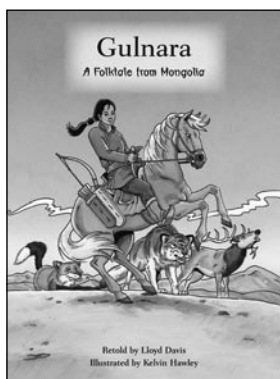


Gulnara

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



GULNARA

Middle level fiction

Text type: Folktale

Reading age 9.7

Word count 1,950

Before Reading

What does it mean if a story is retold? Invite discussion. Explain that a folktale is a story that has been passed on from generation to generation. Folktales may be passed on orally, by word of mouth, or written.

Activate prior knowledge by asking students whether they know of any of these stories.

Provide these clues if needed:

- settings may be faraway lands, cottages in woods, or make-believe places
- they often feature magic creatures or magic spells
- these stories usually have happy endings, in

which the main character is saved

- many of these stories begin *Once upon a time* or *Long, long ago*, etc
- they sometimes end with the words *happily ever after*.

Explain that an important aspect of the folktale is to maintain the feel of the country from which it originated. Often a folktale has a message to the story.

COVER

Before Reading

Read the title and consider what this story might be about.

Discussion and question guide:

- *Who do you think this story is about? Who or what is Gulnara?*
- *Does the feather give any clues?*
- *What kind of story is this?*
- *Read the blurb on the back cover. Who is Gulnara? What might the word khan mean?*
- *Where might Gulnara's father be? Who could he need to be saved from?*
- *What other kinds of creatures do you expect to meet?*
- *Consider all the information contained in the title, cover illustration, and blurb. What do you think happens in this story?*

CHAPTER 1

During Reading

Read the sentence under Chapter 1. What do you know about this story from this sentence?

As you read Chapter 1, you will learn about where this story is set, and about the problem that must be solved. You will also learn some things about Gulnara and her family. Jot down the problem in this story and make some notes about what you think of the order given to Gulnara's father. Consider whether you think it is a reasonable request and be prepared to give reasons. Take note of Gulnara's father's reaction to the order.

One of Gulnara's sisters has a solution to the problem. Be ready to chat about her solution. What does this suggest about her character?

After Reading

What is the problem in this book? For whom is it a problem? Invite responses. Guide the discussion to build understandings that it is a problem for all families who may lose loved ones, as well as those ordered to war. *If all men are sent, how may this affect the community?* Invite inferences.

Does Gulnara's father feel it makes sense to send him to battle? Why? Revisit pages 6 and 7 to find words in the text.

What do you learn about Gulnara's sister? How does she think the problem can be solved? What does this suggest about her character? What did she take with her? What is the relationship between the man and his daughters? What suggests this? Encourage students to find evidence in the story to support their understandings.

Turn to page 7. What does the term wrung his hands in despair mean? What does the word deftly mean?

CHAPTER 2

During Reading

Read page 8. What will this chapter be about? Look at the illustration on page 9. What do you expect may happen to Gulnara's sister?

Read Chapter 2. As you read, take note of the problem at Iron Mountain. What does the name Iron Mountain suggest about this place? Be ready to discuss your thoughts.

What happens to Gulnara's sister when she reaches Iron Mountain? Gulnara's other sister thinks she can solve the problem. What does she do? What do you expect will happen when the next sister arrives at Iron Mountain? Be prepared to give your reasons.

How would you get around the problem? Be ready to discuss your ideas with the group.

After Reading

What did you learn about Iron Mountain? How did the fox present a problem to Gulnara's sister? How did she deal with the problem? Guide the discussion to build knowledge that it was the horse that dealt with the issue, and that Gulnara's sister was helpless to control the frightened animal.

What happened when the sister arrived home? What did the second sister take with her to battle the fox? Revisit page 10 to check if needed. What do you think will happen when she reaches Iron Mountain? What does the name Iron Mountain suggest about this place? Give reasons.

How would you deal with the problem of the fox?

CHAPTER 3

During Reading

Read page 11. Can we make a prediction about what may happen from this sentence? Invite the inference that there is not enough information for us to predict with confidence; however, we can offer opinions and inferences.

Read Chapter 3. Take note of what Gulnara's second sister finds when she arrives at Iron Mountain. She encounters something different from her sister. Why do you think this is? Be ready to chat about what happens at Iron Mountain for the second sister. Does she solve the problem with the sword and bow? How does the chapter end? Be ready to discuss the pattern you see emerging in the way this story is constructed.

Do you think Gulnara has a plan?

After Reading

What did Gulnara's second sister expect to find waiting for her at Iron Mountain? What did she find instead?

