



THINK
LAW

VOLUME 2
EARLY EDUCATION EDITION
TEACHER EDITION



Table of Contents

Lesson 1	The Stone Cutter	A Folktale from Japan	6
Lesson 2	The Golden Beetle	A Folktale from China	18
Lesson 3	The Starfruit Tree	A Folktale from Vietnam	28
Lesson 4	Tenali Raman and the Weightlifter	A Folktale from India	36
Lesson 5	Tenali Raman and the Wrestler	A Folktale from India	45
Lesson 6	Tenali Raman and the Gift	A Folktale from India	53
Lesson 7	Why the Pineapple has 1,000 Eyes	A Folktale from the Philippines	61
Lesson 8	Mouse Deer and the Tiger	A Folktale from Indonesia	69
Lesson 9	King Midas	A Folktale from Greece	78
Lesson 10	The Secret of the Fairies	A Folktale from Switzerland	87
Lesson 11	The Glass Axe (Part 1)	A Folktale from Hungary	97
Lesson 12	The Glass Axe (Part 2)	A Folktale from Hungary	108
Lesson 13	Little Red Riding Hood	A Folktale from France	115

Lesson 14	The Long-Nosed Boy	A Folktale from Italy	126
Lesson 15	The Shoemaker and the Elves	A Folktale from Germany	137
Lesson 16	The Smart Rabbit	A Folktale from Iran	146
Lesson 17	Mbui and the Ogre	A Folktale from Kenya	156
Lesson 18	The Wise Man of the Village	A Folktale from Sudan	164
Lesson 19	The Calabash Kids	A Folktale from Tanzania	172
Lesson 20	Why Anansi has 8 Long Legs	A Folktale from West Africa	182
Lesson 21	Anansi and the Pot of Beans	A Folktale from West Africa	190
Lesson 22	Anansi and the Turtle	A Folktale from West Africa	198
Lesson 23	Juan Bobo and the Pot	A Folktale from Puerto Rico	209
Lesson 24	The Wings of the Butterfly	A Folktale from the Amazon	220
Lesson 25	The Llama and the Great Flood	A Folktale from Peru	231
Lesson 26	Domingo's Cat	A Folktale from Brazil	239

Teaching Principles for thinkLaw

Teaching critical thinking requires a lot of time, preparation, and skill. The thinkLaw Early Elementary Edition, PowerPoint presentations, and student workpages simplify this process by providing a turnkey system for engaging learners and building crucial critical thinking skills. thinkLaw is a loosely-scripted program that allows skilled facilitators the flexibility for learner-based instruction. thinkLaw also provides beginning facilitators with a clear guide for rigorous critical thinking instruction.

There are 3 key principles to keep in mind throughout this curriculum:

1. You are a facilitator, not a teacher

thinkLaw is a learner-centered curriculum. For thinkLaw to work, instructors must avoid the urge to simply teach the information presented in each lesson. Instead, instructors should facilitate discussions, relying on the Socratic method—teaching by asking questions. This requires a great deal of patience, listening, and redirection to make sure Thinkers are focused on the issues presented in each lesson. Fortunately, this Teacher's Edition contains several suggested responses, probing questions, and discussion pointers to make facilitation easier.

Encourage thinkers to lead discussions as often as possible and to ask questions. Conduct small group work and discussions. Ask thinkers to vote on their own opinions throughout a lesson. Keep thinkLaw learners focused.

2. thinkLaw is about critical thinking, not the law

thinkLaw is not a legal education program, mock trial program, or mini-version of law school. thinkLaw merely uses real-life legal strategies to teach a wide variety of critical thinking skills. Our secondary curriculum uses real-life legal cases as a tool. The Early Elementary edition replaces those legal cases with fairy tales, folk tales, and nursery rhymes. There is no need for instructors to have any background or understanding of the law or legal practice.

3. Answers are not right or wrong—they are supported or unsupported

Unlike most content-based subjects, very few thinkLaw questions have actual right or wrong answers. This mirrors real life and may cause some discomfort at first. Some thinkLaw Early Elementary lessons ask thinkers to write or re-write the endings of stories. Thinkers may or may not agree with the outcome of the stories. They are pushed to evaluate the outcomes.

thinkLaw tools: Using the Teacher's Edition

The thinkLaw Early Elementary Edition contains all of the teacher directions as well as student sheets.

1. Text written in black are suggested language to use while teaching a lesson. Text written in red are teacher notes and suggestions.
2. The student workpages for each lesson are located at the back of the teacher's instructional notes.

Using thinkLaw Early Elementary PowerPoint Presentations

thinkLaw Early Elementary PowerPoint presentations are an important lesson component. Images of the slides are embedded in the teacher's notes and script. Early elementary students are visual learners, and the images on the slides are a crucial part of the thinkLaw program.

Using the Instructor's Notes

Instructor's notes are spread throughout this book. These notes help explain commonly asked questions, provide tips about organizing lessons, and offer several "probing questions" to help thinkers get a deeper understanding of the material.

Planning thinkLaw Lessons

thinkLaw lessons are designed to allow for deep discussion and thinking. Depending on your thinkers, some parts of lessons may take more time than others. As a general rule, plan to spend about 30 minutes per lesson. This teacher's edition lays out three 30 minute lessons per week, but the program is designed to be flexible. But because thinkLaw is not about teaching content, thinkers do not lose value if it takes more time than expected to complete a thinkLaw lesson.

Aligning thinkLaw with Common Core Standards

Every thinkLaw lesson (excluding assessments) starts with a table showing the lesson's alignment with Common Core English and Language Arts Standards for grade levels K-2.

