

Picture the Story

Study Guide for Grades K-3

With Student Activity Sheets



Written and Performed by:
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About Rukhsana Khan

Rukhsana has been writing seriously since 1989 with, at this point ten books published, several of which have been nominated and/or won various awards. Along the way she also became a storyteller and has performed at numerous festivals. For more information on Rukhsana and her books please see her website:

www.rukhsanakhan.com



Rukhsana was born in Lahore, Pakistan and immigrated to Canada, with her family, at the age of three. She began by writing for community magazines and went on to write songs and stories for the Adam's World children's videos. Rukhsana is a member of SCBWI, The Writers Union of Canada, CANSCAIP, and Storytelling Toronto. She lives in Toronto with her husband and family. Rukhsana has four children, three girls and a boy.

Books by Rukhsana:

Wanting Mor

A New Life

Many Windows

Silly Chicken

Ruler of the Courtyard

The Roses in My Carpets

Muslim Child

King of the Skies

Bedtime Ba-a-a-lk

Coming to Canada (available only through settlement workers in the schools)








Dahling if You Luv Me Would You Please Please Smile



Acknowledgement: This study guide was created in consultation with Pat McCarthy, Education Resource Consultant


Picture the Story

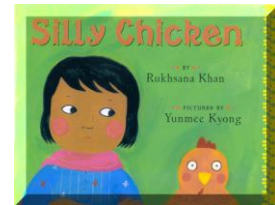
Focusing on her picture books, personal stories and folktales from the region, Rukhsana will immerse the students in stories set in Muslim/South Asian culture.

<u>Legend</u>	
 writing applications	 character applications
 visual art applications	 Social Studies
 drama applications	 Science
 Music	


Themes in the Performance

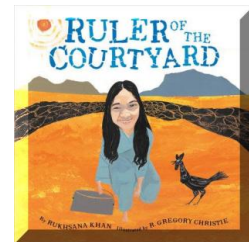
Silly Chicken

- Sibling rivalry
- The ‘silliness’ of jealousy 
- Empathy
- Increasing emotional vocabulary
- Love
- Pakistani culture (terms and references to daily life in Pakistan)




Ruler of the Courtyard

- Overcoming fear by facing it 
- Bullying
- Pakistani culture (terms and references to daily life in Pakistan)








The Big Red Lollipop

- Differences in culture (e.g. traditions i.e. birthdays)
- Greed and temptation
- Sibling conflicts 
- Redemption



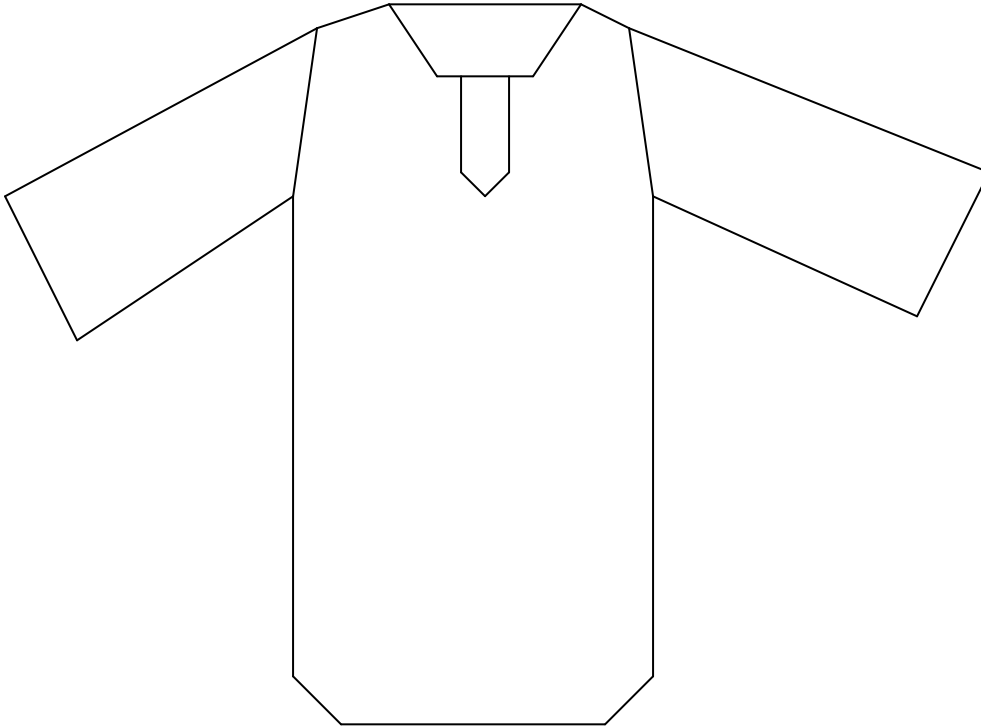
Pre-Performance Discussion topics and Activities

