

Kindergarten

Feathers: A Jewish Tale from Eastern Europe

Retold by Heather Forest
Illustrated by Marcia Cutchin

About the Book:

Guided Reading:

1

Lexile Level:

550L

Character Traits:

Citizenship

Trustworthiness

Caring

Region:

Europe

ISBN:

978-0-8748-3755-1

Outcome:

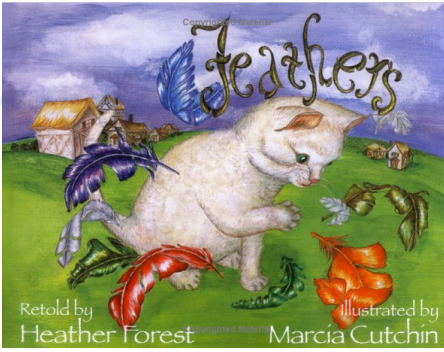
Children will be exposed to the character education categories of kindness, responsibility and decision-making. Students will identify attributes, form hypotheses, predict outcomes, increase vocabulary skills and compliment another student.

Instructional Plan:

Introduction

Directions:

- Teacher will have a “Mystery Bag” filled with colored, arts and crafts feathers.
- Students will reach in and feel the objects in the bag.
- Instruct students to use a descriptive word (ex: fuzzy) to identify the object in the bag. Explain that these words are adjectives.
- Once all students have had a turn and a variety of describing words have been offered, students will use naming words to guess what might be in the bag.
- Teacher can now reveal the contents of the bag and allow each student to take a feather and gather together in a circle.
- Encourage students to toss their feather into the air at the same time and try to catch their same color feather. Could this be done? Why or why not?



Feathers

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Common Core

Standards:

CCSS.ELA-LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-LITERACY.L.K.4

Determine meaning of unknown and multiple-meaning words

CCSS.ELA-LITERACY.W.K.3

Narrate event(s) in the order in which they occurred

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:

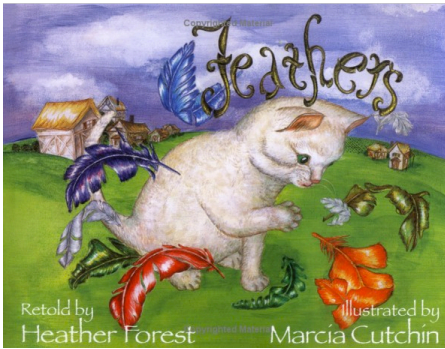
- Where did the story take place?
- Where did the feathers come from?
- Could she catch all of the feathers? Why or why not?
- Who is the judge?
- How does she travel to the village?

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.K.7

Relationship between
illustrations and story

CCSS.ELA-
LITERACY.RL.K.3

Identify characters, settings,
and major events

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

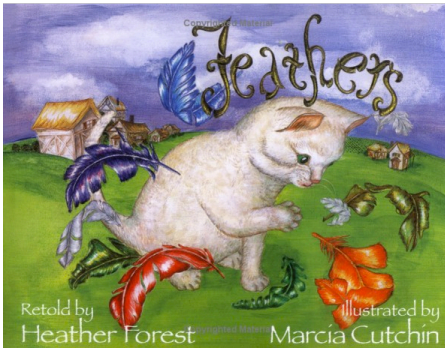
Directions:

- 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 is 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.K.9

Compare and contrast

CCSS.ELA-LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.SL.K.1.B

Continue conversation through multiple exchanges

Follow Up Activities:

Characterization Continued

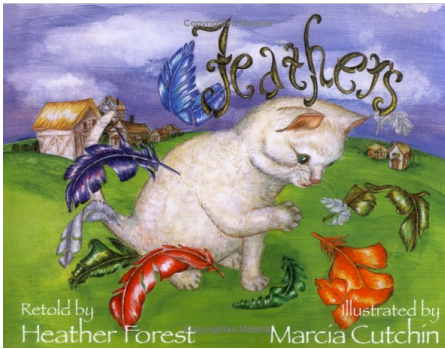
- Compare and contrast the main characters expressions with those of the village people. Why do you think they often differ?

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.
 - For example: unkind words, just like feathers, can fly in many directions and are very hard to retrieve.
 - It is difficult to take back an unkind statement made towards another person.
 - Students might need some direction in making this comparison.
- Instruct the students to scatter like feathers all around the room.
- Hand students a feather and direct them to search for a partner who has the same color feather.
- Matching partners according to feather color is an effective classroom management strategy.
- Once partnerships are formed, students sit together.
- Explain that students will be using kind words to write an acrostic poem about their partner. Acrostic poems will need to be explained and an example may be given. Once students have clear expectations, they will be given the worksheet. Higher-level students may be paired with a lower level student.



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Follow Up Activities:

Auditory Discrimination

Directions:

- Students will listen to a pair of words.
- Students determine if word pairs are the same or different: take-take, float-flip, went-went, had-has
- The children will have a determine if the word pairs start with the same phoneme: shook-sadly, feather-few, humor-pillow
- The words can be spoken by the teacher or recorded on a tape.
- Determine if pairs rhyme or not.

Syllables

Directions:

- In a group, have students use feathers to tap out the number of syllables in a given word.

Bulletin Board

Directions:

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

The Letter “F”

Directions:

- Use this book when are teaching the letter “F” in a letter of the week curriculum.

Common Core

Standards:

**CCSS.ELA-
LITERACY.SL.2.3**

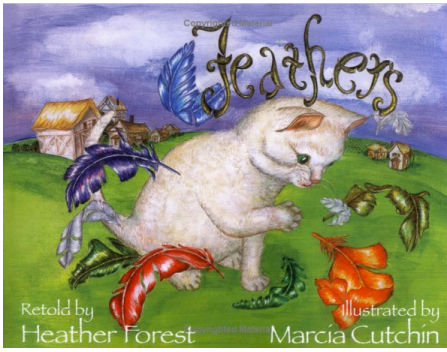
Ask and answer questions about what a speakers says

**CCSS.ELA-
LITERACY.L.2.5**

Demonstrate understanding of word relationships

**CCSS.ELA-
LITERACY.L.2.2.D**

Generalize learned spelling patterns



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Name _____

Date _____

Feathers

