the Eagle

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

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

"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 6-8 minutes of reading time. The activities in this session will take 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

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

I. 1st Hearing of the Story/Making Predictions

reasons to listen carefully to the story. They will want to find out if their predictions are correct!

A good place to pause is when there is a “turning point” in the story—when there is some suspense about what will happen next. For example: “**One day, an eagle was flying high in the sky and decided to stop for a rest. He swooped down and landed - where do you think?**”, you might ask:

Where do you think the eagle lands?”

- 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.
- If you are doing the chart in step **3e**, have chart paper available.

You will have a book, or perhaps a Home Literacy Kit (book, CD, parent newsletter, and more material), 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 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.

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. You may want to walk around so that every student can get a close look at the cover. As you are showing the book, introduce it by telling a little about the story and the author. Say something like this:

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

There are many versions of this story. The author of this version is Idries Shah. He was a highly accomplished man who came from Paghman, Afghanistan. During his lifetime, he wrote many books for adults as well as for children.

- b.** To get children 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 eagle in this story? Why do you think so? What do you think is going to happen to the old woman in the story? Why do you think that?

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. 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. 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 children understand the words in the story. For instance, ask children what they think a “nonsense” is when the old woman says it to the eagle when he tells her he’s not a pigeon. As you read any words you think children 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 and any other material. You may wish to collect these after each session and keep them at the school for use with other activities, until the independent reading is completed.
- e. Start a list of their observations:** As a final activity, form the students into small groups and make sure each group has a book. Ask the groups to go back through the book, looking carefully at the illustrations and naming the things they see pictured. For instance, students will notice the old woman's house or the design of the furniture or the way the old woman dresses. Give students a chance to learn the names of and discuss the various things pictured, some of which may be unfamiliar to them. You may want to start list of their observations on chart paper and keep it posted in the classroom and add to it during future readings.

ASSESSMENT: Making Predictions

Levels of mastery 1- 4

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

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

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

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

B. DEVELOPING READING VOCABULARY

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

SKILLS AND STRATEGIES

Vocabulary

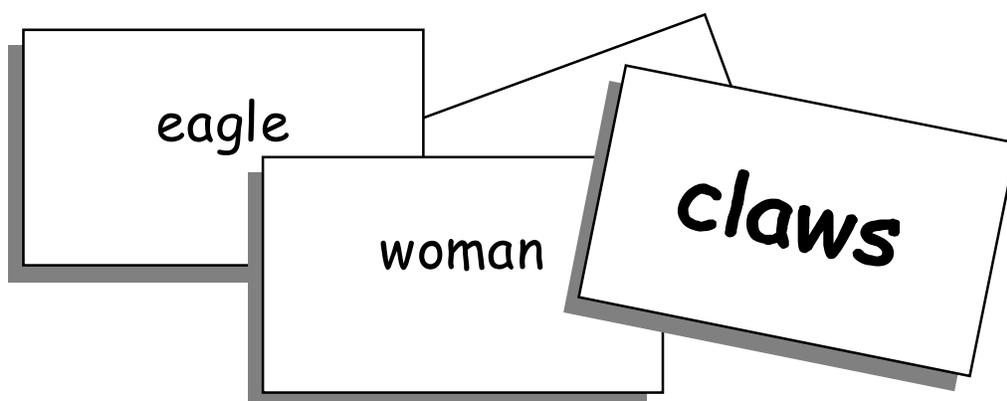
- developing an understanding of the denotation and connotation of words and phrases

TO PREPARE FOR THE LESSON

- Go through the book and choose ten words from the story for the students to learn to recognize when they see the words written down. Make a list for yourself to keep so you will remember which words you chose. (You'll do this activity later with other words.) Choose words that are particularly meaningful in 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:

| | | | | |
|---------------|----------------|--------------|----------------|-----------------|
| beak | sky | claws | eagle | feathers |
| friend | pigeons | sad | foolish | woman |

- Prepare the word cards. Prepare the picture cards. (Picture cards that can be used to represent these set of words are provided in this guide.)
- Look over the lesson plan so that you are familiar with the steps to follow.



1. Recognizing Words

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

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

b. Hold up the word **eagle** 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 can simply use the word correctly. For example, you might say something like this:

*This word is **eagle**. An eagle is a very large bird with sharp eyesight and preys (hunts and eats) on small animals. Do you remember the eagle from our story who was mistaken for a pigeon by the old woman? Think of your own sentence using the word "eagle." For example, "The eagle was very sad when the old woman tried to make him look like a pigeon." Think of a sentence using the word "eagle."*

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 **claws** 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 **claws**. Claws are sharp usually slender and curved nails on the toes of animals such as birds or cats. Do you remember how the old woman brought the eagle into her house and trimmed the eagle's claws to make him look more like a pigeon? Think of a sentence using the word "claws." For example, "A bird has claws for gripping a branch on a tree." Think of another sentence using the word "claws."*



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

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

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.

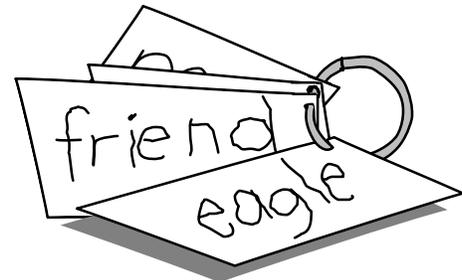


f. Have students practice saying the words and using them in sentences each day for several days in a row until they can recognize each word right away when you point to it.

g. Have the students act out the words with gestures without saying anything and let the other students try to guess what word they are acting out.

2. Reading Words

a. Give each student ten cards (or ten sturdy slips of paper) and have them copy, as carefully as they can the ten words on the cards, one word per card. Tell them to keep the cards in a safe place and practice reading the words on their own once or twice a day. (A good size for these word cards is about 3" 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, they can add their own words and pictures to the game.) For words that do not have corresponding pictures, invite students to think of ways of conveying the meanings through dramatization. Model with this example: Take a piece of paper and tell the students it represents your favorite toy, then tear the paper in half like a broken toy. Place the "toy" on the floor, walk away, then turn and pretend to notice the "toy" for the first time. Pantomime sadness. Then ask students which word best matches your dramatization and why. They will probably say "sad" because you pretended to be very sad. Then invite students to invent similar dramas to illustrate other words that do not have corresponding pictures.

c. When students have made their own set of the words to practice, choose another ten words from the story and repeat steps **1a-1g** above. Have the students add the second ten cards to the first set they made and now practice all twenty words on their own. Continue in this way until the students have learned all or most of the words in the book.

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

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

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

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.

Students can try to guess which words the artist has referred to in the 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.

“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”**

II. RESPONDING TO THE STORY

FUN WITH PATTERNS

Students can refine their thinking and observation skills when they explore the tessellation patterns in *The Old Woman and the Eagle* and in the world around them. Working with these patterns will allow them to 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*

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

TO PREPARE FOR THE LESSON

- Make copies of a set of tessellation designs for each student and a set of the “Find These Design Elements” (available in this guide).
- Have a variety of drawing instruments such as crayons, markers, and colored pencils available.
- Have blank or graph paper available if students wish to draw their own tessellations.
- For rubbings, have paper and materials for making rubbings such as soft pencils, crayons, pastels and chalk or charcoal for tracing tessellations.

1. Open *The Old Woman and the Eagle* and show students the tessellation patterns that appear on many pages of the book. Explain that these designs are very typical of the art of Afghanistan. Designers and mathematicians have used tessellations for over 6,000 years. Tessellations are geometric shapes that repeat and repeat themselves endlessly and can be used to make designs and decorative motifs. These geometric shapes fit together like a jigsaw puzzle with no gaps and no overlaps. The word *tessellation* comes from the Latin meaning *tile*. If students are interested in finding out more about them, they can search on the internet about these interesting patterns.

2. Hand out the tessellation patterns and the sheet “Find These Design Elements” to each student.

II. Responding to the Story/Fun With Patterns

3. Have students search for the design elements in one of the sheets. As they find the elements, they can color them in.
4. After students have completed these, they may wish to make drawings of their own tessellations by combining patterns to create geometric designs – even animals, birds or flowers or anything they can imagine.
5. Have students look for evidence of tessellation patterns all around them. Have them do rubbings of tessellations that they find. For instance, have students put paper on the bottoms of their shoes and rub the patterns using chalk, charcoals, pastels, soft pencils or crayons.
6. Ask students, *“Where do you see tessellations in everyday life?”* Here are some places to look. Have them do tracings or rubbings of any of these they can find.

| | |
|--------------------------------|---------------------------------|
| floor tiles | stained glass |
| wrapping paper | wallpaper |
| mosaics on floors and ceilings | bottoms of shoes |
| patterns on clothing | wall |
| ties | brickwork stonework on streets |
| metal work | animals |
| basketry | pottery |
| woodcarvings | snake skin |
| geometric shapes | tree bark |
| checkerboards | turtle shells |
| rugs and tapestries | honeycombs |
| manhole covers | fish scales |
| decorative boxes | sea shells |
| quilts | leaves |
| tire treads | molecular structure of crystals |

ASSESSMENT: Visualization Skills

Levels of mastery 1- 4

Level 1: Student is unable to find any of the design elements in the patterns.

Level 2: Student is able to identify the design elements and is able to color the tessellations to create a pattern.

Level 3: Student is able to find evidence of tessellation patterns in everyday life.

Level 4: Student is able to create tessellation patterns on his/her own.

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. Reading 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 discussion in Step 3, organize the students into pairs.
- To prepare for Step 6, have ready the list of objects and characters the class began on Day 1.

III. 2nd Hearing of the Story/Developing Comprehension

1. Before Reading

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

2. During Reading

a. Read the story from beginning to end as you did the first day, again showing the pictures. Read slowly enough so that students can follow the story and will have a chance to think about the events as they unfold.

b. When you finish reading, again open the book to the start of the story and hold it up so that the students can see the illustrations. Ask them to look at those first illustrations and recall what happened at the very beginning of the story, using these questions:

Who are the characters shown here?

What is happening in this part of the story?

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

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

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

3. After Reading: Developing Comprehension

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

Using one of the strategies in the "Wait Time" box above, explain that you are going to wait between the time you ask a question and the time you call on a student (or a pair of student partners) to allow everyone some time to think about the answers. After each question, have students discuss with their partner what they would say to answer the



III. 2nd Hearing of the Story/Developing Comprehension

question. Give the pairs at least 30 seconds to discuss their thoughts with each other, longer if needed.

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

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.

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

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

- ❖ *Why did the old woman say, "Oh my, what a funny pigeon you are!"*
- ❖ *Do you think an eagle had ever landed in front of the old woman's house before? Why or why not?*
- ❖ *What bird was the old woman used to seeing? Do you think this was because they were the only birds around, or because the old woman only noticed pigeons?*
- ❖ *Did the old woman notice the difference between the eagle and pigeons?*
- ❖ *What did she think that difference meant?*
- ❖ *What did the old woman do with the eagle to make him look more like a pigeon?*
- ❖ *How did the eagle feel once the old woman had trimmed his claws, pulled his beak and brushed down the tuft of feathers on top of his head?*
- ❖ *What did the other eagle think of the first eagle? Did he help him to feel better? How did he help him?*
- ❖ *What advice did he give to the first eagle? Do you think it was good advice? Why or why not?*

III. 2nd Hearing of the Story/Developing Comprehension

4. After Reading: Reflecting on the Story

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

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

When the old woman thinks the eagle is a pigeon, why doesn't she believe the eagle? Do you think she should? Why? Would you believe the eagle? Why or why not?