Kindergarten – Grade 3:

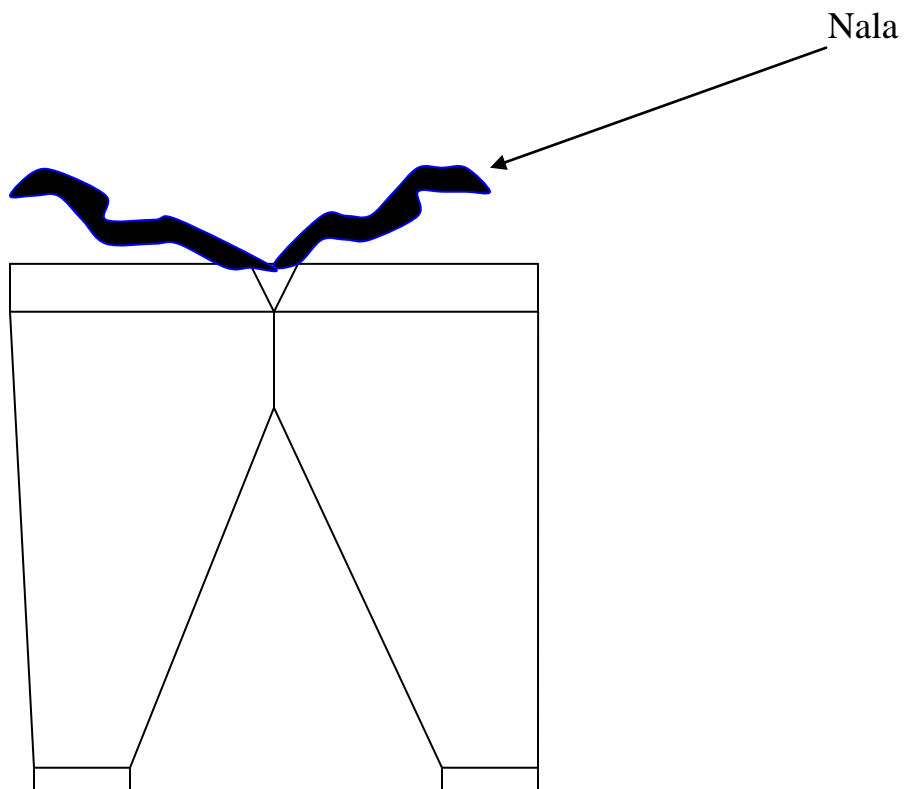
1. Find Pakistan, and then Lahore on a map. 
2. What is the climate like? How hot does it get in the daytime in summer? In winter? How cool does it get at night?
3. What kind of clothes do people in Pakistan wear? (shalwar kameez) In *Silly Chicken* and *Ruler of the Courtyard* the women are wearing shalwar kameez. Men wear them too.
4. Colour the picture of a shalwar kameez. Remember to add in some decorations especially at the neck and sleeves. Where does the ‘nala’ go? What does the nala do? (The ‘nala’ is a drawstring that is used to gather up the many folds of the shalwar.) 

5. If there are South Asian children in the class maybe one of them could bring in a shalwar kameez and nala to show the others.
6. In the story *Silly Chicken* the girl Rani brings some ‘ice cold lussi’ for her mother. Teachers, make some lussi for the students to taste. See recipe on pg. 6 This drink was often used to cool people during the long hot Pakistani summers.
7. What kind of snakes live in Pakistan? (Answer: cobras and other venomous snakes) What would you do if you saw a snake? 


Student Activity Sheet: Colour the Picture

Kameez

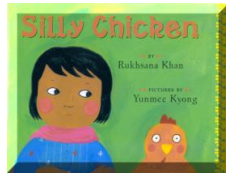


Shalwar



Post Performance Discussion Topics and Activities

Silly Chicken



Make some lussi! Mix one part buttermilk with one part water. Add some salt and sugar to taste and mix well. Serve with ice cubes.



Note: Plain yogurt can be substituted for buttermilk, just make sure to add more water!