Flexibility

thinkLaw is designed for use with all students. Thinkers in grades K-2 have varying levels of writing skill. All thinkLaw student response sheets are designed so that thinkers can respond by drawing, writing, or a combination of both. This flexibility allows all young thinkers to approach critical thinking without barriers.

Lesson 7

Why the Pineapple has 1,000 Eyes

Settlement and Negotiation

Objective: Thinkers will analyze problems faced by characters in the story and determine why the problems are occurring. Thinkers will devise solutions to the problems faced by the characters.

Lesson Outline

1. Thinkers will begin by sharing experiences with lost shoes and how their parents responded.
2. Thinkers will listen to the story "Why the Pineapple has 1,000 Eyes." Thinkers will analyze the problems faced by the characters in the story. They will determine why the mother and daughter are having those problems and create solutions the characters could implement.
3. Thinkers will examine a picture of a strawberry and make observations. They will then extend their thinking by writing a story about a child who turns into a strawberry.

Materials

Why the Pineapple
PowerPoint
Presentation



Why the Pineapple
Student Sheet

The image shows a student sheet template. At the top, it says "Name" and "Date". Below that is the title "Why the Pineapple has 1,000 Eyes" and the subtitle "A Folktale from the Philippines". The main body of the sheet is a grid with four columns and two rows. The columns are labeled "What is the problem?" and "What is the solution?" in the top row, and "What is the problem?" and "What is the solution?" in the bottom row. There are small icons of a person in each of the four quadrants. Below the grid, there is a section labeled "How could this story have ended?" with a large empty space for writing.

Thinker Materials:
Writing Utensils

Optional
Bring in a real
pineapple for
students to examine

Common Core Content Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

Why the Pineapple has 1,000 Eyes

A Folktale from the Philippines

thinkStarter

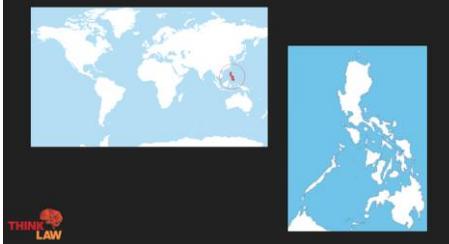


Raise your hand if you've ever lost one of your shoes at your house. Why was your shoe missing? **Allow thinkers to share their responses. Thinkers might say their shoe was missing because they did not put it away in the correct spot.**

- What do your parents say when you lose a shoe?
- Are they grumpy?
- What if they're trying to go somewhere and they're going to be late because they must find your shoe?
- Are they grumpy if it's only happened one time?
- Are they grumpier if it's happened a lot of times?
- Do they help you look?

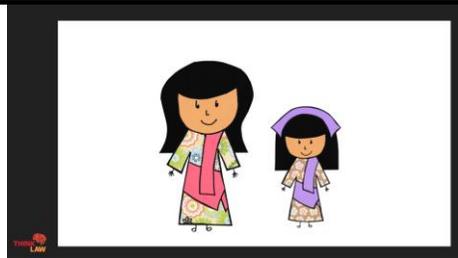
Allow thinkers to share their responses. Remember, in thinkLaw lessons you don't need to ask every, single question! Pick and choose the best questions for your class. Some thinkers will probably share that their families start to get frustrated over missing shoes.

Sometimes kids have trouble finding things. They might ask their parents over and over to help them look. If you were a mom or dad, would you be grumpy if your kid always had trouble finding things? Why or why not? **Allow thinkers to share their responses.**



Our story today is from the Philippines. The Philippines is an island country in Asia. The story is called "Why the Pineapple has 1,000 Eyes," and it's about a girl who had trouble finding things.

thinkStory



Once upon a time, there was a widow named Rosa. Rosa had a 10-year-old daughter named Pingang whom she loved very much.

Rosa wanted Pingang to grow up and know how to do housework, so she taught her how to take care of their home and gave Pingang many chores.



Pingang always argued with her mother. Whenever Rosa tried to teach Pingang something new, Pingang would tell her mother that she already knew what to do.

But whenever Pingang had chores to do, she always had many questions for her mother.

Where is the broom? (Click to make the broom appear.)

Where is the dust pan? (Click to make the dust pan appear.)

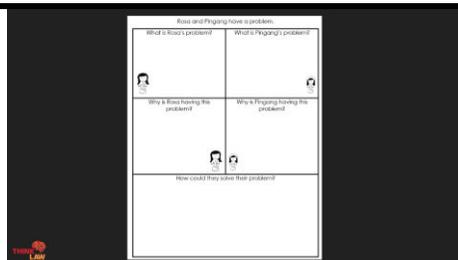
Where is the rice? (Click to make the rice appear.)

Where is the soap? (Click to make the soap appear.)

Where is the pot? (Click to make the pot appear.)

Where is my dress? (Click to make the dress appear.)

Pingang would never look for things herself. She would just ask her mother to find them.



Pingang and her mother are having a problem.

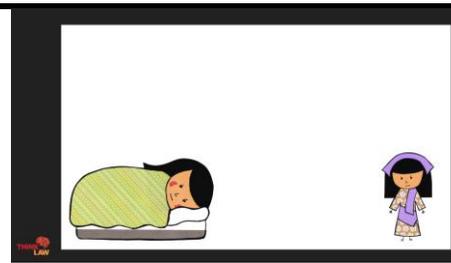
First, let's think about what problem Rosa is having and then about what problem Pingang is having. **Give**

thinkers time to respond and share their answers. Rosa's problem is that her daughter asks her too many questions. Pingang's problem is that she cannot find anything! Thinkers do not have to give these responses. They may have alternative problems. The most important point is that students can support their ideas.

