

THE CLEVEREST THIEF

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, reading, predicting, writing, movement, and role playing.

Overview:

Students will read and explore a folktale from India while utilizing interdisciplinary connections in language arts, visual arts, and dramatic arts.

Materials:

Book, *The Cleverest Thief*

Map or globe

Crayons or markers

Pencils

Large sheet of unlined paper

1 Large towel per student

Optional:

CD featuring soft, calming music

CD player

Computer with Internet access

Assessment Tools:

“/M/ Words” Worksheet A

“/M/ Words” Worksheet B

INSTRUCTIONAL PLAN

Introduction:

Materials:

Book, *The Cleverest Thief*

Directions:

Teacher:

- Leads students on a “picture walk” through the book, *The Cleverest Thief*.
- Begins by showing the cover of the book and asking students:
 - What do you see?
 - Who do you think this man is?
 - Is he young or old? How can you tell?
 - What is the man holding?
 - Why might he be holding that?
 - What is it used for?
 - Do you think he is an important person? Why or why not?
 - Why is he dressed like this?
 - Where do you think this story takes place?

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Introduction cont.:

- What is the weather like there? How can you tell?
- The story takes place in India. What do you know about India?
- The title of the story is *The Cleverest Thief*. What do you think the story is about?
- Tells students the man is a monk.
- Asks students what a monk is (a member of a religious community of men, who promise to obey the rules of the order. They may live by themselves or with a group of monks. Though some orders also use the term “monk” for females in the religious communities, “nun” is the more commonly used term.).
- Asks students what a monastery is (a building or group of buildings that houses a community of monks).
- Asks students to identify the monastery on the book’s cover.
- Informs students that monks spend part of every day meditating.
- Asks students what meditation is (a quiet time of deep, serious thinking).
- Asks students if they have had any experience with meditating.
- Previews the illustrations in the book, page by page, and asks students to describe what they see.
- Reviews vocabulary as appropriate and asks students to make predictions about the story.

Teacher Reads the Story:

Materials:

Book, *The Cleverest Thief*

Map or globe

Directions:

Teacher:

- Informs students that they will be reading a folktale from India.
- Shows students India on a map or globe.
- Reads the story aloud, checking for comprehension as needed.

Questions for Assessing Students’ Comprehension:

- Where does this story take place? How would you know from looking at the illustrations?
- Who are the main characters in the story?
- What is this story about?
- What does “clever” mean?
- What does “cleverest” mean?
- What is a thief? Do you know any other stories with about thieves?
- Why did the great monk need to choose someone to take his place as leader of the monastery?
- How would you choose a leader?
- What test did the great monk use to choose a leader?
- Do you think this was a good idea?
- How do you think the monks felt when they were told to steal something so that no one would know?

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Questions for Assessing Students' Comprehension cont.:

- How would you feel if you were asked to steal?
- What did each of the monks steal?
- When they met with the great monk, Dhammika was “empty-handed.” What does that mean?
- How do you think Dhammika felt when the great monk asked him why he was empty-handed?
- What did the great monk mean when he said, “... You may hide your actions from the world, but never from yourself”?
- Why did the great monk choose Dhammika to be the next leader?
- Who would you have chosen to be the next leader? Why?
- What did the great monk mean when he told Dhammika that, “You, alone, stayed true to yourself and my teachings”?
- How did the great monk feel about choosing Dhammika?
- How did Dhammika feel about being chosen as the next leader?
- Dhammika didn't feel that what he was being asked to do was right. What did he do about it?
- Have you ever been asked to do something you did not feel was right?
- What lesson does this story teach?
- Can you think of ways you can apply this lesson to your life?
- What was your favorite part of the story?
- How do your predictions of the story compare to the story you heard?

Language Arts:

• **Retell the Story**

Materials:

Book, *The Cleverest Thief*

Directions:

Teacher:

- Reviews the illustrations with students, page by page, and students retell the story.
- Asks students to retell the story without the illustrations.

• **Auditory Discrimination of Rhyming Words**

Directions:

Teacher:

- Reminds students that rhyming words have the same ending sounds. “Ball” and “tall” rhyme, but “ball” and “bell” do not rhyme.
- Reads the word pairs and asks students to raise their hands if the words rhyme.

lead / need	night / light	test / best	task / test	no / go
half / calf	deep / dump	pick / sick	ask / desk	stole / hole
monk / bank	soon / moon	teach / reach	wise / rise	feel / fell
day / pray	peace / pet	steal / peel	neck / knock	live / give
thief / beef	each / peach	how / cow	grain / men	act / mat
ill / pill	place / trace	not / get	stall / all	true / blue
all / call	not / hot	him / hum	each / punch	new / you

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Phonics:

• **/M/ Words**

An activity for differentiated learning

Materials:

“/M/ Words” Worksheet A

“/M/ Words” Worksheet B

Crayons

Pencils

Directions:

Teacher:

- Reminds students that three important words in the story (monk, monastery, and meditation) begin with the letter “m.”
- Divides the class into two groups.
 - Group A: Complete “/M/ Words” Worksheet A. Students say the names of each picture out loud and color in the pictures whose names begin with the /m/ sound.
 - Group B: Complete “/M/ Words” Worksheet B. Students say the names of each picture out loud and color in the pictures whose names begin with the /m/ sound. Students write the letter “m” in the lines provided for each word that begins with the /m/ sound.

