

# FEATHERS

By Heather Forest

Kindergarten

## **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.

## **Materials:**

Mystery Bag  
Multi-Colored Arts and Crafts Feathers  
Acrostic Poem worksheet

## **Introductory Activity:**

The teacher will have a “Mystery Bag” that is filled with colored, arts and crafts feathers. Students will reach in and feel the objects in the bag. The teacher instructs students to use a *describing* word (ex: fuzzy), not a *naming* word (ex: feather) to identify the object in the bag. If a student is reluctant to place his hand in the bag, the teacher can ask the student to close his eyes and offer to rub the student’s hand with the mystery item.

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 tight 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?

## **Teacher Reading of 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 words in the context of the story increases student vocabulary through the utilization of synonyms. 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*.

## **BUILDING COMPREHENSION:**

### **Checking 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?

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## Characterization:

- 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.
- Compare and contrast the main characters expressions with those of the village people. Why do you think they often differ? (Their attitudes towards her actions appear to be very different.)
- Using the pictures, provide adjectives to describe different characters moods and personalities based on their body language.

## Predicting Outcomes:

- 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 Conclusions:

- 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? Was 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?

## Sequencing:

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 and 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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## Follow Up Activity:

- 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: rumors and gossip, just like feathers, can travel great distances.
  - If wind carries feathers, what do you think carries a rumor?
  - Once words are spoken, they can be very difficult to retrieve.
  - Kindergarten students should be able to make some comparisons and relate them to their own real life experiences, in a journal entry.
- 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.
- Once partnerships are formed, students go to a table and sit together.
- The teacher explains 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.

## Extension Activities/Centers:

- Using colored feathers to extend and create two and three part patterns.
- Auditory Discrimination activities that require students to listen to a pair of words.
  - The children will have to determine if word pairs are the same or different: take-take, float-flip, went-went, had-has.
  - The children will have to 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.
  - Rhyming words?
    - whose-was, blame-name, accused-excused, make-take, it-it, one-done, air-square, snatch-catch, take-take.
- In a large or small group, have children use feathers to tap out the number of syllables in a given word.
- Bulletin Board: During November, students can fill in 'I am thankful for \_\_\_\_' on a construction paper feather and use the feathers to "dress a turkey".
- Use this book when you are teaching the letter F in a letter of the week curriculum.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Feathers