Second, why do you think they are having this problem? Why do you think Pingang can't find the items she looks for? **Give thinkers time to respond and share their answers.** Some thinkers might suggest that Pingang isn't paying attention or she just asks her mom instead of looking for what she wants.

Finally, let's think about how they could solve their problem. How could Pingang do a better job of finding the items she's looking for? How would that help Rosa? What solution can you think of that might make them both happy? **Give thinkers time to respond and share their answers.**

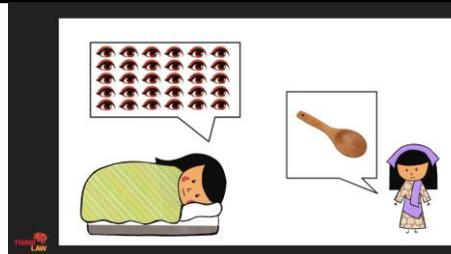
Let's keep reading to see what happens.



One day Rosa got very sick. She could not get out of bed.



Pingang was forced to do all of the housework. All day long she asked her mother questions.

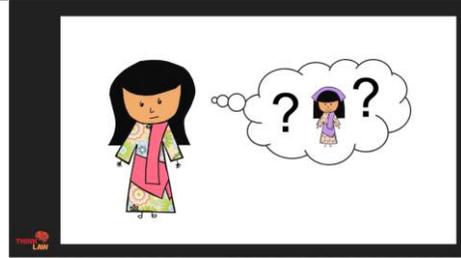


Rosa did not get mad, but she was disappointed that Pingang could not find anything on her own. Rosa was sick for a few more days, so Pingang had to keep taking care of the house.

One day while Pingang was cooking, she could not find the spoon for the rice, so she asked her mother where it was. **(Click to make the spoon appear.)**

Rosa was fed up with Pingang's questions. "Oh Pingang," she said, "I wish you had 1,000 eyes. **(Click to make the eyes appear.)** If you

had 1,000 eyes, then maybe you could find all of the things yourself and never ask questions again.”



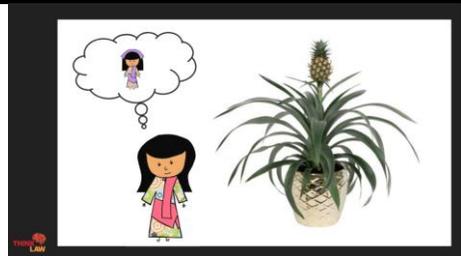
The next morning Rosa was feeling better. She got out of bed. But she could not find Pingang.

She looked outside. She looked in the kitchen. She looked in the basement.



She could not find Pingang. But in the basement, she did find a strange plant growing.

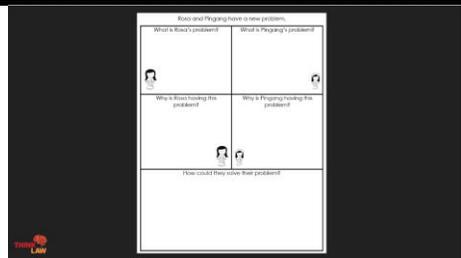
Rosa took the plant and put it in her garden.



The plant grew and soon there was a fruit. The fruit was shaped like a human head and surrounded by many eyes.

Rosa suddenly remembered her last words to Pingang that she wanted her

to have a lot of eyes to find all the things she was looking for. Rosa realized that the plant WAS Pingang. **(Click to make the thought bubble appear.)**



Now Rosa and Pingang REALLY have a problem.

First, let's think about what problem Rosa is having and then about what problem Pingang is having. **Give**

thinkers time to respond and share their answers. Rosa's problem is that she said something when she was angry and now her daughter has turned into a pineapple! Pingang's problem is that she's a pineapple. Thinkers do not have to give these responses. They may have alternative problems. The most important point is that students can support their ideas.

Second, why do you think they are having this problem? Why do you do you think Pingang turned into a pineapple? Give thinkers time to respond and share their answers. Some thinkers might suggest that Rosa was very angry when she told Pingang that she wished she had 1,000 eyes and didn't think about what she said.

Next, let's think about how they could solve their problem. How could Pingang turn back to a girl? Give thinkers time to respond and share their answers. Some thinkers might suggest that maybe if Rosa apologized to Pingang, she would turn back into a girl.

Let's keep reading to see how the story ends.



Rosa was very sad, but she took good care of the plant and called it Pingang after her daughter.

Later the fruit was called "pinya" or "pineapple" in English.

What did you think about the ending of the story? Did you like it? Why or why not? Give thinkers an opportunity to respond. Some thinkers might feel like the ending of the story was sad for both Rosa and Pingang.

Were you disappointed that Pingang did not turn back into a girl? Why or why not? Some thinkers might think it's sad that Pingang did not turn back into a girl because Rosa will miss her very much. Others might feel like Pingang and Rosa deserved what happened.

thinkBigger



Why do you think that the author of this story chose for Pingang to turn into a pineapple?

Do you think a pineapple looks like it has 1,000 eyes? Why or why not?

Name _____

Why the Pineapple has 1,000 Eyes

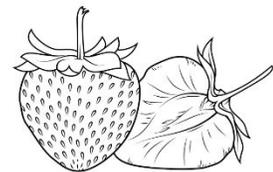
Rosa and Pingang have a problem.

