

## **Well of Truth: A Folktale from Egypt**

Written by Martha Hamilton and Mitch Weiss

### ABOUT THE BOOK

#### GUIDED READING:

I

#### LEXILE LEVEL:

520L

#### CHARACTER TRAITS:

Citizenship  
Fairness  
Sharing

#### REGION:

Middle East

#### ISBN:

978-0-874838-80-0

### COMMON CORE STANDARDS

#### NOTE:

Find correlating  
Common Core  
Standards at the  
head of each activity  
section.

### **Outcome**

Students will demonstrate an understanding of the story through discussing, visualizing, describing, predicting, pantomiming, and drawing.

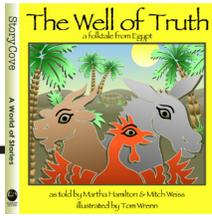
### **Overview**

Students will read and explore a folktale from Egypt while utilizing interdisciplinary connections in language arts, science, math, dramatic arts, character education, visual arts, and cooking.

### **Materials**

#### General

- Book, *The Well of Truth*
- Picture books about animals
- Yardstick or adjustable tape measure
- World map or globe
- Hula hoop
- Blackboard or whiteboard
- Chalk or dry erase markers
- Unlined paper
- Crayons or markers
- Potting soil
- Small containers or plastic cups



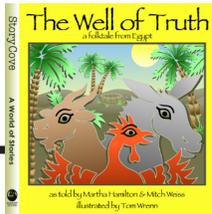
## Well of Truth: A Folktale from Egypt

Kindergarten

- Clover seeds
- Water
- Tablespoons
- Liquid fertilizer
- Eleven unlined index cards per student
- Hole punch
- 2 (4-Inch) pieces of yarn per student
- Chalk
- Blacktop area

### Cooking Activities

- Oven
- 1 Large mixing bowl
- Large spoon
- 2 ½ Quart baking dish
- 1 Large pan hot water
- Knife
- Paper plates
- Napkins
- 4 Eggs, Beaten
- 2 Cups Cooked Rice
- 3 Cups Milk
- 1/3 Cup Sugar
- ¼ Tsp Salt
- ½ Cup Raisins or Chopped Dates
- 2 Tsp Vanilla Extract
- 2 Tsp Grated Lemon Rind



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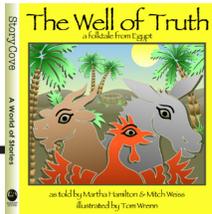
- Optional: Honey
- Optional: Small spoon

### Optional: Extension Activities

- Computer with Internet access
- Forest, Heather. *The Little Red Hen*. Little Rock: August House, 2006.

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# Well of Truth: A Folktale from Egypt

Kindergarten

## Introduction

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key details

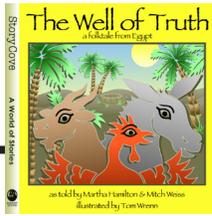
## Introducing the Story

### Materials:

- Picture books about animals
- Yardstick or adjustable tape measure

### Directions:

- Teacher asks students what they know about donkeys.
- Asks students to name any stories they know about donkeys.
- Shares the following facts about donkeys, as appropriate:
  - Donkeys belong to the horse family.
  - The average size of a donkey is 40 inches (102 centimeters). Some breeds are as small as 24 inches (61 centimeters), while the largest breeds are 62 inches (158 centimeters). Show sizes with tape measure or yardstick.
  - Donkeys have very long ears and tails.
  - Donkeys are often used to carry heavy loads over rough land.
  - A male donkey is called a jack.
  - A female donkey is called a jenny.
- Asks students what they know about roosters.
- Asks students to name any stories they know about roosters.
- Shares the following facts about roosters, as appropriate:
  - Roosters are male chickens.
  - Roosters are known for crowing early in the morning, but they also crow throughout the day.



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- Asks students what they know about goats.
- Asks students to name any stories they know about goats.
- Shares the following facts about goats, as appropriate:
  - Goats are very surefooted and can climb up and down very steep cliffs.
  - Goats are closely related to sheep.
  - Both male and female goats have beards. Horns mostly appear on male goats, however some females have horns also.
  - A male goat is called a billy or a buck.
  - A female goat is called a nanny or a doe.