Was it a good idea for the old woman to change the eagle by trimming his claws, straightening his beak and brushing town his lovely tuft of feathers? Why or why not? How do you think the eagle feel? Why did he feel that way?

When the old woman lets him go, the eagle flies to the top of a tree. How do you think the new eagle recognizes that he's seeing another eagle?

How old do you think the first eagle is? Why do you think so? How old is the new eagle? Why do you think so?

If someone is older, are they foolish or wiser? How can you tell?

When the new eagle fixes what the old woman has done to the first eagle, how do you think the first eagle felt? Why do you think this?

When the new eagle says:

"But remember this...there are a lot of silly people in the world who think that pigeons are eagles, or that eagles are pigeons, or that all sorts of things are other things...And when they are silly like that, they do very foolish things. We must be sure to keep away from that silly woman and the people like her."

Is this a good idea? Why do you think so? Is there anything else the eagles could do?

5. After Reading: Exploring Analogies

Invite children to relate events, characters, and situations in the story to themselves, to similar elements in other stories, and to elements in the world around them. Thinking analogically in this way helps children better understand themselves and others. Here are some questions that can stimulate this kind of thinking. Choose a few that you think will spark a good discussion.

- ❖ *Do you remember when you saw something for the first time ever? Did you know what it was? Did you think that it was something else?*
- ❖ *What was that like? How did you feel? How did you feel when you found out that it was really something else?*
- ❖ *Have you tried to change someone or something like the old woman? What happened and what did you do? How did you feel? What did you think?*
- ❖ *Has anyone ever tried to change something about you? How did you feel about that?*

III. 2nd Hearing of the Story/Developing Comprehension

- ❖ *Has anyone older than you ever done or said something that you didn't agree with?*
- ❖ *Do you know anyone like the old woman? What did they do that was like the old woman?*
- ❖ *Have you ever met a foolish person? Describe what happened? Why did you think they were silly?*
- ❖ *Have you ever behaved in a foolish way? What happened? Did you know you were being silly? If not, how did you find out?*
- ❖ *How did you feel when you found out? Did realizing that you were silly help you to behave less foolishly the next time?*
- ❖ *What if you couldn't keep away from a silly person? What else could you do?*
- ❖ *Could anything be staying away from us when we're behaving in a foolish way? What could it be?*
- ❖ *Have you ever had a friend like the second eagle? How did they help you?*
- ❖ *What else could the old woman have done? What else could the eagle have done?*
- ❖ *Now that you've read the story, what would you do if you saw something that you had never seen before?*

6. After Reading: More Elements

Invite the class to add more elements pictured in the story (houses, other birds, etc.) to the word and observation list that you started with the first reading of the story.

ASSESSMENT: Deepening Understanding (Comprehension and Analogical Thinking)

Levels of mastery 1- 4

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

Level 2: Student is able to make a one-to-one connection between objects or characters in the story and objects or characters in his/her own life (e.g., the woman has seen pigeons before and the student has seen pigeons before) 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 old woman cutting the eagle's talons reminds him of his mother cutting his hair).

Level 4: Student is able to make an analogical connection to something in his/her life (e.g., someone imagines him to be very different from himself and wants to change him the way the old woman wanted to change the eagle).

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?

old hold claws

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.

right height beak
new flew door

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.

IV. Responding to the Story/Puppets for Retelling

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

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

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 sequencing 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.

IV. Responding to the Story/Puppets for Retelling

1. Tell students that they are going to see if they can remember the story that you have read several times, *The Old Woman and the Eagle*.
2. Distribute sets of the sequencing cards to either pairs of students, individual students or groups of three. (See cards 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).
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 to identify this part of the story on a separate piece of paper and tape it to the card. You can use sticky notes as well. (For example, "The old woman brushes the eagle's feathers.")
6. Have students create a game using the sequencing cards.
7. Have groups of students share their game with the entire class.

ASSESSMENT: Sequencing

Levels of mastery 1- 4

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

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

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

Level 4: Student is able to 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.

IV. Responding to the Story/Puppets for Retelling

SKILLS AND STRATEGIES

Personal Response

- *retelling*

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

TO PREPARE FOR THE LESSON

- Collect all of the materials you will need for the paper bag puppet. Have materials ready for distribution. Have materials well organized and easily accessible to students. (A set of directions is included in this guide.)
- Look over the directions for making a paper bag puppet. You may wish to try one on your own to show the students.
- Materials you will need for the paper bag puppets: tape, paper bags, colored pencils, crayons, markers, glue, paste spreader, disposable containers (for the glue and paste spreader), colored tissue paper, shirt cardboard or oak tag, construction paper, scissors, newspaper for desks or tables. *Optional:* add feathers, beads, buttons, fabric scraps, yarn for hair, plastic eyes.
- Prepare other bag puppets or have the materials available for the students to make them. For ideas on puppets from the old woman's culture or other cultures, see the instructions in this guide. You may want to prepare the finger puppets or felt-board characters (instructions in this guide) to use these for activities.

Tell students that they are going to make a paper bag puppet of one of the characters in the story and later they will use the puppets to retell the story of the old woman who mistakenly thought an eagle was a pigeon.

1. Discuss the characters from the story with your students: the old woman; the first eagle; the new eagle. You might refer to descriptive words they have previously identified to describe these characters, and encourage them to come up with others. Tell the students that getting to know the characters will help them create puppets that look like the characters and help them to act out their personalities and voices as they retell the story using the puppets they make.

2. 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 old woman and the eagle. Using the steps in the instructions in this guide, demonstrate the drawing, cutting and assembly of the puppets to the students, as you are making one

IV. Responding to the Story/Puppets for Retelling

with them. Some students will make the old woman, while others make the eagle, so adapt your instructions accordingly.

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

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

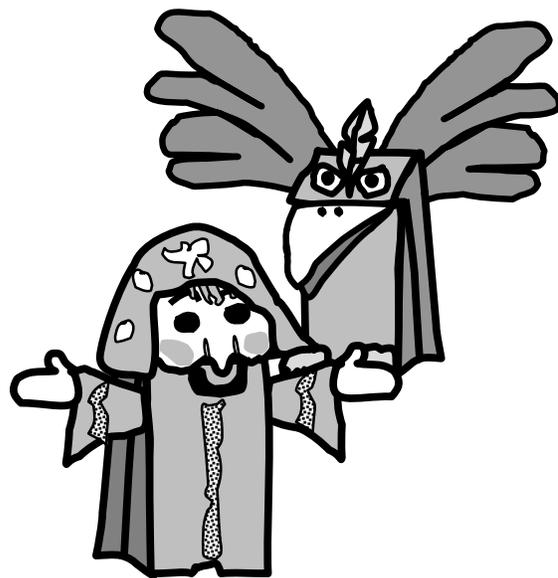
6. Have students clean up and return their supplies to the designated areas.

7. When students have completed their puppets and the puppets are dried, let them gather in groups of two or three and act out the story. If some students have made the old woman and some have made eagles, 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 finger puppets and felt-board characters are included in this guide.)

Additional Puppets: You and/or the students may want to make the other paper bag puppets, such as a neighbor of the old woman or a pigeon, and use them for other writing and retelling lessons.



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. Students will read the story independently. Those students who don't yet read can listen to the CD and follow along in their books. 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.

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 30-40 minutes of uninterrupted time.

TO PREPARE FOR THE LESSON

- Make sure that you have a copy of *The Old Woman and the Eagle* for each child. You may wish to keep these books 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 CDs with their books and have enough available for all these students. You may wish to have one CD player for each child so that they can stop the CD and replay a particular part or you

V. Independent Reading

may have one CD player and allow several students to listen together as they follow along in their books.

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

1. Before Reading

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

- a. Give out copies of the book to each child, and give out CDs to those using them.
- 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. Explain that there are bell prompts for page-turning so that students can follow along in their books as they listen to the CD. Make sure students know how to use the CD players.

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 (see next section).
- b. As students are reading, you may wish to walk around and make sure 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.
- b. If students have engaged in reading along with the CD, collect the books and CDs 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 home later so they can read them again whenever they want.

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.
- 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. Here are the steps to follow:

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

Suggested Scenes**The Beginning of the Story:**

When cups were plates and when knives and forks grew in the ground, there was an old woman who had never seen an eagle.

The eagle lands at the front door of the old woman's house.

The old woman thinks he's a funny pigeon.

The eagle says he's not a pigeon, but the old woman doesn't believe him.

The Middle of the Story:

The old woman shows him how he doesn't look like a pigeon should.

The old woman takes the eagle into her house and clips his claws.

The old woman brushes down his tuft of feathers and straightens his beak.

The old woman says he now looks like he should.

VI. Responding to the Story/Art

The eagle feels sad.

The End of the Story:

The eagle flies to a top of the tree to wonder what to do and another eagle comes along and says “Aren’t you a funny looking eagle.”

The first eagle tells the other eagle how the old woman tried to change him into a pigeon.

The second eagle takes out a brush to fix the first eagle’s feathers back into a tuft and bends the eagle’s beak back to normal.

Both agree that the old woman was foolish to try to change an eagle into a pigeon and the eagles fly back to their own country.

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 Old Woman and the Eagle. You will be drawing a scene from one part of the story. You do not have to make your drawing look like the illustrator’s drawing, use your own imagination to illustrate what you want from the part I give to your group.

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

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

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

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

Retell the Story:

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

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

Have a "Museum Walk"

Post the drawings on the wall of the classroom in the 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 and talk to the class why they chose the scenes and what was important or interesting to them about the depiction and/or have them answer questions from the class about their drawings. Once all the students who would like to do this 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 clockwise 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 check out from a library 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. You may ask the students to help you organize their pictures according to the order of the story before fastening them together to make a class book. 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 lot 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 Books

Have the students form into three groups to help design and create covers for the class books. 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. One group (the "engineers") can determine the size and the type of paper or material and the "binding" mechanism (yarn, brass fasteners, etc.); one 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 cooperate to do 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 to do with students.

SKILLS AND STRATEGIES

Comprehension

- determining important ideas
 - *synthesizing*
 - making inferences

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

TO PREPARE FOR THE LESSON

- Have chart paper and markers available for recording the group letter. Have 11" x 14" paper available for duplicating the letter and so that students can illustrate their own letters.
- Have a variety of drawing materials and paper available for students who wish to create a comic strip or picture story.
- If you are doing Additional Writing Activity, prepare the puppets and prepare a space for the "puppet theater." (See the instructions in this guide.) Have the student word rings available.
- Look over the lesson plan so that you are familiar with the steps to follow.

1. Write a group letter to the old woman telling her what happened to the first eagle after he left her house. Call on different children to provide the sentences for the letter. Write the letter on chart paper and read it with the students using the "echo reading" technique if they are not yet reading on their own. Make a copy of the letter on 11" x 14" paper for each student, leaving room for the students to illustrate the letter. If students are writing comfortably on their own, have them do this as an individual writing activity.

2. Tell students to imagine that there is a sequel to this story—another story that begins where this one ends. Invite them to think about what might happen in that next story and write the sequel. Students may write a sequel as a group, or individuals may write their own. Students who are not yet writing may create a comic strip or picture story to represent their ideas about a sequel. Say:

At the end of the story, the eagles fly back to their own country and return to their own nests. What might happen next to the first eagle and his friend, the new eagle? What happens to the old woman?