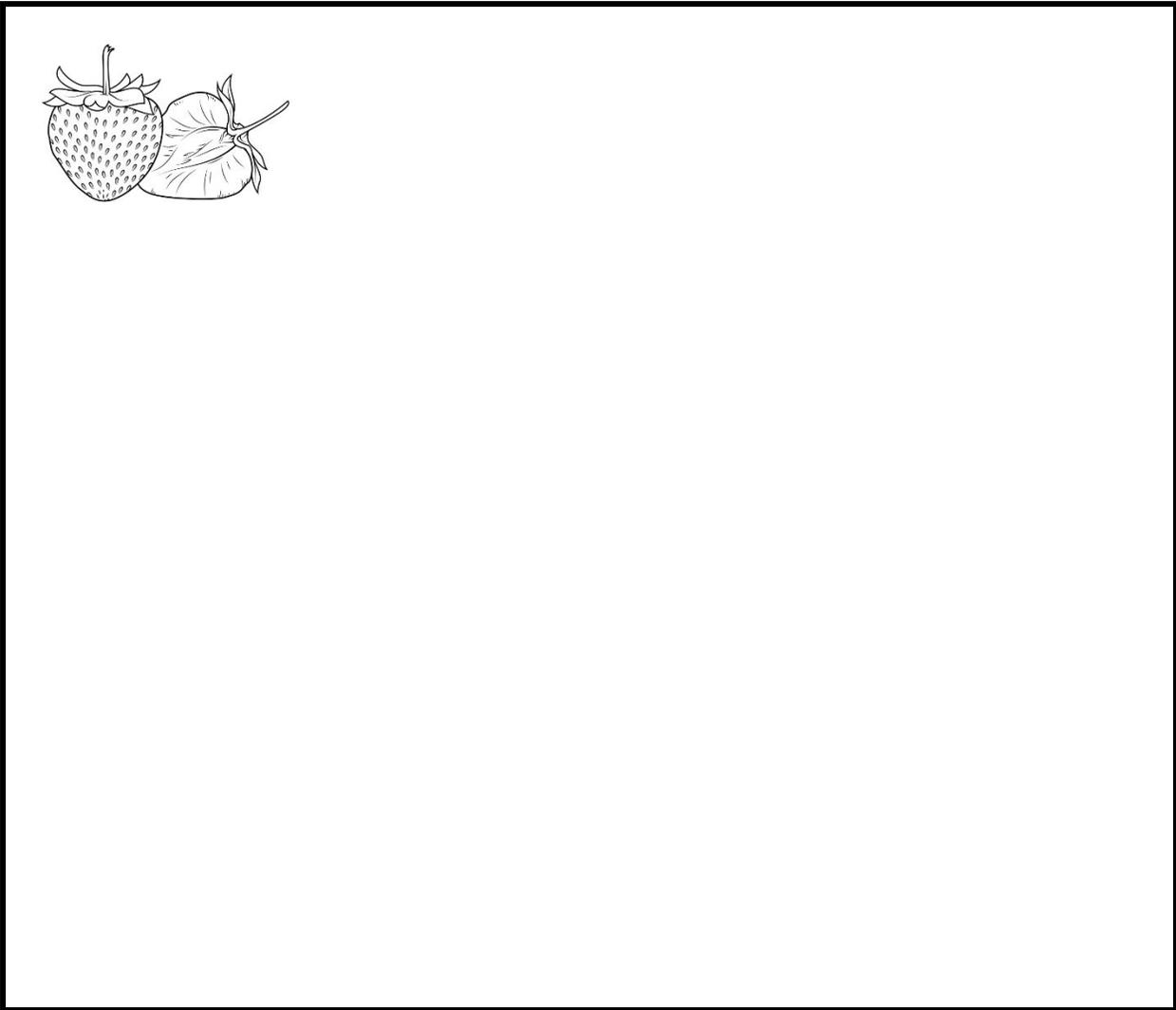
<p>What is Rosa's problem?</p> 	<p>What is Pingang's problem?</p> 
<p>Why is Rosa having this problem?</p> 	<p>Why is Pingang having this problem?</p> 
<p>How could they solve their problem?</p>	

Rosa and Pingang have a new problem.

<p>What is Rosa's problem?</p> 	<p>What is Pingang's problem?</p> 
<p>Why is Rosa having this problem?</p> 	<p>Why is Pingang having this problem?</p> 
<p>How could they solve their problem?</p>	

Write a story about a kid that turns into a strawberry:





Lesson 19

The Calabash Kids

Investigation and Discovery

Objective: Thinkers will use their detective skills to predict how a character will solve problems that she faces throughout the story.

Lesson Outline

1. In the thinkstarter, thinkers will examine a photograph of a little girl to determine if the girl is breaking a rule.
2. Thinkers will listen to the story “The Calabash Kids.” They will examine a series of challenges faced by Shindo and predict how her problems will be solved.
3. Thinkers will extend their thinking by comparing and contrasting “The Calabash Kids” to “The Shoemaker and the Elves.”

Materials

The Calabash Kids
PowerPoint



The Calabash
Student Work Pages

A student work page for the story "The Calabash Kids". At the top, it says "Name: _____" and "The Calabash Kids". Below that is a question: "What are problems that Shindo is having?". There is a small illustration of a girl. Below the question is a large empty box for writing. At the bottom, there is a table with three rows and two columns. The first column contains the numbers 1, 2, and 3. The second column is empty. To the right of the table is a small illustration of a girl.