Discussion Topics:

1. Could the story take place where you live? Explain your answer.
2. How can you tell right away that this story takes place in another country?
3. How would the story be different if Bibi told the story?
4. How would the story be different if Ami told the story?
5. Rani's name means 'Queen' and Bibi's name means 'Miss'. Why do you think the author chose these names for the story?
6. If you wrote a story about a pet how would it be different?
7. There are some foreign words in the story: tonga, lussi, buchi. With help from the illustrations explain what these words mean.
8. Do you think Bibi understood Rani when Rani told her she'd like to eat her?
9. How did the chick get in the cupboard?
10. What happened to Bibi?




Activities:

1. Write a story about a time when you may have felt the same way as Rani. 
2. Check the illustrations throughout the book. Are Bibi's legs really that long and unusual for a chicken? Why does Rani say this about Bibi?
3. Act out the story.
4. Write a song or chant that Rani might compose about Buchi. 



Class Project

1. This book works very well with chick hatching projects done in primary classrooms. What temperature did it have to be where Rani was living for the chick to hatch? (Note: This story is based on a real story where a chick really did hatch in a cupboard in Pakistan.) 

A Helpful Website to start up a Chick Hatching Project:

www.multiscope.com/hotspot/brooder8.htm



Student Question Sheet for Silly Chicken

Grades 1-3

1. According to Rani, when did Ami start showing Bibi too much attention?

2. Do you think Bibi the chicken is really as silly as Rani thinks she is? Explain.

3. Why does Rani dislike Bibi the chicken so much?

4. Circle the best word that describes how Rani feels about Bibi:

happy sad angry jealous surprised

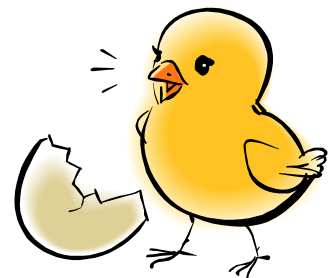
5. Why does Rani get angry when Ami makes a nest for Bibi in the cupboard?

6. Do you think she's right to get angry? Would you be angry if that happened to you? Explain. _____

7. Why doesn't Rani want Bibi to have her old dress?

8. Describe how Rani acts when they hear the strange noise? _____

9. What do you think will happen after the story?



Ruler of the Courtyard









Discussion Topics:

1. Have you ever been afraid of chickens? Are you still afraid? If not, how did you get over it?
2. Would this story be the same if it took place where you live? Why or why not?
3. How would the story be different if told through one of the chicken's eyes?
4. How has Saba's opinion of chickens changed by the end of the story?
5. If you wrote a story about fear how would it be different?
6. How do you think the drawstring got in the bath house?
7. Why can't Saba just sneak past the snake?
8. In the illustrations sometimes the snake appears very close and sometimes it appears very far. Why do think the artist showed the snake this way?
9. What are other things people can be afraid of?



Activities:

1. Write a story where you're afraid of an animal. 
2. Act out the story with friends.
3. The illustrations of each page really convey the emotions Saba is feeling. Using a mirror, turn each page and try to imitate the expression on Saba's face. Check the mirror and see if you're successful. How many different expressions of fear can you see? 
4. After Saba sees the snake, notice how the sentences change. Clap out the rhythm of the sentences while someone reads them out loud. What does the rhythm remind you of? 
5. Write a song or chant that the chickens might compose about Saba. 
6. Tell family stories where you or a family member faced a danger. Were you able to overcome your fear? 
7. Play some music and have the children move like a snake. Then challenge them to do it at different levels, speeds and directions. Do the same for chickens. 



Student Question Sheet for Ruler of the Courtyard Grades 1-3

1. What is it about the chickens that most scares Saba?

2. Who rules the courtyard at the beginning of the story? Who rules it at the end?

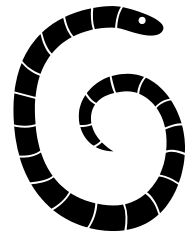
3. How do Saba's feelings for her Nani (grandmother) allow her to overcome her fear of the snake?

4. How would you describe the behavior of the chickens towards Saba?

5. At the beginning of the story, where do you think Saba spends most of her time?

6. At the end of the story, where do you think she'll be spending most of her time?

7. How often do you think Saba has to face the chickens? Is being afraid of them a big problem for her? _____
8. Do you think Saba will get afraid easily after the story?