Additional Writing (Dialogue): Have the students write a dialogue between the old woman and a neighbor talking about the old woman’s experiences, or about the poor eagle meeting a pigeon. 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). You might say:

Sample Dialogue

Old Woman: Hello Amina you would never believe what a funny pigeon I just saw.

Neighbor: Tell me about it

Old Woman: He was really big and had a hooked beak

Neighbor: Are you sure it was a pigeon?

... **and so on**

The old woman saw an eagle for the first time and thought he was a pigeon. We have read what they said to each other when that happened. Now, you imagine that the old woman tell her neighbor of the experience. What do you think they would they say to each other?

Or you might say:

Imagine that the eagle flies off at the end of the story and meets a pigeon who has never seen a bird like him before (since he looks so unlike a normal eagle), what happens then, do you think? What do the pigeon and the eagle to say to each other and how do they behave?

Then encourage the students to read or perform their dialogue as a puppet show using the old woman, eagle, a neighbor and pigeon puppets, finger puppets, felt-board characters, or toys. Set up a “puppet theater” in the classroom (see the additional puppet instructions in the back for ideas).

ASSESSMENT: Synthesizing

Levels of mastery 1- 4

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

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

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

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

C. COMPARE AND CONTRAST

Students can refine their thinking skills and learn to see more critically when they employ the thinking skills of 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. Having students use compare and contrast in an artistic manner also enables them to learn in a different modality.

SKILLS AND STRATEGIES

Thinking

- *compare and contrast*

Comprehension

- making inferences

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

TO PREPARE FOR THE LESSON

For the eagle and old woman templates:

- Copy one or two eagles and the old woman 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. You can make this as elaborate as you 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"

a. Draw a Venn diagram on the board. (See example in the illustration on the next page.) The Venn diagram is a great visual for helping children to visualize the thinking skill of compare and contrast.

b. Put "Original Eagle" in one circle and "Changed Eagle" in the other circle.

c. Say to the students:

Let's compare the original eagle with the changed eagle. We will be thinking of how these characters are different and how they are similar or the same.

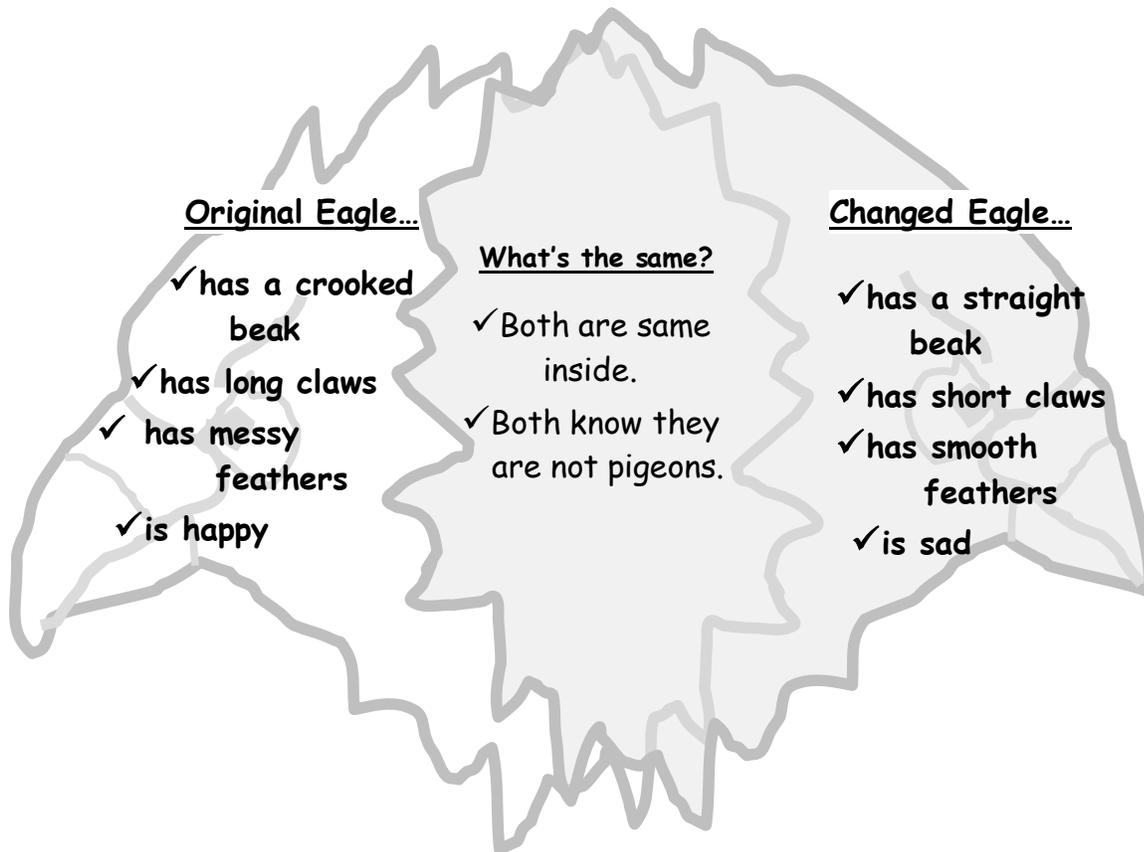
Ask the students to compare and contrast how the eagle is before the old woman meets him and how he is after she changes him.

d. Put their comments about how the eagle was originally in the circle on the left.

VI. Responding to the Story/ Compare & Contrast

- e. Put the comments about how the eagle is after the old woman changes him in the circle on the right.
- f. Put any comments from the children about how the eagle is the same before and after the old woman changes him in the overlapping circle in the middle.
- g. Write their suggestions in the proper space on the Venn Diagram.

Example of a Venn Diagram



- h. Encourage students to speak in complete sentences.
- i. Discuss their ideas.

2. Decorating the Eagle and the Old Woman

- a. When you have finished the discussion, tell the students that you are going to give them one or two eagles and an old woman to decorate. They can decorate them in any way they wish. (The templates for these figures are included in this guide.)
- b. Give out a variety of drawing and decorating materials.
- c. Working in pairs, have students share their decorated eagle(s) and old woman figures and describe why they chose to decorate them as they did.
- d. They might wish to draw or decorate the eagle before the old woman changes him on one side, then turn it over and draw the eagle after she changes him, on the other side. Or

VI. Responding to the Story/Compare & Contrast

they may wish to draw one of the eagles to represent how he was before and one after she changed him.

e. After students are done you might wish to have them use their figures to retell the story of *The Old Woman and the Eagle*.

f. Let students take their decorated figures home and use them to retell the story.

3. Additional Activity:

You can also compare and contrast:

a pigeon and an eagle

first eagle and new eagle

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.

“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.

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 (included 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

- *Readers' Theater*

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

TO PREPARE FOR THE LESSON

- Make a copy of the script for each student. (A script is included in 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

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

VI. Responding to the Story/Readers' Theater

2. Staging the Play

- a. When students have become familiar with the script from several readings, you may want to create a full stage performance with costumes, props, and an audience of students, parents, and teachers. It is always a good idea to allow more rehearsal time when applying extra touches such as costumes or movement.
- b. In planning a performance, encourage students to think about the expressions and movements characters might make. For example, have students think about how people look and move when they are mad, happy, angry, or nervous.
- c. Have students practice facial expressions. If the characters are the eagles, have students practice "bird" 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

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."

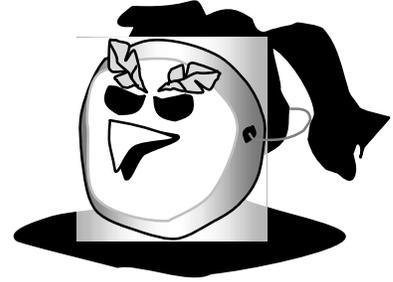
VI. Responding to the Story/Readers' Theater

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

4. Additional Activity

Making a Mask

- a. Punch holes on either side of a white paper plate (use the thinner paper plates, not the sturdy cardboard type).
- b. Loop pieces of yarn through the holes and secure to make ties for the mask.
- c. Allow the students to draw their mask how they would like it. They can also glue or tape on extra yarn pieces for hair and add ears, beak or feathers.
- d. Students may need assistance with cutting out eye, nose and mouth holes.



ASSESSMENT: Reading Skills for Readers' Theater

Levels of mastery 1- 4

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

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

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

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

FOLLOW-UP

There will be opportunities to recall and use the story with your children. For example, when you happen to notice one of your students showing another student a new food or an unfamiliar personal item and the other student is insisting it is something else, remind the student about the story. Here are some questions you may want to ask:

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

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

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

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

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

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

VII. HOME/SCHOOL COMMUNICATION



Parents are a child's first teachers

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

Dramatizing the Story

If several students live near one another, suggest that they get together outside of school to act out the story for their families. Or, if possible, invite family members to come to the

VII. Home/School Communication

school to see a performance of Readers' Theater or see the story performed using the students' puppets.

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

1. Show "The Magic of Reading" DVD and discuss its contents with the parents. Explain that it was developed with younger children in mind, but parents may still find elements in it that are useful and enjoyable. Find out what was new for them, what they liked, what they would like clarified.
2. Display children's artwork, the Venn diagrams, puppets and the children's writing at this event.
3. Have the families draw a picture of something that the story of the old woman and the eagle reminds them of. Ask them to share the artwork with the other children and families. Send these drawings home and suggest that families display them in their homes as you display students' artwork in your classroom.
4. If students are receiving the Home Literacy Kits, discuss *The Old Woman and the Eagle* Home Literacy Kit – book and CD – that you gave to students. Ask how parents are using the HLK at home, and discuss with parents the importance of their completing and returning the questionnaires in the HLKs.

Parent/Child Reading and Art Activity Have parents and students draw something that represents the most important part of the story *The Old Woman and the Eagle* that they'd like to share with others. Ask them to return the pictures for discussion and display.

Parent Visitor/Speaker Invite parents to school to tell the students other stories that remind them of this story.

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

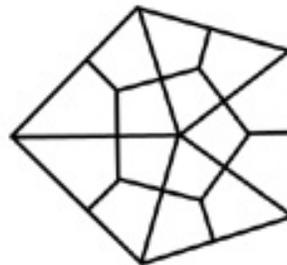
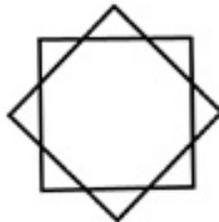
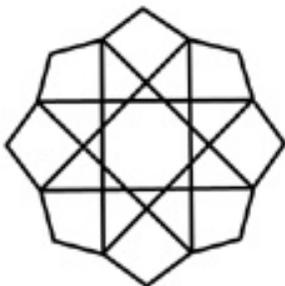
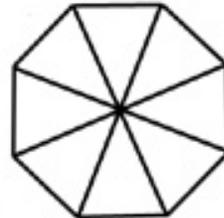
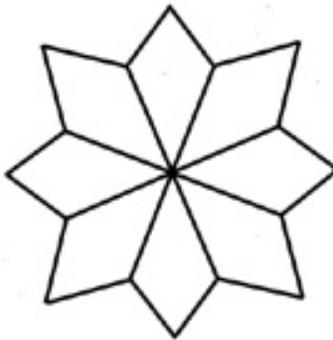
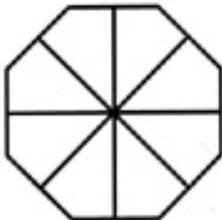
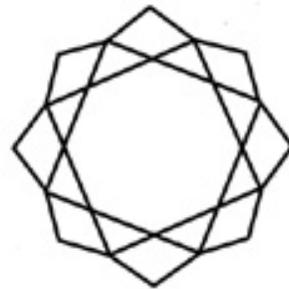
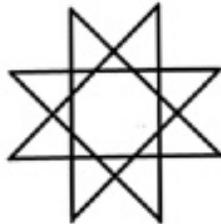
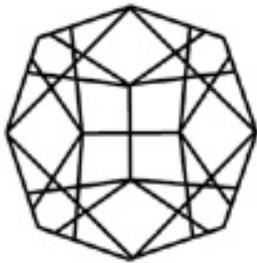
Tessellations Activity

Cut out the instructions below and copy it and all sheets for use in the activity.
(See last page for the key.)