Thinker Materials:
Writing Utensils

Common Core Content Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.1.1 Ask and answer questions about key details in a text.	RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

The Calabash Kids

A Folktale from Tanzania

thinkStarter



Who can tell me what detectives do? If you've completed Lesson 14, then thinkers have discussed that detectives look for details and clues to solve mysteries.

You may remember that we've talked about how your brain works like a detective. Your brain notices all kinds of details. It puts those details together with all the things you already know! Your brain is a super detective! You're always figuring out answers to questions and mysteries- without even realizing what you're doing!

We're going to look at a picture, and I want you to think like a detective. When I show the picture, I don't want you to talk. I just want you to let your brain be a detective.



Give thinkers a moment to examine the picture before asking questions.

Do you think this girl is supposed to be getting a cookie? Why or why not? Thinkers will probably guess that

the girl is not supposed to be getting a cookie. The girl has a guilty expression on her face. Her eyes are wide like she's surprised. She's dressed up, and the cookie display is very nice, which suggests that she might be at a party or an event and may not be allowed to touch the food. If thinkers have trouble explaining how they knew, ask probing questions like the following:

- What is the girl's expression?
- Where do you think the girl is at? How do you know? What rules do they usually have at parties about food? Which rule might the girl be breaking?

- What expression would the girl have on her face if she was allowed to take a cookie?

That was a lot of good thinking. You thought about what you know about facial expressions. You thought about rules that people have at parties for taking food. You noticed that the cookies and cookie display were really nice and something that kids might not be able to touch.

Your brain is like a detective all the time. It is always working to find clues and to help you solve mysteries. When we read and listen to stories, our brain works like a detective to help us understand what's happening. When you hear a story, you think of other things you already know, and you think of questions you might have. Today, when we listen to our story, we're going to use our brains to think like detectives.



Today we're going to read a story called "The Calabash Kids" from Tanzania.

thinkStory



Once upon a time, there was a woman named Shindo. Her husband had died, and she had no children. Shindo was very lonely. She was also very tired because she had no one to help her with chores.

Every day, Shindo had to clean the hut, take care of the chickens, wash her clothes in the river, carry water, cut firewood, and cook food. She had no one to help.

At the end of each day, Shindo would look towards the mountains to pray. "Great Mountain Spirit," she would cry. "My work is too great! Please send me help!"



One day, Shindo was working hard in her vegetable patch. Suddenly, a noble chieftain appeared. (Click to make man appear.)

“Shindo, I am a messenger from The Great Mountain Spirit,” the chieftain said. He handed her some gourd seeds. “Plant these carefully and tend to them. They are the answer to your prayers.” Then the chieftain disappeared. (Click to make the man disappear.)



Shindo wondered, “How will this pile of seeds help me?” But she trusted the chieftain, so she planted the seeds and took great care of them.

What are Shindo's problems?

Shindo has some problems. What are Shindo's problems? Give thinkers time to respond. This section may be completed as a whole-class. Shindo is lonely. Her husband died, and she has no children. Shindo has

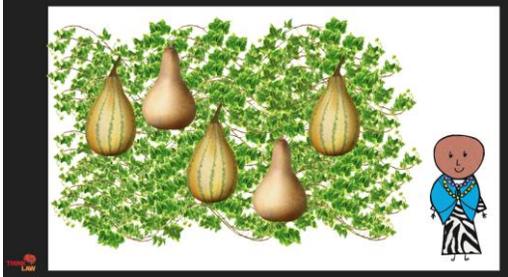
to do a lot of work. She must take care of the chickens, chop the firewood, carry the water, do the laundry in the river, clean the hut, and cook.

What are three ways the seeds may help?

1	
2	
3	

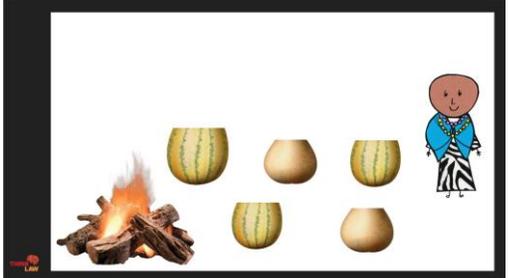
The chieftain gave Shindo seeds to solve her problem. I want you to think of three ways the seeds might help Shindo. Remember, these stories contain magic, so these seeds might be able to do things that

normal seeds cannot. Remember, your brain is like a detective. You can think of other stories you may have heard with magical seeds. What happened in those stories? Do you think that will happen in this story? Give thinkers time to brainstorm and share their responses.



Shindo was amazed at how quickly the vines grew, and in just a few weeks, ripe gourds appeared.

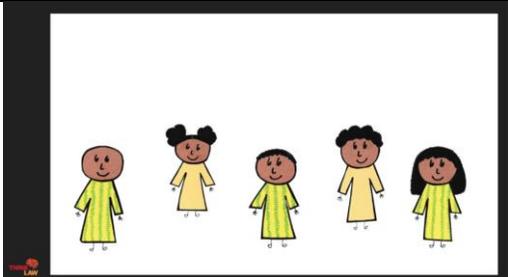
Shindo picked the gourds and took them to her home. **(Click five times to make the gourds disappear.)**



When she got home, she sliced off the tops and scooped out the pulp. Then she left the gourds out to dry. **(Click five times to make gourds appear.)**

“When they dry, I will take them to the market as calabashes, to be made into bowls and jugs.”

Shindo set the finest gourd by the cook fire. This one she wanted to use herself, and she hoped it would dry faster.



