

First Grade

Feathers: A Jewish Tale from Eastern Europe

Retold by Heather Forest
Illustrated by Marcia Cutchin

About the Book:

Guided Reading:

I

Lexile Level:

550L

Character Traits:

Citizenship

Trustworthiness

Caring

Region:

Europe

ISBN:

978-0-8748-3755-1

Outcome:

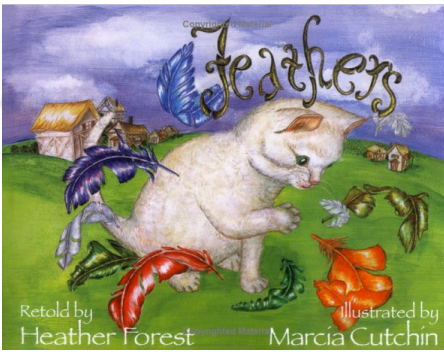
Children will be exposed to the character education categories of kindness, responsibility and decision-making. Students will increase vocabulary, as new words are presented throughout the story.

Instructional Plan:

Introduction

Directions:

- Students in a circle on the floor.
- Inform students they will play a game of telephone.
- The teacher selects a particular sentence, whispers it to the nearest child and asks that child to pass on what he/she heard to his classmate sitting next to him.
- The sentence is passed all around the circle until it reaches the last person, who shares what he/she heard.
- Assuming the sentence changed over the course of the game, ask students why they think the change occurred.
- Highlight that no one had the intention of changing or altering the sentence.
- Discussion should focus on how our words can often be misinterpreted, changed and misunderstood as they spread from person to person.
- Misinterpretations are not always intentional but can have lasting consequences. Sentence length will vary from class to class.



Feathers

First Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer questions
about details

CCSS.ELA-
LITERACY.L.1.4

Determine or clarify the
meaning of unknown and
multiple-meaning words and
phrases

CCSS.ELA-
LITERACY.SL.1.4

Describe people, places, things
and events

CCSS.ELA-
LITERACY.RL.1.4

Identify words/phrases that
suggest feeling or appeal to
senses

Instructional Plan

Teacher Reads the Story

- While reading, the teacher should stop and explain any words in the book that might be new and/or difficult for the students.
- Addressing the words in the context of the story creates increased understanding, vocabulary development, and vocabulary extension by word function (adjectives).
- For example: "I'm going to read that sentence again and leave out the difficult word and see if you can fill in the blank with a describing word."
- Examples from the story may include, but are not limited to the following sentences:
 - The wise old rabbi's gone *mad* indeed.
 - You have *soiled* my own good name.
 - What I said was in *jest*.

Questions for Assessing Students'

Comprehension:

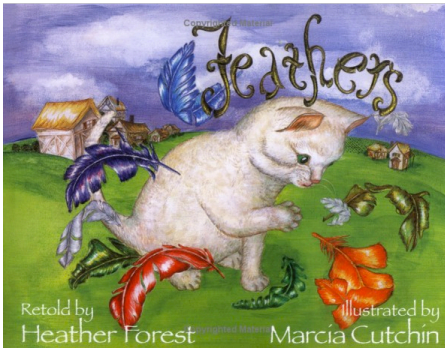
- Who does the main character blame for carrying forth her words?
- Can you take back your words?
- Where does she take the pillow?
- How were the feathers scattered?

Follow Up Activities:

Sequencing

Directions:

- The woman's personality goes through a series of changes as the story progresses. Can you identify a beginning, middle and end to the story.
- Compare these sections of the story to the woman's personality?
- Identify the setting, problem and solution and retell them as they were presented in the book.



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Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer questions
about details

CCSS.ELA-
LITERACY.SL.1.1

Participate in collaborative
conversations

CCSS.ELA-
LITERACY.SL.1.1.A

Follow agreed-upon rules for
discussions

CCSS.ELA-
LITERACY.SL.1.1.B

Respond to comments of
others

Follow Up Activities:

Predicting Outcomes

Directions:

- Do you think the woman expects to be forgiven by the village rabbi?
- Based on the illustrations in the book, can you predict when this story might have taken place?
- When the rabbi assigns the woman her task, do you think she assumes it will be difficult or easy to accomplish?
- Do you think the woman and the rabbi have similar views of the task?
- Based on the woman's ability to complete the task, do you think she has learned a valuable lesson?
- Can you predict whether you think she will speak unkind words again?