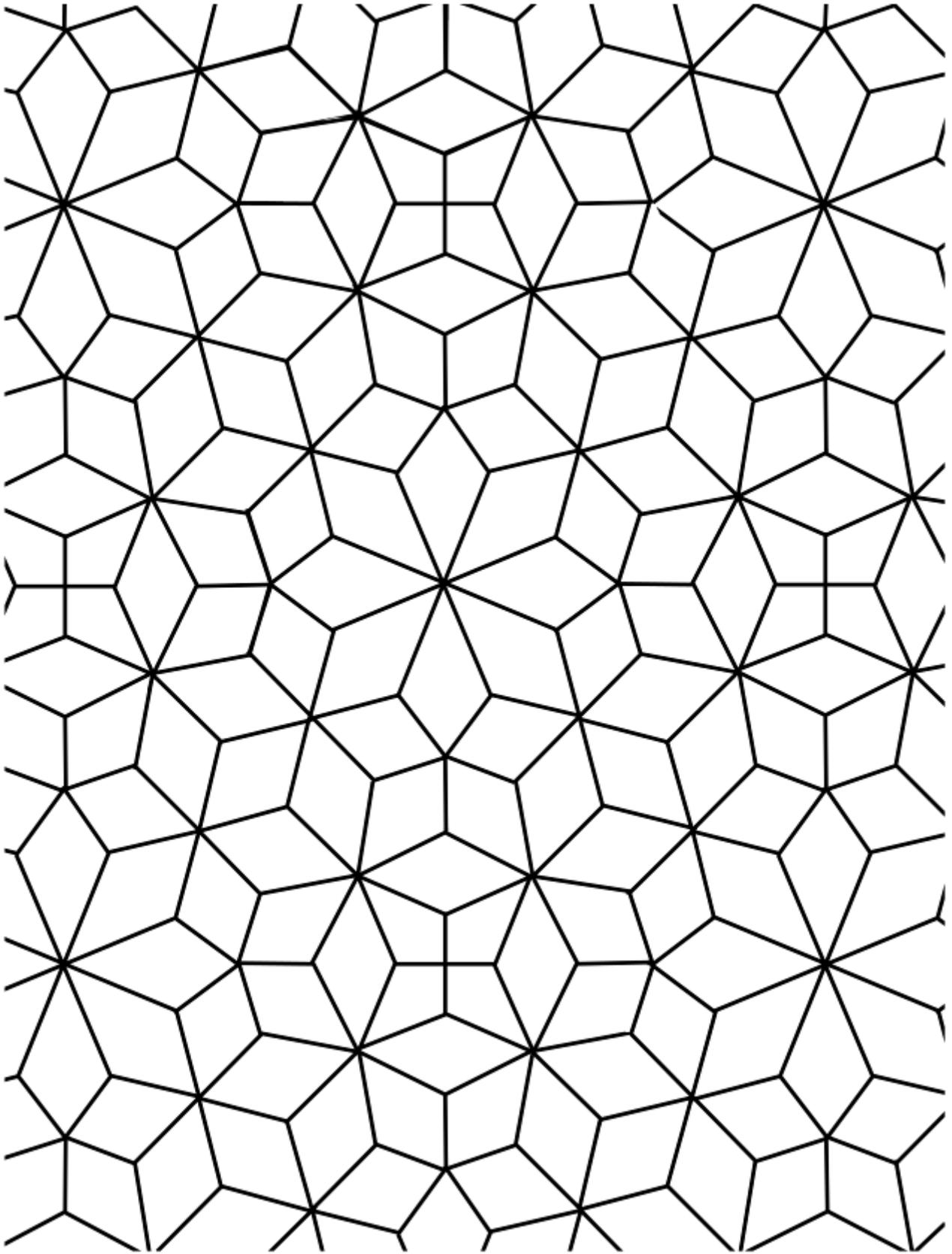
Find these designs in the large tessellations.

Once you find one, color it.

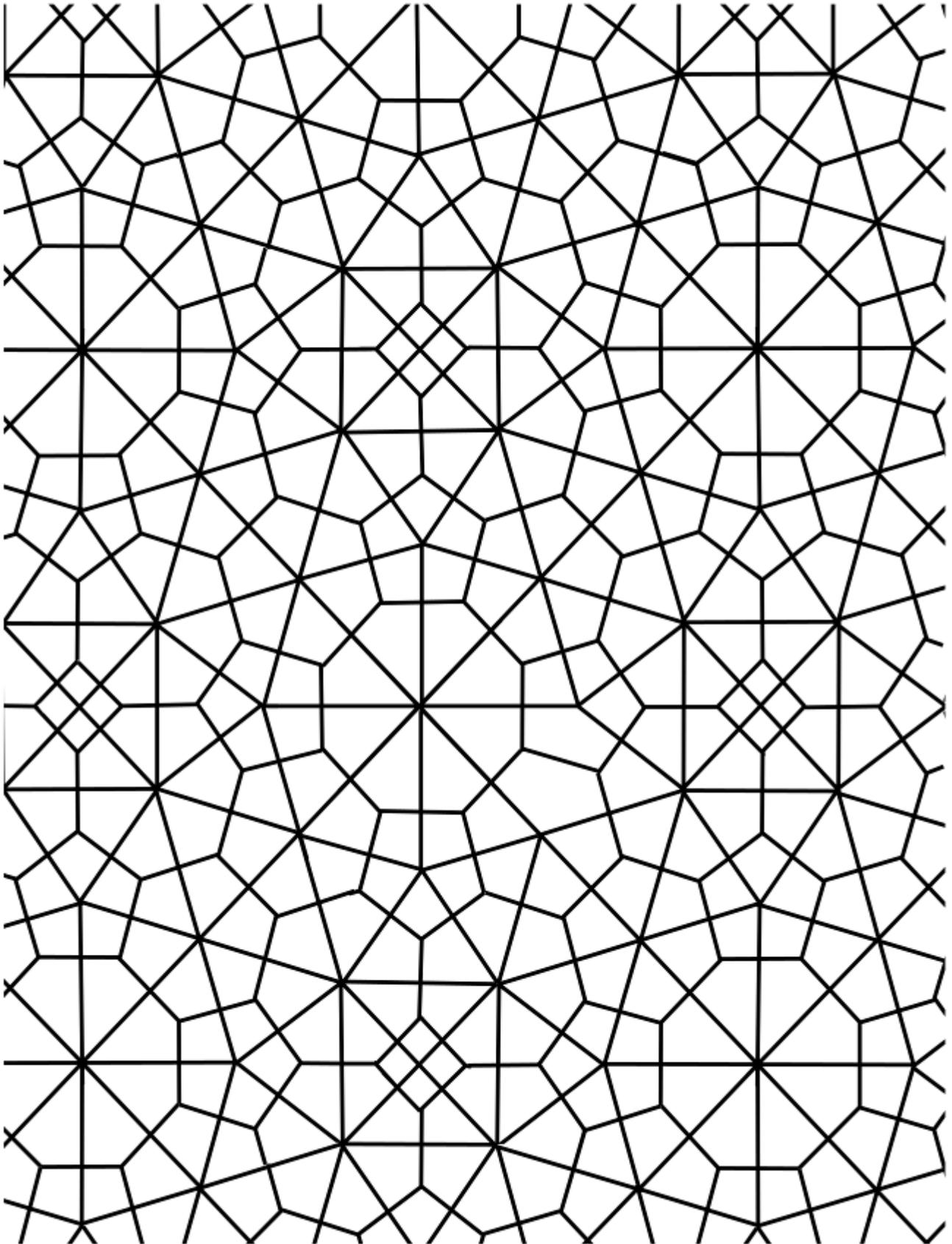
You may also want to find other patterns of your own.