The next morning, Shindo left to work in the field. But back in the hut, the gourds began to change. They grew heads, then arms, then legs. **(Click five times to turn the gourds into children.)** Soon, all the calabashes had turned into children!

The gourd that was closest to the fire was called Kitete. He had no hair and was very lazy because he had been so close to the fire.

The children ran through the hut and yard and laughed and played. All but Kitete worked and completed all Shindo’s chores! They fed the chickens, washed the clothes, carried the water, cut the firewood, and cooked the meal.

Then they went back into the hut and turned back into calabashes. **(Click five times to turn the children back.)**

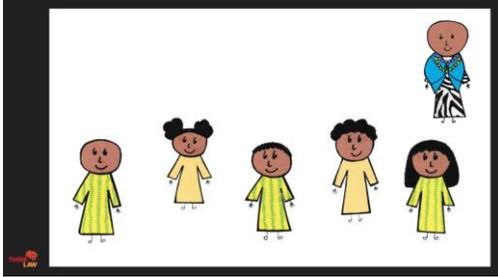


That afternoon Shindo returned home. She could not believe all of her work had been completed.

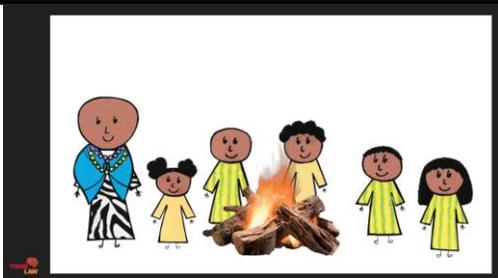
The other women of the village called to her. "Who were the children in your yard today? Where did they come from? Why were they doing your chores?"

"What children?" asked Shindo. She was so confused. Her work had been completed, but she did not know who had helped her.

The same thing happened for three days. Every morning when Shindo left, the gourds would turn into children. The children would run and play and then complete all the chores. Each day as Shindo arrived home, she became more and more confused.

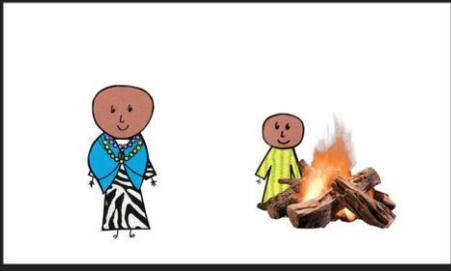


The fourth morning, Shindo pretended to leave but instead hid and waited. **(Click to make Shindo disappear.)** The gourds turned into children one by one. **(Click five times to make the gourds turn into children.)**



Shindo spoke to the children, "Do not turn back into gourds! I want you to be my children. I promise to love you and take care of you!"

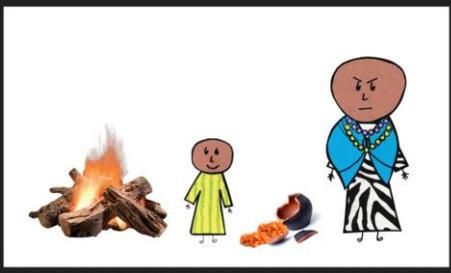
So, the children stayed, and Shindo took care of them as if they were her own. She was no longer lonely. The children were so helpful she soon became rich and owned many fields of vegetables, goats, and chickens.



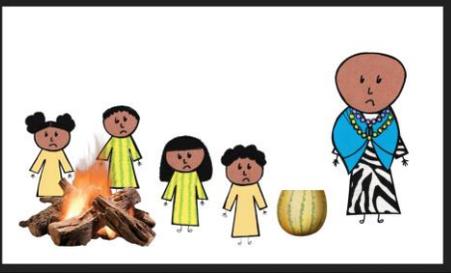
All the children were helpful and hardworking except for Kitete. He would just sit by the fire and smile.

Usually Shindo didn't mind. He was such a sweet baby. But sometimes she would get annoyed with him.

One day Shindo was cutting vegetables for supper. She tried to carry the pot to the fire to cook, but she tripped over Kitete. When she fell, the pot broke, and the vegetables spilled all over the floor.



"Haven't I told you to stay out of my way?" yelled Shindo. "But what can I expect? You aren't even a real child, you're nothing but a calabash." At that very moment, Kitete turned back to a gourd.



The children crowded into the hut. "I didn't mean what I said!" cried Shindo. "Kitete, you are not a calabash, you're my son! Children do something!"

What are Shindo's problems?



Shindo has a pretty big problem! What is her problem? **She became angry and yelled at Kitete, and he turned back into a calabash.**

What are three ways she might solve her problem?

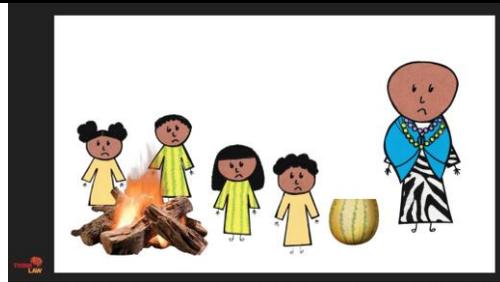
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Let's brainstorm three ways that Shindo might solve her problem.

When you're trying to figure out what happens next, you're letting your brain be a detective. Think about

what has happened in the story so far. Think about all the things in this story that are magical. Think about other stories you've read that might be kind of like this story. **Give thinkers time to think and respond.**

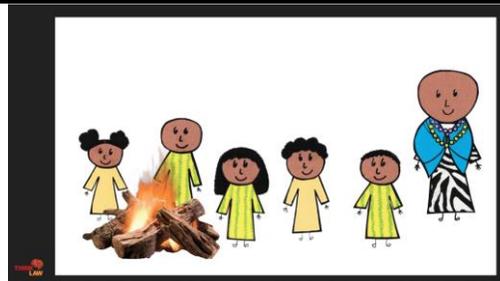
Let's keep reading to see what happens next.