### Teacher Reads the Story

#### Materials:

- Book, *The Well of Truth*
- World map or globe

#### Directions:

- Teacher tells students that they will be reading a folktale from Egypt about a goat, a rooster, and a donkey.
- Shows Egypt on world map or globe.
- Shows students the cover of the book and reads the title.
- Asks students to predict what the story is about based on the cover illustration and the title.

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

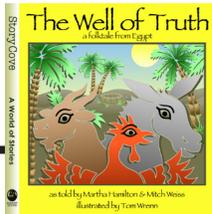
RL.K.10:

Group reading activities  
with purpose

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations



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### Discussion Questions

#### COMMON CORE STANDARDS

#### CCSS.ELA-LITERACY.

#### RL.K.3:

Identify characters, settings, and events in a story

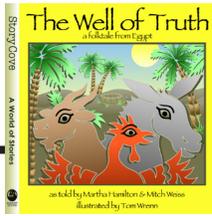
#### CCSS.ELA-LITERACY.

#### RL.K.1:

Key details in a text

### For Assessing Comprehension

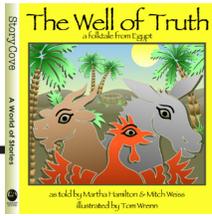
- Who are the three characters in the story?
- Is the donkey in the story a jack or a jenny? (jack—referred to as “he” in the story)
- Is the goat a nanny or a billy? (billy—referred to as “he” in the story)
- What did the animals plant?
- What were some of the things they did to plant and care for the clover?
- The donkey was impatient about eating the clover. What does “impatient” mean? When have you been impatient?
- The animals agreed to wait until the morning to eat the clover. Looking at the illustration on Page 11, what do you think the animals are doing? Do you shake hands when you make an agreement?
- The night before they were going to feast, Donkey could not sleep. What was he thinking about?
- What does it mean to feast? When have you had a feast?
- What did Donkey do when he went to the field by himself that night?
- Did Donkey mean to eat all of the clover? Have you ever started out just having a taste or a bite of something and then ended up eating much more than you planned?
- How did Donkey feel the next morning?
- What did Donkey tell Rooster and Goat when they wanted to go to the field to eat the clover?
- How did Rooster and Goat feel when they went to the field and saw that someone had eaten all the clover?



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- How could they tell that Donkey had eaten the clover? (Donkey had a swollen belly.) What does it mean to have a swollen belly? Have you ever had a swollen belly after eating a large meal?
- Why do you think Donkey told Rooster and Goat he hadn't eaten the clover? Do you think that was a good choice or a poor choice?
- Where did they take Donkey to test him?
- Why did they jump over the well?
- What happened when Rooster jumped over the well?
- Goat swore the same oath as Rooster before he jumped over the well. What is an oath? What happened when Goat jumped over the well?
- How did Donkey feel when it was his turn to jump over the well?
- What happened when Donkey jumped over the well?
- What lesson did Donkey learn?
- Do you think Rooster and Goat included Donkey the next time they planted something to eat?



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### Language Arts

#### COMMON CORE STANDARDS

#### CCSS.ELA-LITERACY.

#### RL.K.3:

Identify characters, settings, and events in a story

#### CCSS.ELA-LITERACY.

#### RL.K.7:

Illustrations

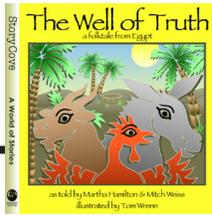
### Visualize the Setting

#### Materials:

- World map or globe

#### Directions:

- Tells students the story is set in Egypt and shows Egypt's location on a world map or globe.
- Shares the following facts about Egypt as appropriate:
  - Most of the land in Egypt is dry, dusty desert land.
  - The Nile River (which is the longest river in the world) runs through Egypt. (Show the Nile River on a map or globe.)
  - Most of the people live near the Nile River because the land is more fertile and it is a good source of water. (What does fertile mean?)
  - The winters are mild and the summers are very hot.
  - Most places in Egypt receive very little rain.
- Reviews the illustrations with students and asks:
  - What do you see?
  - Are there a lot of plants and trees?
  - Do you think the story takes place in the dessert or in a city or village near the Nile River? Why?
  - If you were in the story setting, what would you feel, hear, see, touch, taste, and feel?