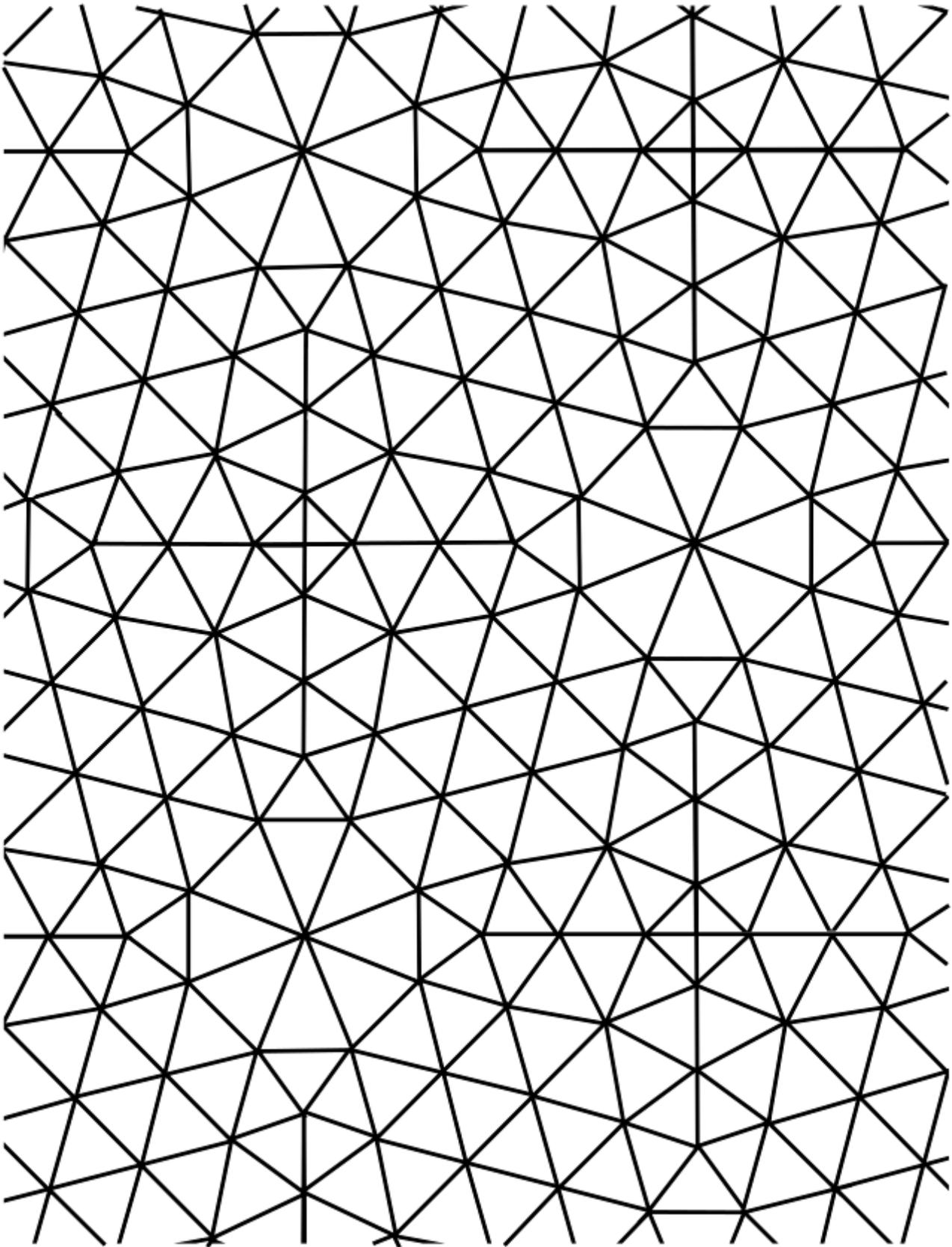
Design #1



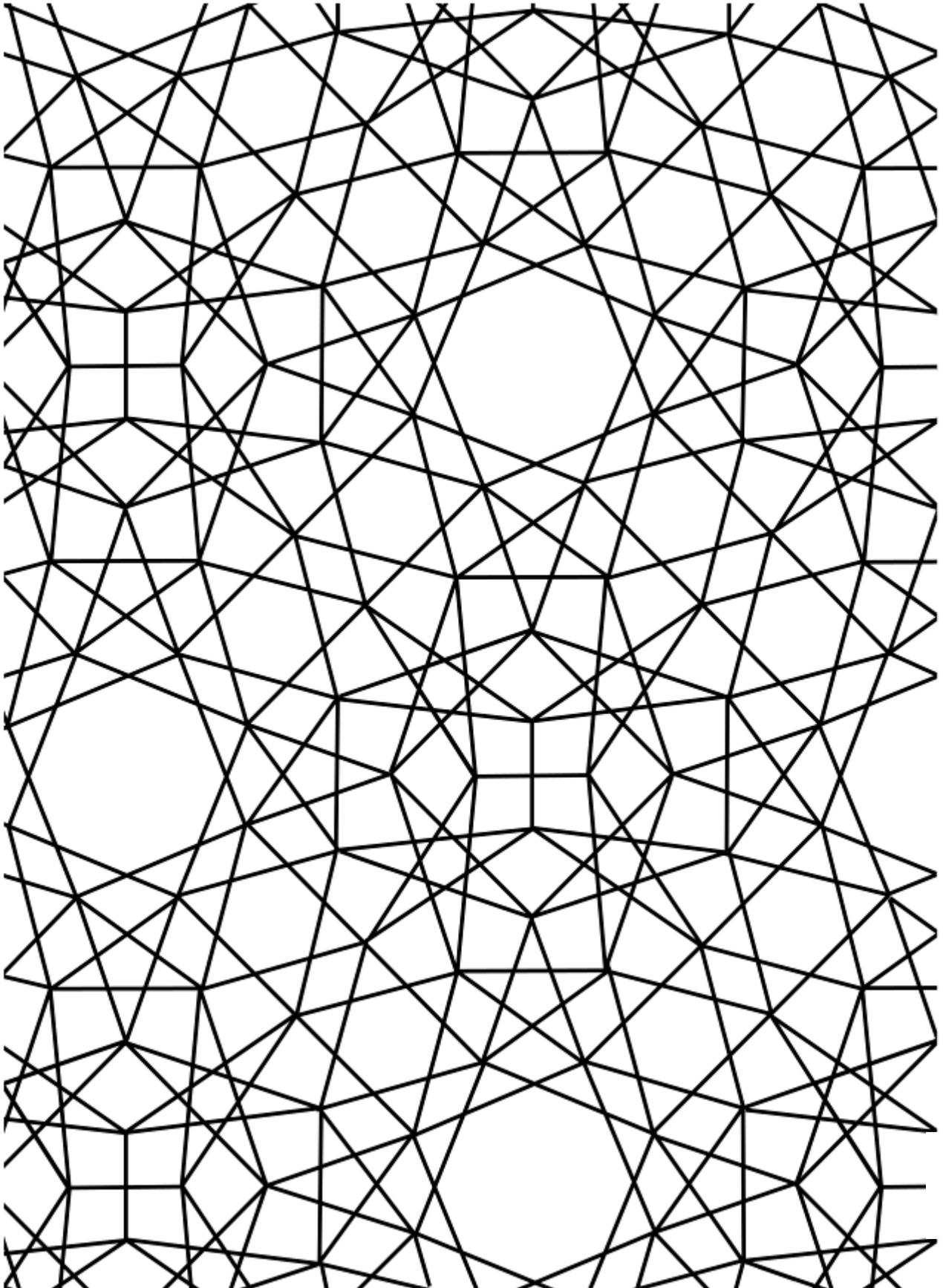
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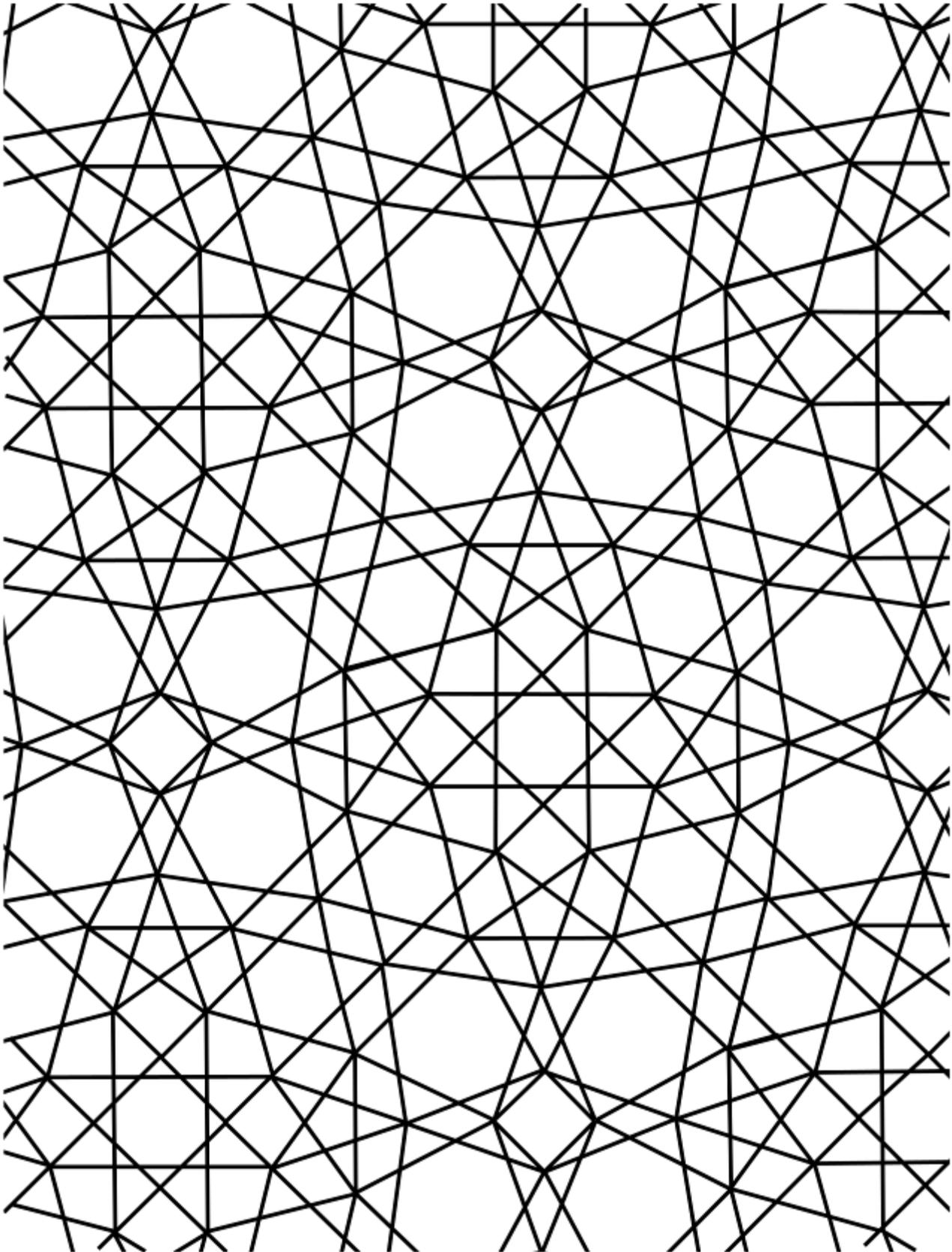
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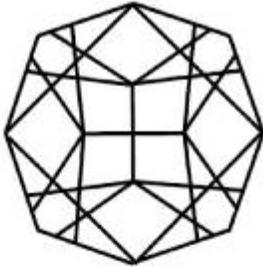
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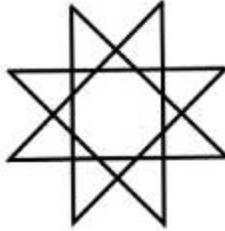
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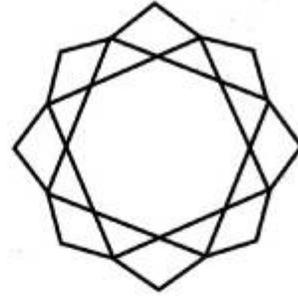
"FIND THESE DESIGN ELEMENTS"
This is where they are!



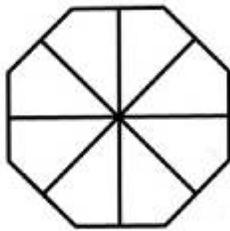
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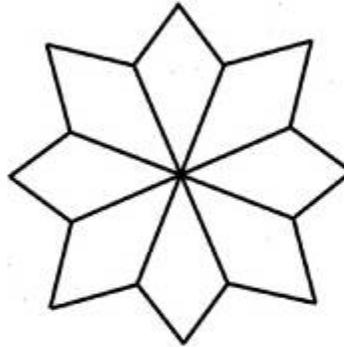
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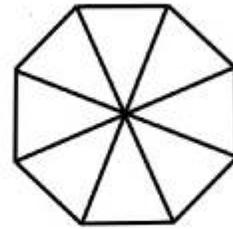
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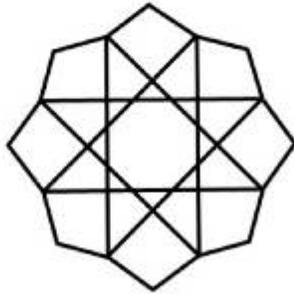
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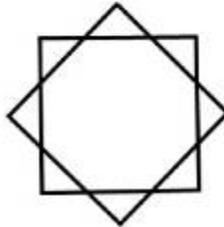
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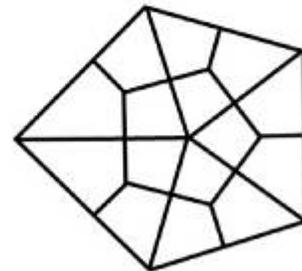
Design # 3