Drawing Conclusion

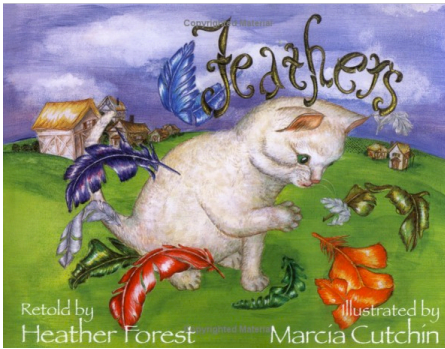
Directions:

- Now that you have met the woman and the rabbi, how would you describe them?
- What was the task that the rabbi assigned to the woman? What this a realistic task that could be effectively accomplished?
- Did the rabbi get his point across to the woman? Do you think he could have made the same point by using only his words, or was an assigned task required?
- This story is based on a traditional folktale. What parts of the story do you think might change as it is shared from family to family and culture to culture?

Characterization

Directions:

- How can you tell if someone is happy or sad? (facial expression, attitude, posture, position in space)
- Based on the facial expressions of the main character, describe how she feels about her actions.
- Do you think her feelings change at any point during the story?
- Identify where her change in facial expression correlates with a change in her feelings.



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Standards:

CCSS.ELA-
LITERACY.RL.1.9

Compare and contrast

CCSS.ELA-
LITERACY.RL.1.10

Read prose and poetry of
appropriate complexity

Follow Up Activities:

Characterization Continued

- Compare and contrast the main characters expressions with those of the village people. Why do you think they often differ?

Using the pictures, provide adjectives to describe different characters moods and personalities based on their body language.

Compare Feathers

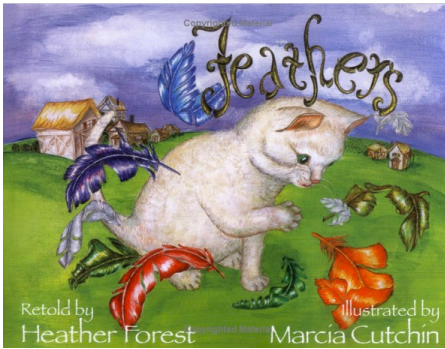
Directions:

- After reading, ask the class why they thought it was difficult for the girl to collect all of the feathers that came out of the pillow.
- Highlight the comparison of our words and actions to the feathers that floated through the air.
 - Were her words misinterpreted? Why or why not?
 - Do we share similar views on things that done in jest?
 - Are words tangible? Does something have to be tangible in order to be reclaimed? Can all tangible items be reclaimed?
 - Do our own personal opinions and experiences effect how we view certain situations?

“Feathers” Poem Worksheet

Direction:

- Instruct the students to write a short poem illustrating their thoughts on the meaning of words.
- Supply the initial line of the poem: *Words like feathers float through the air.*
- Poems don’t have to rhyme but need a minimum of four lines.
- Students may illustrate their poem or share their poems with the class.
- Highlight variations in student poems.



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Follow Up Activities:

More Feather Activities

Directions:

- Students can catch compliments from their teachers.
- Students will receive a feather with their name on it to be decorated and displayed
- In a group, have children use a “special” feather as a pointer during shared reading.

Bulletin Board

Directions:

- During November, student can write what their thankful for on a printout feather.
- Use the feather to “dress a turkey.”

Science

Directions:

- Research different birds and their feathers.
- Use digital tools or reference books to research.

Closed Writing

Directions:

- *If I were as light as a feather I would...*
- Introduction would include questions such as:
 - How would you feel?
 - Where would you go?
 - Why would you do something?
 - Who would be with you?

Expand Writing

Directions:

- What did you see?
- What did you feel?
- Did you learn anything?
- Was anything realized on your journey?
- Do you have different hopes as a feather?

Common Core

Standards:

CCSS.ELA-
LITERACY.W.1.1

Write opinion piece and
introduce topic

CCSS.ELA-
LITERACY.W.1.6

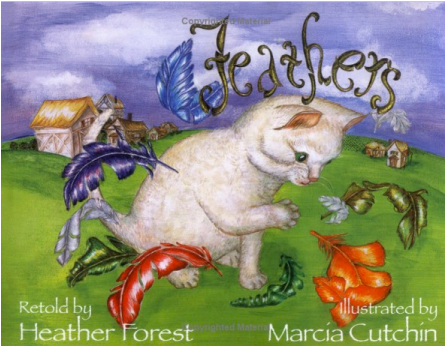
Use a variety of digital tools to
produce and publish writing

CCSS.ELA-
LITERACY.W.1.7

Participate in shared research
and writing projects

CCSS.ELA-
LITERACY.W.1.8

Recall/gather information
from experiences or sources



Feathers

First Grade

Name

Date

Feathers

Words like feathers float through the air...