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### COMMON CORE STANDARDS

CCSS.ELA-  
LITERACY.L.K.1.E:  
Prepositions

### Preposition Jump

#### Materials:

- Hula hoop

#### Directions:

- Reminds students that the Rooster and Donkey jumped over the *Well of Truth*.
- Tells students that Donkey fell in the *Well of Truth* when he tried to jump over it.
- Lays the hula hoop on the floor and tells students to pretend it is the *Well of Truth*.
- Asks students to line up behind the hula hoop.
- Calls out a character as each student comes to the hula hoop. Students will jump
  - Over the Well of Truth if Rooster or Goat is named.
  - In the Well of Truth if Donkey is named.

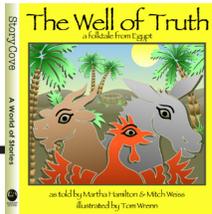
### COMMON CORE STANDARDS

CCSS.ELA-  
LITERACY.L.K.1.B:  
Nouns and verbs  
CCSS.ELA-LITERACY.  
RL.K.1.3:  
Identify characters,  
settings, and events in a  
story

### Following Directions

#### Directions:

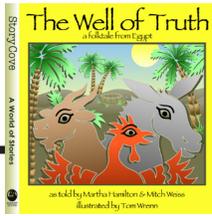
- Tells students that they are going to play “Simon Says” with actions from the story.
- Reminds students to do the action only when it is preceded by “Simon Says” and not to do the action unless they hear “Simon Says” first.
- Teacher may use the following actions:
  - Crow like Rooster.
  - Bray like Donkey.
  - Bleat like Goat.



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- Pull up the weeds.
- Plow the ground.
- Plant the clover seeds.
- Water the field.
- Walk to the field.
- Pretend you are Donkey and you can't sleep.
- Pretend you are Donkey and you sneak over to the field of clover.
- Pretend you are Donkey and take just one bite of clover.
- Pretend you are Donkey and take another taste of the clover.
- Pretend you are Donkey and you just can't help yourself; you gobble up the rest of the clover.
- Pretend you are Goat and you are knocking at Donkeys' door. (How would Goat knock? With his head or lift up a leg?)
- Pretend you are Donkey and you have a terrible stomachache.
- Pretend you are Rooster and you discover that someone has eaten all the clover.
- Pretend you are Goat and you are marching back to Donkey's house and banging on the door. (What is the difference between knocking and banging?)
- Pretend you are Rooster and you are accusing Donkey of eating up the clover.
- Pretend you are Donkey walking to the Well of Truth. (Would you be nervous? How could you show that?)



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- Pretend you are Rooster jumping over the Well of Truth.
- Pretend you are Goat jumping over the Well of Truth.
- Pretend you are Donkey jumping over the Well of Truth.
- Pretend you are Donkey stuck in the Well of Truth for two months and one night.

### Character Education

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1.2:

Retell familiar stories, key details

CCSS.ELA-LITERACY.

SL.K.4:

Additional detail

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative conversations

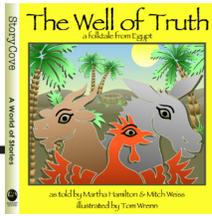
CCSS.ELA-LITERACY.

SL.K.6:

Speak audibly, clear ideas

#### Directions:

- Tells students that the story teaches the character education traits of fairness and sharing.
- Asks students:
  - What fairness is.
  - To name other stories about fairness.
  - To share an experience of fairness or an experience that didn't show fairness.
  - How fairness is taught in The Well of Truth.
- What sharing is.
  - To name other stories about sharing.
  - To share an experience of sharing or an experience that didn't show sharing.
  - How sharing is taught in The Well of Truth.
  - How they can be fair and share in their lives.