Design # 5



Design # 4



Design # 2

The Old Woman

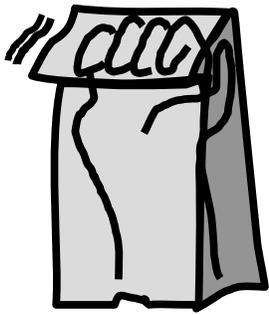


The Eagle

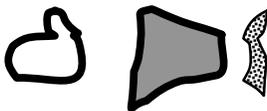


Hoopoe Books Teaching-Stories™

The Old Woman Paper Bag Puppet



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



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

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

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

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

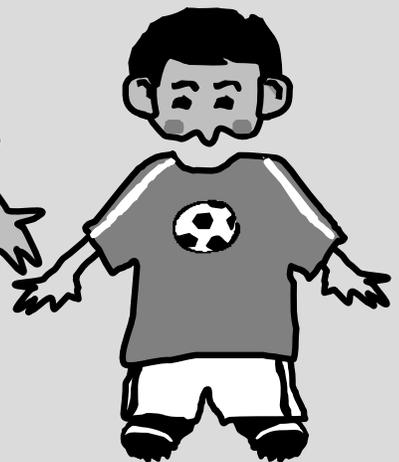
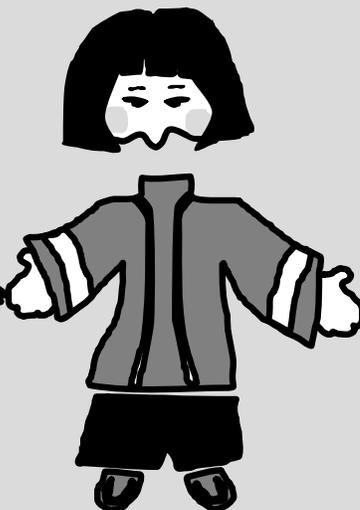
5. Finish by drawing a mouth below the flap, adding a red tongue, gluing on pieces of colorful fabric, buttons, colored paper, or drawing the woman's dress with markers.

Allow puppets to dry completely before use.

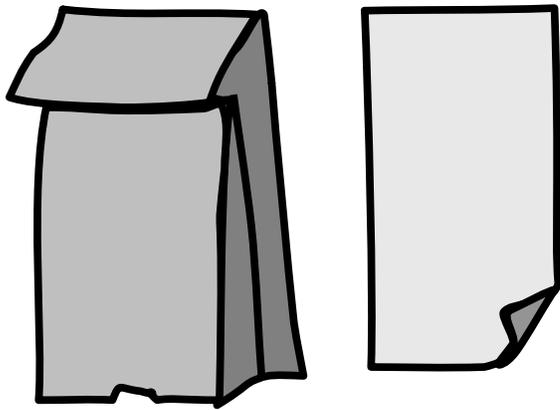
Glue or stapling may be required from occasionally.



Some Ideas on Other Multicultural Puppets

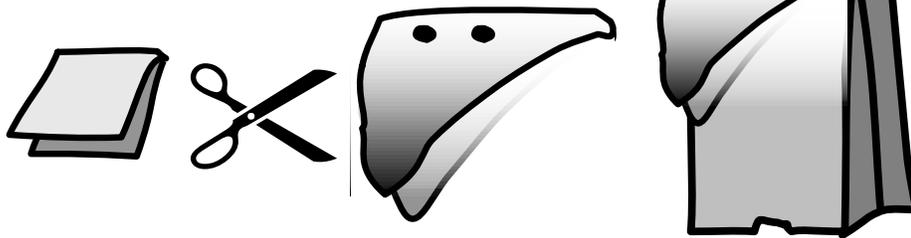


For the EAGLE:

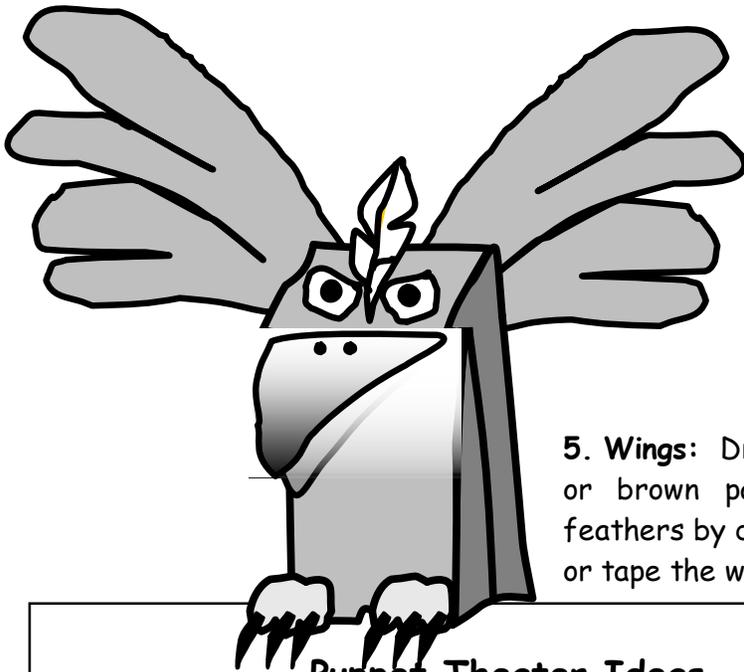


1. The Beak: Using cardstock, cut out a piece about the same size as the paper bag. Color one side yellow and the other side can be colored red using markers, paint, or crayons. OR, cut out two pieces, one from yellow construction paper and the other from red, and glue together.

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



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



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

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

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

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

Puppet Theater Ideas

- Place a tablecloth or sheet over a table and students sit under table and extend their puppets out from under the cloth to do their dialogues.
- Cut a rectangular window 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.

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

How To Make Felt-Board Characters

The Old Woman and the Eagle



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

SUPPLIES:

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

EAGLE:

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

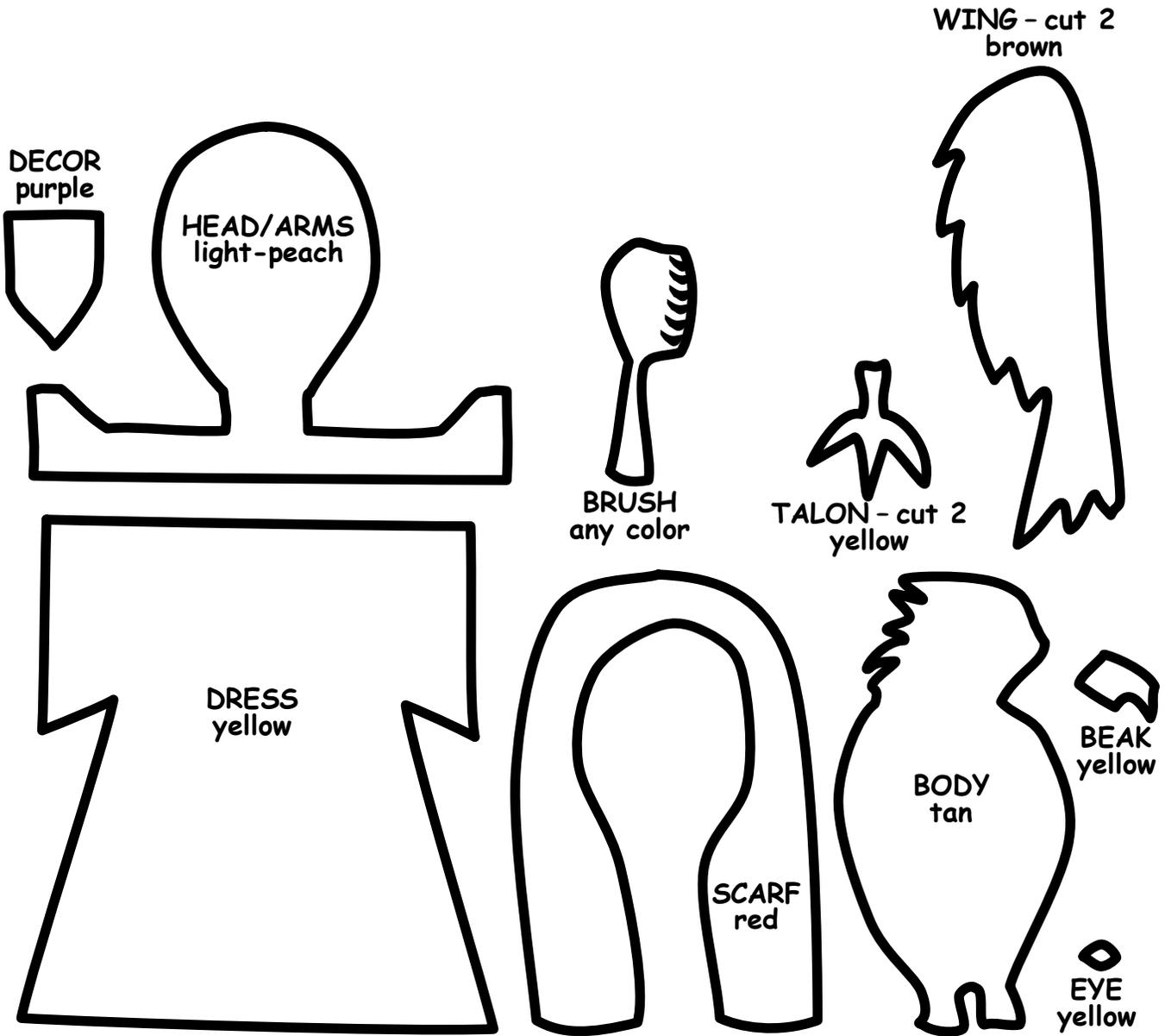
OLD WOMAN:

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

ANOTHER OPTION:

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

Have fun!



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

How To Make a Finger-Puppet

The Old Woman and the Eagle

Step 1:

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

Step 2:

1. Take **ARMS** and fold length-wise in half
2. Sew along open edge

Step 3:

1. Center **ARMS** over top of **BODY**
2. Sew together along edge where they meet

Step 4:

1. Line up **HEAD** pieces and sew along upper edge
2. Place stretched cotton ball inside **HEAD**
3. Place neck inside **HEAD**
4. Sew rest of open edge around **HEAD** (sewing through neck)
5. Draw old woman's face or glue on a copy

Step 5:

1. Sew or glue **DECOR** piece on **DRESS front** (yellow piece)
2. Place **BODY** on top of **DRESS back** (purple piece)
3. Place **DRESS front** on top (yellow piece), lining up front and back
4. Sew edges of **DRESS**: shoulders, under-arms, and sides