The children crowded into the hut. "I didn't mean what I said!" cried Shindo. "Kitete, you are not a calabash, you're my son! Children do something!"

The children looked at each other and then sang, "Kitete come help us! We'll work for our mother. Come on and help us Kitete. Our favorite brother."

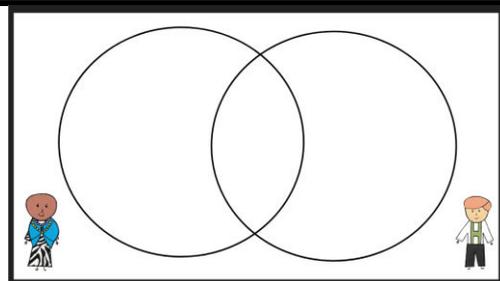
For a long time, nothing happened. Then slowly the gourd began to change. It sprouted a head, then arms, then legs.



Kitete was back! Shindo had learned her lesson, and after that day, she was always very careful what she called her children.

thinkBigger

If you are not going through the volume in order and have not read "The Shoemaker and the Elves," you will skip this thinkBigger.



This reminds me of some other stories we've thought about. Does this remind you of any of the other stories we read? **Some thinkers might suggest that it reminds them of "The Shoemaker and the Elves."** (Click to make the shoemaker appear.)

This story reminds me of “The Shoemaker and the Elves.” Why do you think “The Calabash Kids” makes me think of that story? Let’s think about things that are similar and things that are different between the two stories. This may be completed as a whole group activity or individually depending on the age of your thinkers. Give thinkers time to brainstorm and share. Sample responses are listed below.

Similarities:

- The main characters in both stories need help.
- The main characters in both stories receive mysterious, magical helpers.
- The main characters in both stories hid to find out who was helping them.
- The main characters in both stories want to help their helpers.

Differences:

- The settings of the stories are different. One takes place in Africa, and one takes place in Europe.
- The elves in the story leave and never come back, but Shindo adopts the kids.
- The shoemaker never really talks to the elves. The shoemaker is married.

Name _____

The Calabash Kids

What are Shindo's problems?



Why do you think the chieftain gave Shindo seeds? Think of three ways the seeds may help her.

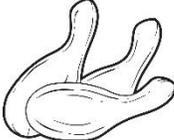
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What is Shindo's problem?



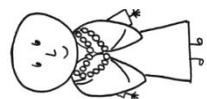
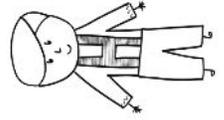
What do you think Shindo can do? Think of three possible solutions.

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3	



The Shoemaker and the Elves

The Calabash Kids



Lesson 25

The Llama and the Great Flood

Asking and Evaluating Questions

Objective: Thinkers will consider questions that characters in a story should be asking and evaluate why the answers to those questions are important.

Lesson Outline

1. Thinkers will begin by considering the importance of asking questions throughout different professions.
2. Thinkers will listen to the story "The Llama and the Great Flood." They will pause throughout the story to create questions the characters should be asking and evaluate why the answers to those questions are important.
3. Thinkers will review previous stories and debate if characters in folktales ask enough questions.

Materials

The Llama and the Great Flood PowerPoint



The Llama and the Great Flood Work Pages

Two identical work pages for the story. Each page has a header with the title "The Llama and the Great Flood" and a line for the student's name. Below the header, there are two columns: "What question should the character ask the llama?" and "Why is the answer to that question important?". Each column has two rows for writing. There are small llama icons in the bottom right corner of each row.

Thinker Materials:
Writing Utensils

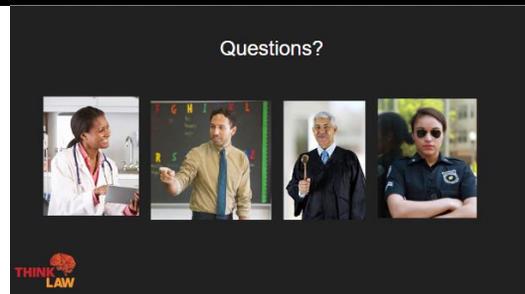
Common Core Content Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><u>RL.K.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><u>L.K.1.D</u> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><u>SL.1.1.C</u> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><u>SL.2.1.C</u> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p><u>SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><u>SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><u>SL.2.3</u> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.</p>

The Llama and the Great Flood

A Folktale from Peru

thinkStarter



We know that asking questions is a very important skill. Why is it important to ask a lot of questions? **Questions help us learn. They help us understand things that are hard for us to understand.**

There are jobs where asking questions is very important. What jobs do people have where they need to ask a lot of questions? Why do you think people who do those jobs need to be good at asking questions? **Give thinkers time to respond.**

(Click four times to make four jobs appear.) These are a few jobs where asking questions is very important. Do you recognize any of these jobs? **The pictures include a doctor, a teacher, a judge, and a police officer.**

What kind of questions might these people ask? **Give thinkers a chance to share their ideas.**