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## Phonics

### COMMON CORE STANDARDS

#### CCSS.ELA-LITERACY.

#### RL.K.3:

Identify characters, settings, and events in a story

#### CCSS.ELA-LITERACY.

#### RF.K.2.E:

Phonemes

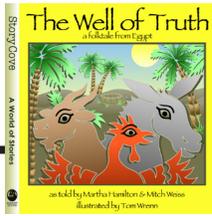
### Beginning Sounds (Differentiated Learning)

#### Materials:

- Blackboard or whiteboard
- Chalk or dry erase markers
- Unlined paper
- Crayons or markers

#### Directions:

- Teacher asks students to name the three characters in the story
- Writes the names on the board and draws a picture of each animal by the appropriate name.
- Reviews the beginning sound of each animal name and writes the beginning letter above the appropriate animal name on the board.
- Think of other things that begin with the same sound as “Goat.”
- Draws a picture of each item students name on the board and writes the word beside it.
- Repeats activity for words with the same beginnings sounds as “Rooster” and “Donkey.”
- Distributes unlined paper to students and shows students how to fold their paper in thirds to create three columns.
- Instructs students to write “G” at the top of the first column, “R” at the top of the second column, and “D” at the top of the third column.
- Asks students to draw each character under the appropriate beginning letter and to write the animal name next to each picture.



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- Divides the class into three groups.

### Group A:

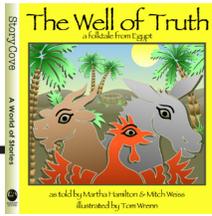
- Draws at least two other items in each column that share the same beginning sound.
- Students write the appropriate beginning letter next to each picture.

### Group B:

- Draws at least three other items in each column that share the same beginning sound.
- Students write the appropriate beginning letter next to each picture.

### Group C:

- Draws at least three other items in each column that share the same beginning sound.
- Students write the word next to each picture.



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### Math

#### COMMON CORE STANDARDS

##### CCSS.ELA-LITERACY.

##### RL.K.2:

Retell familiar stories, key details

##### CCSS.ELA-LITERACY.

##### RL.K.3:

Identify characters, settings, and events in a story

##### CCSS.ELA-LITERACY.

##### RL.K.10:

Group reading activities with a purpose

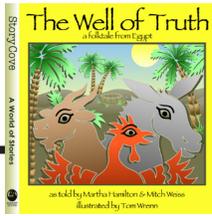
### Ordinal Numbers

#### Materials:

- Blackboard or whiteboard
- Chalk or dry erase markers

#### Directions:

- Teacher asks students to name the order in which the characters attempted to jump over the *Well of Truth*.
- Introduces the concept of ordinal numbers.
- Writes “1st,” “2nd,” and “3rd” on the board.
- Asks students to name which character attempted to jump over the *Well of Truth* 1st, 2nd, and 3rd.
- Asks three students to line up.
- Asks students to name which student is 1st in line, which student is 2nd in line, and which student is 3rd in line.



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## Science

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

CCSS.ELA-

LITERACY.W.K.3:

Narrative

CCSS.ELA-

LITERACY.W.K.6:

Produce and publish  
writing

CCSS.ELA-

LITERACY.W.K.8 :

Gather information

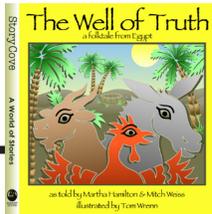
## Growing Clover

### Materials:

- Potting soil
- Small containers or plastic cups
- Clover seeds
- Water
- Tablespoons
- Liquid fertilizer
- Eleven unlined index cards per student
- Hole punch
- 2 (4-Inch) pieces of yarn per student
- Crayons or markers

### Directions:

- (Optional) Teacher takes students outside to look for and explore patches of clover.
- Tells students that they will be growing containers of clover.
- Gives each student a small container, clover seeds, and water.
- Directs students with activity instructions:
  - Fill the container 2/3 full with soil.
  - Water the soil thoroughly.
  - Place clover seeds on the damp soil.
  - Loosely cover seeds with more soil and then water.
  - Place containers in a sunny location.



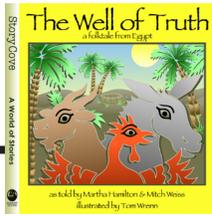
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- Check clover for growth each day. The first leaf will be a single leaf, not a clover leaf.
- As soon as the plants have started to grow, record daily what the plant looks like using the Clover Growth Journals (directions for creating are below), one card for each day.
- When two or three clover leaves have formed, fertilize with liquid fertilizer at the recommended dosage for house plants.
- Continue to record growth for two weeks in the Clover Growth Journals.