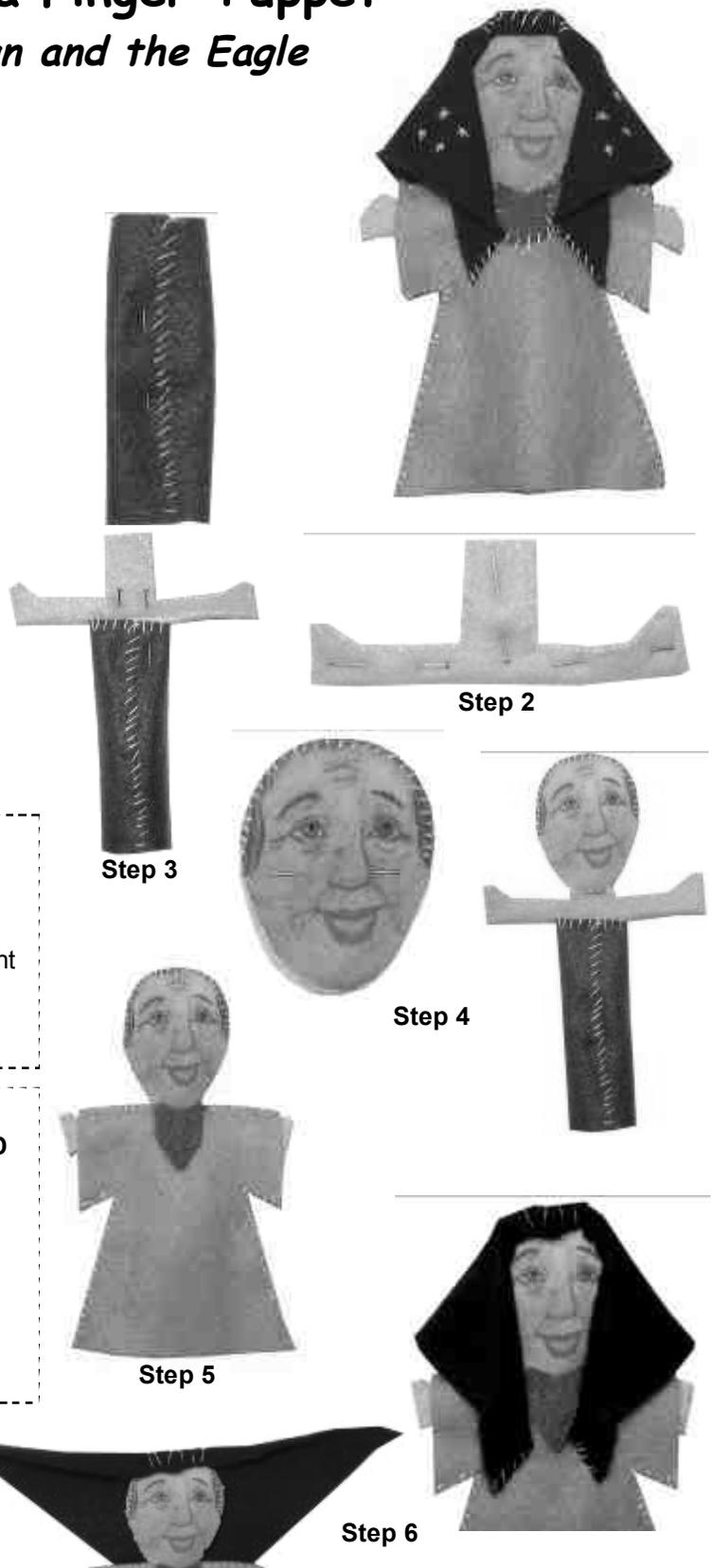
Step 6:

1. Take longest edge of **SCARF** and center behind **HEAD**
 2. Fold about $\frac{1}{4}$ inch over top of forehead and sew to **HEAD**
 3. Fold each side of **SCARF** under and sew edges to **DRESS**
 4. On back of puppet, sew point of **SCARF** to **DRESS back** with one or two stitches
- NOTE: Be careful not to sew **DRESS back** and **front** together while adding **SCARF**

Step 7:

Add any decorations you want!

Have fun!



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

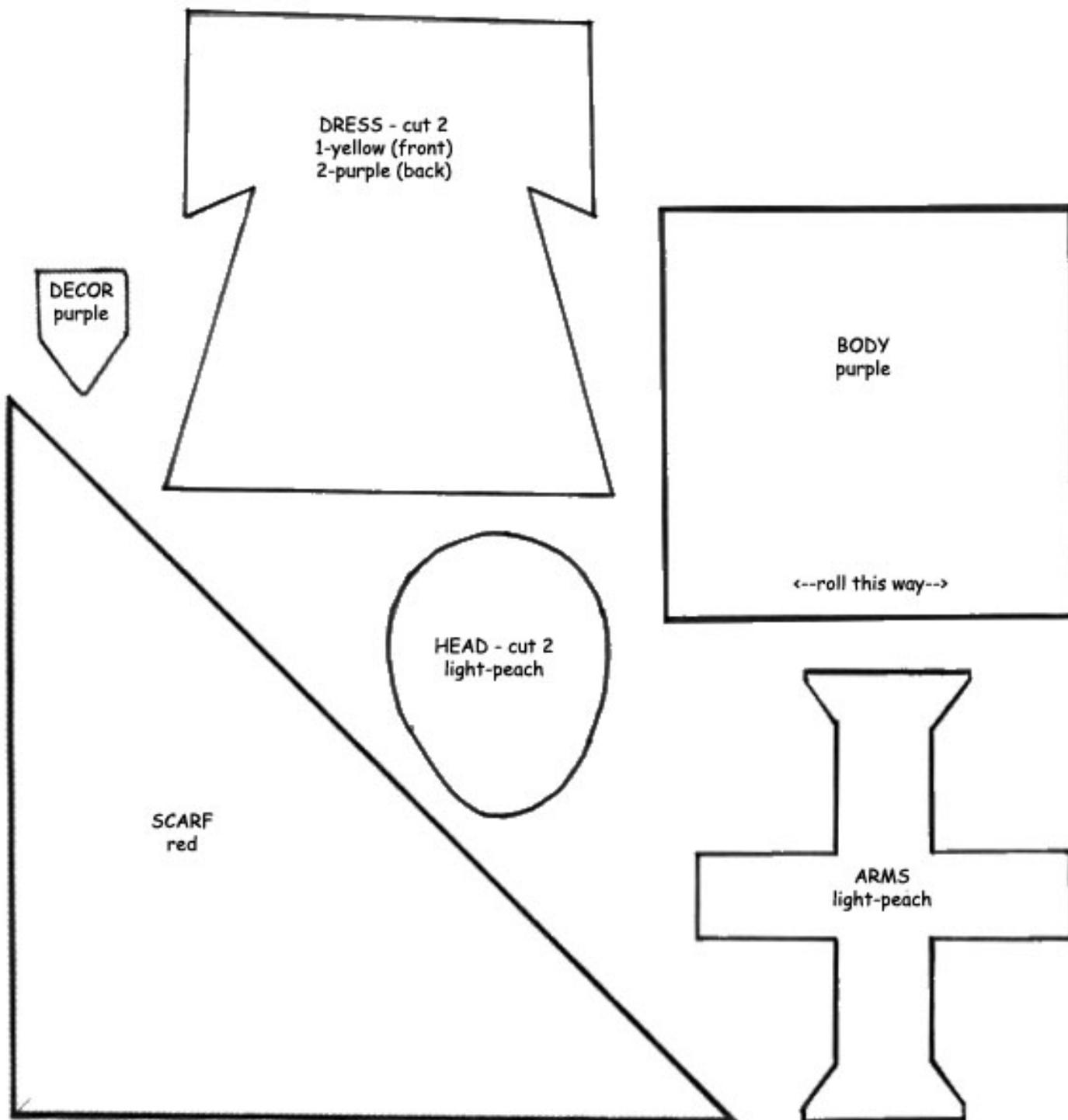
Finger-Puppet Supplies & Pattern Pieces

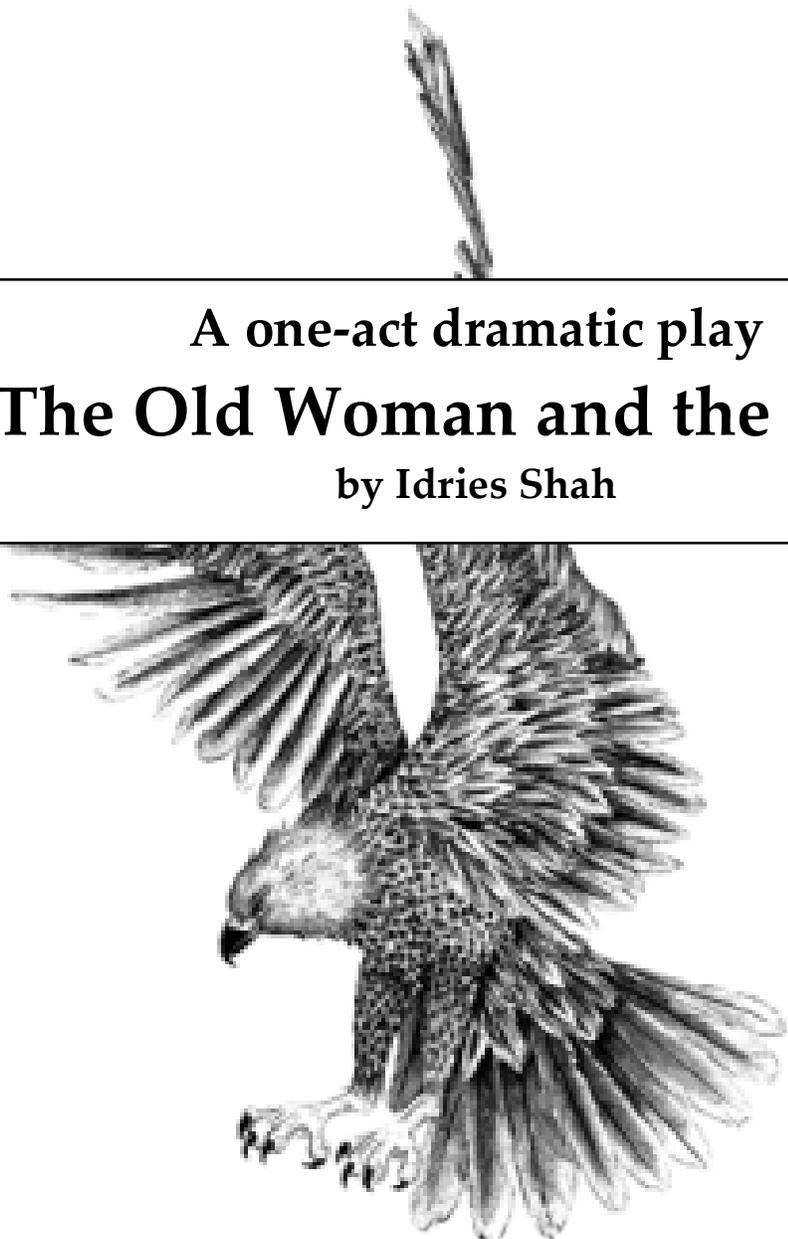
Supplies:

1. Cotton ball
2. Felt: light-peach, purple, red, yellow
3. Markers, fine point: black and red
4. Sewing needle
5. Scissors
6. Straight-pins
7. Thread

Optional:

1. Photocopy of old woman's face
 2. Glue
- NOTE: Paper Craft Glue works best!





A one-act dramatic play
The Old Woman and the Eagle
by Idries Shah

CAST

Narrator 1

Narrator 2

Narrator 3

The Old Woman

The Eagle: with rounded beak, long claws, and tufted feathers on his head.

The Other Eagle: who also has a rounded beak, long claws, and tufted feathers.

PROPS NEEDED

Clippers (or little scissors)

Two Brushes

THE SCRIPT FOR *THE OLD WOMAN AND THE EAGLE*

Narrator 1: Once upon a time, when cups were plates and when knives and forks grew in the ground...

Narrator 2: ...there was an old woman who had never seen an eagle.

Narrator 3: One day, an eagle was flying high in the sky and decided to stop for a rest.

Narrator 1: He swooped down and landed...

All of the Narrators: ...where do you think?