The Big Red Lollipop



Discussion Topics:

1. How would the story be different if told through Rubina's point of view?
2. Which of the characters in the story do you like best? Why?
3. Which of the characters do you feel sorry for? Why?
4. Why do you think Rubina told Ami not to make Rukhsana take baby Nyla to the party she was invited to? If you were Rubina, would you do that?
5. Some stories end in the same way they started out. They are called circular stories. Does *The Big Red Lollipop* end like it began?
6. What other circular stories can you think of?
7. Is *Silly Chicken* a circular story? If so, why?
8. Is *Ruler of the Courtyard* a circular story? If so, why?
9. How would the story be different if Rukhsana had eaten the green lollipop too? Which ending would you prefer?
10. How would the story be different if Rubina had slammed the door in Rukhsana's face before she could give her the green lollipop?



Activities:

1. Draw a picture of your favourite part of the story.
2. What are things that you have been tempted by ie. a sister's piece of cake, a brother's stick of gum, etc.
3. Write a story of what happened. Did you get away with being greedy? How was the situation resolved?
4. Make an idea journal. Create a small notebook and carry it around with you. When you get an idea, write it down. Maybe you can grow that idea into a story.



Additional Resources:

From the following website this information about climate in Pakistan was obtained:
<http://lcweb2.loc.gov/frd/cs/pktoc.html>

Pakistan's Climate

Pakistan lies in the temperate zone. The climate is generally arid, characterized by hot summers and cool or cold winters, and wide variations between extremes of temperature at given locations. There is little rainfall. These generalizations should not, however, obscure the distinct differences existing among particular locations. For example, the coastal area along the Arabian Sea is usually warm, whereas the frozen snow-covered ridges of the Karakoram Range and of other mountains of the far north are so cold year round that they are only accessible by world-class climbers for a few weeks in May and June of each year.

Pakistan has four seasons: a cool, dry winter from December through February; a hot, dry spring from March through May; the summer rainy season, or southwest monsoon period, from June through September; and the retreating monsoon period of October and November. The onset and duration of these seasons vary somewhat according to location.

The climate in the capital city of Islamabad varies from an average daily low of 2 °C in January to an average daily high of 40 °C in June. Half of the annual rainfall occurs in July and August, averaging about 255 millimeters in each of those two months. The remainder of the year has significantly less rain, amounting to about fifty millimeters per month. Hailstorms are common in the spring.

Most areas in Punjab experience fairly cool winters, often accompanied by rain. Woolen shawls are worn by women and men for warmth because few homes are heated. By mid-February the temperature begins to rise; springtime weather continues until mid-April, when the summer heat sets in. The onset of the southwest monsoon is anticipated to reach Punjab by May, but since the early 1970s the weather pattern has been irregular. The spring monsoon has either skipped over the area or has caused it to rain so hard that floods have resulted. June and July are oppressively hot. Although official estimates rarely place the temperature above 46 °C, newspaper sources claim that it reaches 51 °C and regularly carry reports about people who have succumbed to the heat. Heat records were broken in Multan in June 1993, when the mercury was reported to have risen to 54 °C. In August the oppressive heat is punctuated by the rainy season, referred to as *barsat*, which brings relief in its wake. The hardest part of the summer is then over, but cooler weather does not come until late October.

Another website with useful information about Pakistan:
<http://www.infoplease.com/ipa/A0107861.html>

Teacher's Section:



Curriculum Connections: (selected from Grades K - 3)

Language Arts

Primary

- demonstrate an understanding of appropriate listening behaviour by using active listening strategies
- identify comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts,
- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications
- demonstrate understanding of a text by retelling the story or restating information from the text
- read and demonstrate an understanding of a variety of literary, graphic, and informational texts,
- write short texts using several simple forms
- use familiar words and phrases to communicate relevant details
- proofread and correct their writing using a simple checklist
- write from different points of view

Social Studies



Primary

- compare the characteristics of their community to those of a different community
- compare buildings and structures in urban and rural communities, and in different countries
- explain how communities interact with each other and the environment to meet human needs.
- compare the characteristics of their community to those of a different community (e.g. Canada and Pakistan)
- consult map legends when looking for selected features and recognize a range of features that may be represented by different colours on map (e.g. Locating places mentioned in presentation i.e. Lahore, Pakistan)

The Arts

Primary

Music



- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media
- express their response to music from a variety of cultures

Drama/Dance



- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures
- demonstrate an understanding of a character's point of view through writing and speaking in role

Visual Art



- produce two- and three-dimensional works of art that communicate ideas
- recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colours, and describe their emotional impact