### Directions for Creating Clover Growth Journals:

- Teacher punches two holes near the left edge of the index cards so there is one hole near the top and one hole near the bottom. Holes should be in the same place on each card.
- Teacher threads a separate piece of yarn through each hole and ties each yarn piece to itself so the eleven cards are bound together, leaving enough slack to turn the cards without bending their edges.
- Teacher or students write "My Clover Growth Journal" and their name on the cover and draw a picture of clover.
- Students write "Day \_\_\_\_" on the remaining ten cards.
- Teacher leads a discussion on the plant growth the students have observed.
- Helps students compare their pictures with the illustrations in the book.



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### Dramatic Arts

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.K.4:

Additional detail

CCSS.ELA-LITERACY.

SL.K.5:

Additional detail

CCSS.ELA-LITERACY.

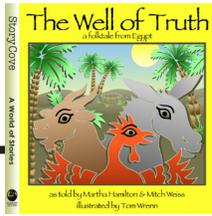
SL.K.6:

Speak audibly, clear  
ideas

### Pantomime

Directions:

- Reviews the story with students.
- Asks students what pantomime is (acting without talking).
- Discusses the facial expressions and body language of the characters in the story.
- Tells students that facial expression and body language are important in acting out the story because they can't talk during the pantomime.
- Divides the class into groups of three students each.
- Instructs the groups to pantomime the story.



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### Art

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key  
details

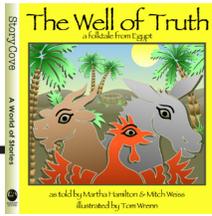
#### Drawing

Materials:

- Crayons or markers
- Unlined paper

Directions:

- Students draw their favorite parts of the story.
- Show their pictures to the class and tell about their favorite parts of the story.



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### Cooking

#### Egyptian Dessert

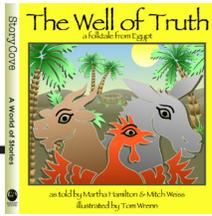
Yields 12 to 16 Small Servings

##### Materials:

- Oven
- 1 Large mixing bowl
- Large spoon
- 2 ½ Quart baking dish
- 1 Large pan hot water (to set baking dish in)
- Knife
- Paper plates
- Napkins
- 4 Eggs, Beaten
- 2 Cups Cooked Rice
- 3 Cups Milk
- 1/3 Cup Sugar
- ¼ Tsp Salt
- ½ Cup Raisins or Chopped Dates
- 2 Tsp Vanilla Extract
- 2 Tsp Grated Lemon Rind
- Optional: Honey, small spoon

##### Directions:

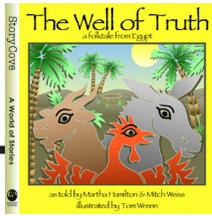
- Combine all ingredients in a large mixing bowl.
- Pour mixture into a 2 ½ quart baking dish.
- Set baking dish in a pan of hot water.



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- Bake at 325° for 60 minutes, stirring pudding from the bottom to the top after 30 minutes.
- Insert a knife near the center of the dish and check to see if it comes out clean, indicating the pudding is finished cooking.
- Serve hot, warm, or cold, as desired.
- Optional: May drizzle a small amount of honey over the top if desired.



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### Extension Activity

#### Technology Connection

Materials:

- Computer with Internet access

Directions:

- Teacher helps students access [www.storycove.com](http://www.storycove.com).
- Students view the animation of *The Well of Truth*, narrated in tandem by the authors, Martha Hamilton and Mitch Weiss.
- Students think about how the storytellers' voices and expressions are an important part of telling the story.
- Students explore the animations and activities for other stories on [www.storycove.com](http://www.storycove.com). Stories with strong compare and contrast opportunities with *The Well of Truth* include: *Growing Gold*, *Anansi and the Pot of Beans*, *Why Koala Has a Stumpy Tail*, *Rooster's Night Out*, and *Anansi and the Sky Kingdom*.

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.9:

Compare and contrast characters

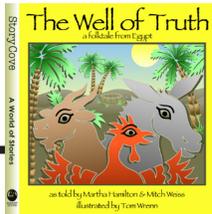
#### Compare and Contrast

Materials:

- Book, *The Little Red Hen*

Directions:

- Teacher reads *The Little Red Hen* by Heather Forest. This well-known tale tells of a hen who tried to convince the other animals to work together to make working fun.



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- Students compare and contrast
  - The steps for growing wheat and growing clover.
  - The theme of cooperation and sharing in this book and The Well of Truth.