Narrator 2: He landed right at the front door of the old woman's house.

The Old Woman [staring sharply at the eagle]: Oh my, what a funny pigeon you are!

Narrator 3: She figured he was a pigeon, you see, because although she had never seen an eagle, she had seen lots of pigeons.

The Eagle [straightening up high]: I am not a pigeon at all.

The Old Woman: Nonsense! I've lived for more years than you've got feathers in your wings, and I know a pigeon when I see one.

The Eagle: If you're so sure that I'm a pigeon, then why do you say I'm a funny pigeon?

The Old Woman: Well, just look at your beak. It's all bent. Pigeons have nice, straight beaks. And look at those claws of yours! Pigeons don't have long claws like that. And look at the feathers on top of your head! They are all messed up and need to be brushed down. Pigeons have nice, smooth feathers on their heads.

Narrator 1: And before the eagle could reply, she got hold of him and carried him into the house.

Narrator 2: She took her clippers and trimmed his claws until they were quite short.

Narrator 3: She pulled on his beak until it was quite straight.

Narrator 1: And she brushed down the lovely tuft of feathers on top of his head until it was quite flat.

The Old Woman: Now you look more like a pigeon! That's so much better!

Narrator 2: But the eagle didn't feel any better. In fact, he felt quite sad.

Narrator 3: As soon as the old woman let him go he flew to the top of a tree.

Narrator 1: As he was sitting there wondering what to do, another eagle came along and alighted on the bough beside him.

The Other Eagle: Well, well. Aren't you a funny looking eagle!

The Eagle: Well, at least you know I'm an eagle. Thank goodness for that!

The Other Eagle: What happened to you?

The Eagle: Well, an old woman thought I was a pigeon. And since pigeons don't have long claws, she trimmed my claws. And since pigeons don't have hooked beaks, she straightened my beak. And since pigeons don't have tufts of feathers on their heads, she brushed my tuft down.

The Other Eagle: She must be a very foolish old woman, indeed.

Narrator 2: And with that, he took a brush from under his wing, and he brushed the first eagle's feathers back into a tuft.

Narrator 3: And with his claws he bent the eagle's beak down until it was nicely rounded once again.

The Other Eagle: There now! You look like an eagle again. Don't worry about your claws, they'll soon grow back.

The Eagle: Thank you, my friend!

The Other Eagle: Think nothing of it...But remember this, there are a lot of silly people in the world who think that pigeons are eagles, or that eagles are pigeons, or that all sorts of things are other things. And when they are silly like that, they do very foolish things. We must be sure to keep away from that silly old woman and the people like her.

Narrator 1: And with that, the eagles flew back to their own country...

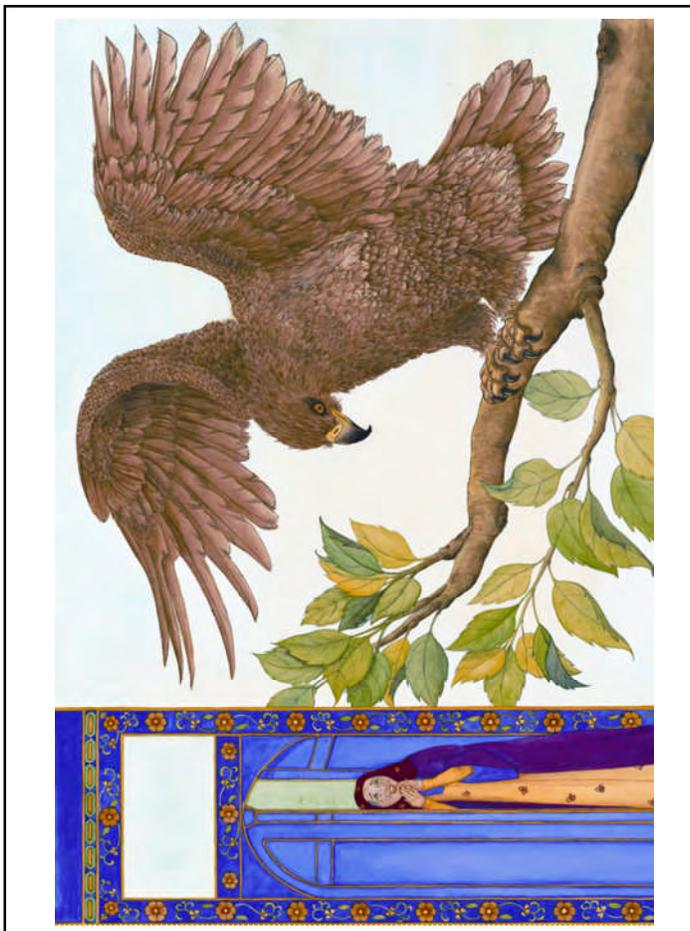
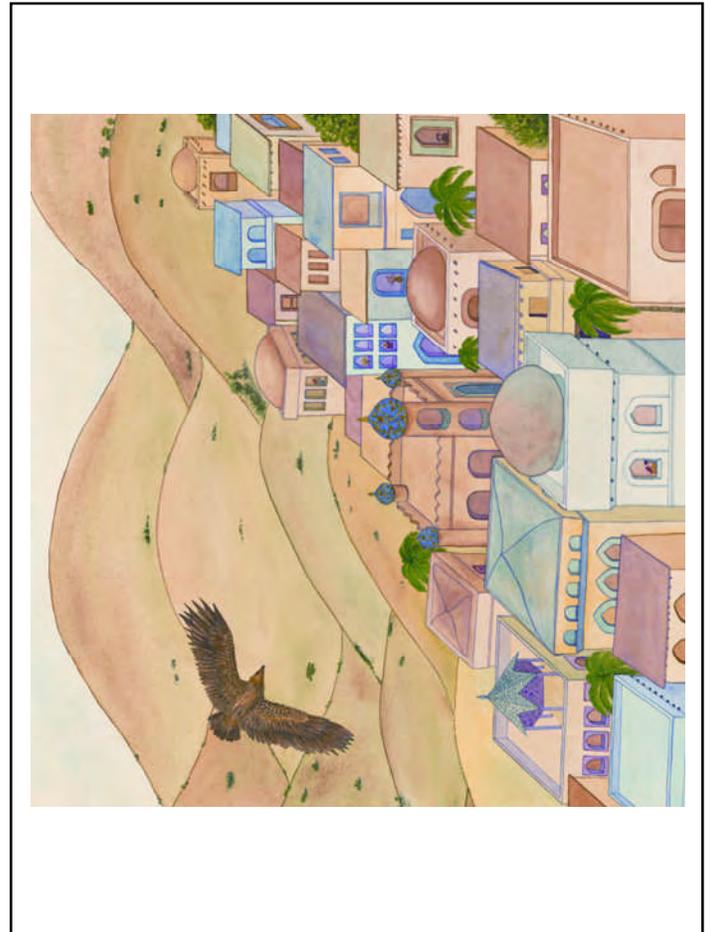
Narrator 2: ...and returned to their own nests.

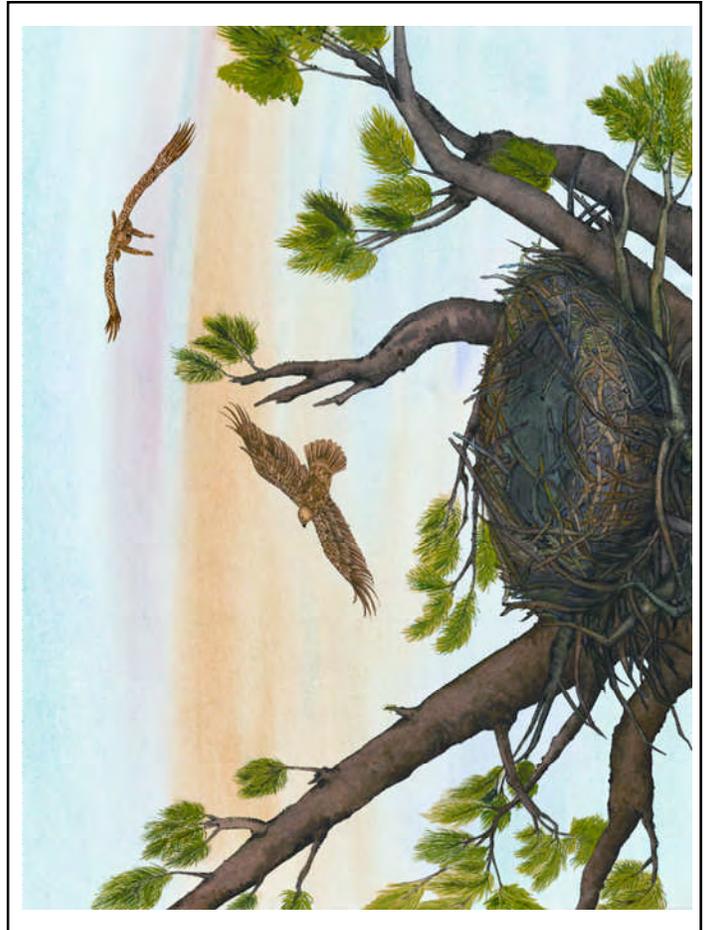
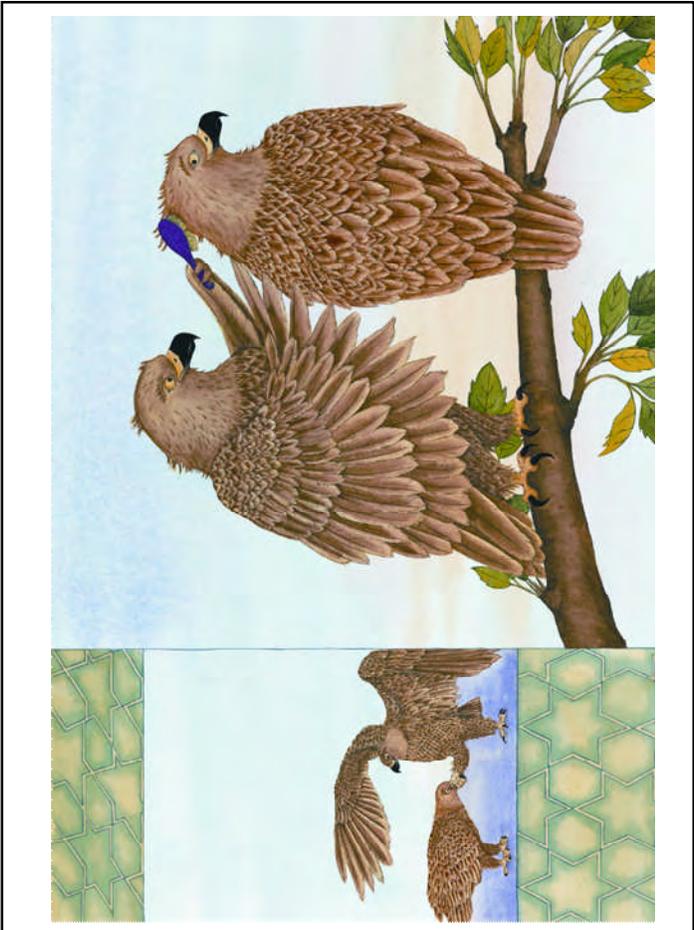
Narrator 3: And they never went near that silly old woman again.

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

THE END

For Ordering, Vocabulary & other Activities. Laminate and cut for easy handling.







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."

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- 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

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