Drama:

• **Role Playing**

Directions:

Teacher:

- Reminds students that the great monk taught the other monks three important lessons:
 1. Live without harming others.
 2. Do not be greedy.
 3. Act with wisdom.
- Discusses the meaning of these lessons and how students can use these lessons in their everyday lives.
- Discusses situations where these lessons could be used. (Examples: a student takes a very long drink of water after playing outside while the rest of the class is waiting in line, a student comes across a ladybug in the classroom, sharing your lunch with a friend who did not have a lunch, etc.)
- Demonstrates role playing in a situation the class discussed.
- Asks for volunteers to role play different situations and guides students through the role play.
- Discusses how the volunteers acted in the role play, pointing out how the students used the lessons from the story in each situation.

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Drama cont.:

• Act It Out

Directions:

Teacher:

- Divides the class into groups of four students each.
- Asks each group to take turns acting out the story for the class.

Art:

• Drawing

Materials:

Large sheet of unlined paper

Crayons or markers

Directions:

Teacher:

- Reminds students that after a night of deep meditation, the great monk decided he would use a test to help him choose the next leader.
- Tells students that meditation is a quiet time of relaxation, concentration, and deep thinking.
- Asks students to brainstorm an environment in which they might like to meditate (such as a quiet garden with a comfortable seating area and a babbling brook).
- Asks students what attributes they would want (such as quiet, comfortable, secluded, etc.).
- And students work together to plan and illustrate a meditation garden or area.

Physical Education:

• Meditation

Materials:

1 Large towel per student

Quiet, peaceful environment

Optional: CD featuring soft, calming music

Optional: CD player

Directions:

Teacher:

- Reminds students that after a night of deep mediation, the great monk decided he would use a test to help him choose the next leader.
- Reminds students that meditation is a quiet time of relaxation, concentration, and deep thinking.
- Sets up a quiet, comfortable environment for students.
- Speaks in a soft, slow, and relaxed voice and asks students to lie down on their towels, close their eyes, and relax.
- Directs students to focus on their toes and to tighten and tense them, and then relax them.
- Directs students to tense and then relax their calves, knees, thighs, stomach, back, shoulders, arms, hands, neck, and head.
- Asks students to relax and concentrate on their breathing:

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Physical Education cont.:

Meditation cont.

- Breathe in through the mouth for the count of three, hold the breath, and then breathe out through the nose for the count of three.
- While breathing in, think of energy, peace, and happiness.
- While breathing out, think of sadness, anger, and tiredness leaving the body through the nose.
- Asks students to see themselves on a very big movie screen. Looking at the screen, they should see themselves as being very calm, quiet, and relaxed. Next, they should see themselves being a patient, loving, person. Then, they should see themselves as a good friend and good student.
- Asks students to slowly start thinking about their body again. They should start feeling their body parts, starting with their toes. They should stay relaxed as they wiggle their toes, roll their ankles in both directions, and then progressively wiggle all of their body parts individually. They should end by gently rolling their head from side to side.
- Asks students to slowly open their eyes and take a few slow, deep breaths.
- Asks students to sit up slowly.
- Asks students to share how they feel after their meditation experience.

Extension Activities:

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

- Teacher helps students access www.storycove.com.
- Students view the animation for *The Cleverest Thief* narrated by the author.
- Students explore the animations and activities for other stories on www.storycove.com.

• **Compare and Contrast**

Materials:

Computer with Internet access

Directions:

Teacher helps students access www.storycove.com.

Students:

- View the animation for *The Drum*.
- Compare and contrast this folktale from India with *The Cleverest Thief*.
- View the animation for *Growing Gold*.
- Compare and contrast this folktale from India by the same author with *The Cleverest Thief*.

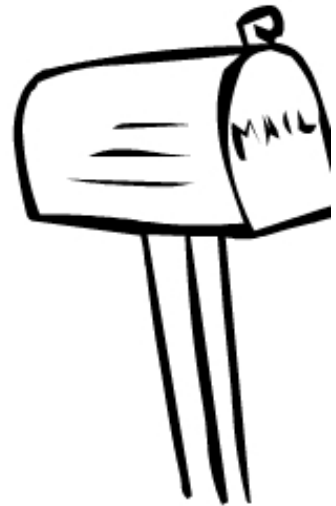
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Worksheet A

Name _____ Date _____

/M/ Words



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Worksheet B

Name _____ Date _____

/M/ Words