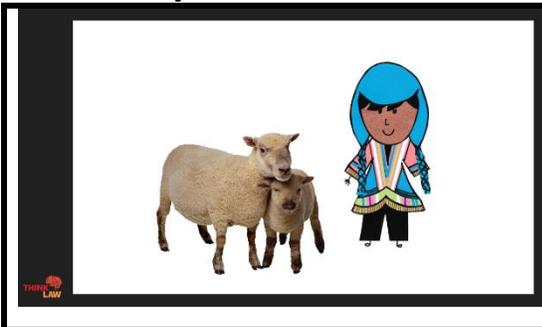
Why do you think these people ask so many questions? **Asking questions allows them to help people and get information they need to make decisions.**

Is it important for kids to ask questions? Why or why not? **It is important for kids to ask questions because that's how they learn!**



Today we're going to read a story from Peru. Peru is a country in South America. The story is called "The Llamas and the Great Flood." As we read, we'll stop to think about questions we should ask and why the answers to those questions are important.

thinkStory



Once upon a time, there was a shepherd. The shepherd was very kind. He worked hard and would help anyone that needed his assistance. The shepherd would always share whatever he had with anyone who had less.



The shepherd had a llama that he loved very much. The llama made his life so much easier.

The llama would transport all of his family's belongings wherever they went. The shepherd took very good care of the llama.



But one day, the llama stopped eating. At night he would just gaze sadly at the stars.



The shepherd was very worried. He took the llama to many different fields to offer him different kinds of grass, but still the llama wouldn't eat.

What question should the shepherd ask the llama?	Why is the answer to that question important?
	

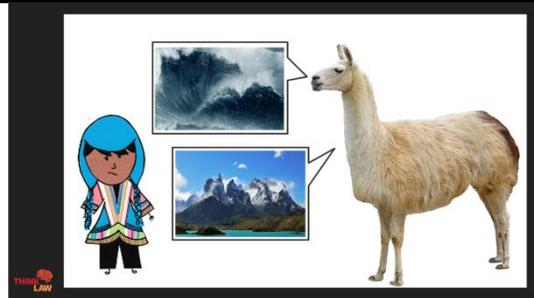
What questions would you ask the llama if you were the shepherd? Why are the answers to those questions important?

Sample responses might include:

- Why aren't eating?
- Why are you looking at the stars?
- What would you like to eat?

These questions would be important to ask because they would help the shepherd know how to take care of the llama and make sure that the llama was okay.

Those are a lot of great questions that would give you a lot of good information. Let's keep reading to see what the shepherd asked the llama.



Finally, the shepherd asked the llama what was wrong. The llama explained to the shepherd that a great flood was coming. (Click to make flood speech bubble appear.)

The llama told the shepherd that he must walk to the top of the Andes (Click to make the mountain speech bubble appear.), which is the highest mountain range in all of Peru, to escape the flood.

If I were the shepherd, I would have a lot of questions for the llama. Let's think of a few.

What question should the shepherd ask the llama?	Why is the answer to that question important?
	

Let's stop to think about this. What questions would you ask the llama if you were the shepherd? Why are the answers to those questions important?

Sample responses might include:

- How do you know about the flood?
- How do you know we will be safe at the top of the mountain?
- Why did you stop eating?

Before the shepherd moves his family, he should make sure that the llama know what he's talking about.

Let's keep reading to see what the shepherd asked the llama.



The shepherd asked the llama, "How do you know all of this?" The llama told the shepherd that he could read the future in the stars. The shepherd trusted the llama, so he gathered his family and headed to the mountain top.

Would you believe that llama if he told you that he could read the future in the stars? Why or why not? **Thinker responses will vary. Some thinkers might say that since the llama can talk, he must have magical powers, so the shepherd should trust him.**



As they climbed, the mountain, the rain began. The llama warned all of the animals he passed about the flood.

The animals began to join the family two at a time as they

headed to the top of the mountain. All of the animals believed the llama except for the fox.

What question should the fox ask the llama?	Why is the answer to that question important?
	

It seems as though the fox might have some questions! If you were the fox, what questions would you ask the llama? Why are the answers to those questions important?

Sample responses might include:

- How do you know about the flood?
- How do you know we will be safe at the top of the mountain?
- What will happen if I don't follow you?
- Why do you want to help everyone?

The fox might not want to leave his home and might need more information to understand why it's important.

Let's keep reading to see what the fox asked the llama.



“Why should I follow you up the mountain?” the fox asked. The llama explained what he had seen in the stars and that a great flood was coming. The fox thought about what the llama said.

The fox agreed to listen to the llama but walked so slowly up the mountain that his tail was in the rising water. It is for that reason that foxes have black tips on their tails.



At the top of the mountain, the group found a cave. It rained and rained for months. The family was afraid the sun had died.

But the llama told them that the sun was only resting in the waters of the great lake.



The mountain grew taller and taller. (Click twice to make the mountain grow.) Even though the waters reached the doors of the cave, they never came inside.



One day, the rain finally stopped, and the waters began to go down. The sun appeared again and caused the water to evaporate.

When at last the earth was dry, the families and the animals left the cave to return to their homes, and the mountain returned to its original height.



To this day humans live everywhere. But llamas remember the flood and so they only live in the highlands.

thinkBigger



Pet	What kind of questions would you ask?

A lot of the stories we have read together have animals that can talk.

Do you have a pet? Do you know someone has a pet? If you could talk to that pet and it could talk back to you, what questions would you ask?

Name _____

The Llama and the Great Flood

What question should the shepherd ask the llama?	Why is the answer to that question important?
	

What question should the shepherd ask the llama?	Why is the answer to that question important?
	

What question should the fox ask the llama?	Why is the answer to that question important?
	

thinkBigger

Pet	What kind of questions would you ask?



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