What events followed? Did the second sister have a plan? Students should report that the events were the same as before with the exception of the type of animal. Why do you think this is? If the third chapter is written the same as the second, what would you expect to happen when Gulnara arrives at Iron Mountain? Invite students to infer. Guide the discussion to build understandings of how these texts are constructed. Support students to know that stories need a solution to work. Where will the story go, if Gulnara ends up at home? Guide students to infer that Gulnara will need to think of a way to get to the battle.

What do you think could happen?

CHAPTER 4

During Reading

Read page 14 and look at the illustration on page 15. What do you predict will happen in this chapter? Invite predictions. Does this chapter look like it will follow the same pattern as the previous two? Give your reasons. Would the stag be as threatening as a fox or a wolf? Discuss.

As you read, you will learn how dangerous the stag is. Take note of what happens during Gulnara's encounter with the stag. Gulnara had a plan for stopping the horse from running home. Take note of what she did.

Gulnara encounters something else that is important to this story. Write down who she finds and what she learns. Gulnara will be given something special to take with her. Be ready to discuss the ways this item may help her.

After Reading

*How dangerous was the stag? Which words in the story tell you this? Guide students to locate the sentence, *The stag had antlers sharp as swords.* What happened to the stag? How did Gulnara calm the horse?*

Who else did Gulnara meet along her journey? What did she learn about the swan and what did the swan give her? What types of power do you think it may have?

What happened when Gulnara reached Yili Khan's party? Why do you think Gulnara did not show the usual signs of respect to Yili Khan? Check pages 18 and 19 to clarify and invite further inferences. How did Yili Khan feel about Gulnara fighting in her father's place?

What do you expect may happen next?

CHAPTER 5

During Reading

Read page 20. When did Gulnara arrive at the army's camp? How do you think Gulnara may be feeling at this time? Give reasons. Remind students that Gulnara has the magic feather. Why does this object give her added confidence?

Read Chapter 5 to learn of a problem facing Yili Khan's army. Jot down how the generals were feeling about the problem.

When Gulnara remembers she has the swan's feather, she decides to use it to help her to solve the problem. Be prepared to discuss what Gulnara does with the feather, and how the feather helps Gulnara to think of a plan to solve the problem.

The enemy army also has a battle plan. Jot down some notes to remind you of their plan.

After Reading

What is the problem facing Yili Khan's army? How are the generals feeling? Find words in the text that tell you. Direct students to page 21 to check if needed.

How does Gulnara use the swan's feather to search for a solution? What does she learn about Kuzlun Khan's plan to trick Yili Khan's army? Revisit page 25 to clarify. Is this a good plan? Discuss. How do Kuzlun Khan's family feel about his plan?

What do you think Gulnara will do with this information? Encourage inferences.

There is only one chapter remaining. Predict how Gulnara will use the information she has learned to bring this story to an end. Do you expect this story to end with a battle? Discuss reasons.

CHAPTER 6

During Reading

Read page 27. What do you think Gulnara will do when she returns to camp?

Read Chapter 6. Check to see whether your predictions are correct. Note what Gulnara does on return to the camp, and how the generals respond to Gulnara's information.

When the generals reach Kuzlun Khan's camp, only to find a large pile of ashes, a camel, an iron, and a silver birch tree, how do they react and why? As you read, jot down words from the book that tell you how they feel. Be ready to discuss what Gulnara did next, and how she succeeded in foiling the enemy.

Gulnara offers some sensible advice to the two leaders which helps them to solve their problem. What advice does she offer?

After Reading

What did Gulnara do when she returned to Yili Khan's camp? What occurred next? Guide students to explain that the generals accompanied Gulnara to the camp of Kuzlun Khan. What did they find? What were their opinions about what happened? Revisit page 28 to check if needed.

What did Gulnara do after the generals left? What happened next? Invite students to explain that the items turned back into Kuzlun Khan's family.

How did having Yili Khan and Kuzlun Khan in the same place help resolve the conflict? Guide students to infer that this presented an opportunity to the leaders to talk face to face. What advice did Gulnara offer? How was this advice received?

What is the moral or lesson to be learned from this story?

▲ CODE BREAKER

Sometimes authors make comparisons between things in their writing to things that are quite different. When they say that something is like or is as something else they are using a device called a simile. For example, Your hair is as soft as silk, tells us that the person's hair is very soft.

Turn to page 15. Find where the author has used a simile. Don't forget to look for the word like or as. That makes it easy to find a simile. Guide students to locate the stag had antlers sharp as swords on its head. Why did the author choose these words? Assist students to understand that this gives the reader greater understanding about just how sharp the antlers were. The reader understands that the antlers were sharp enough to use as a sword.

■ MEANING MAKER

The sisters all encountered obstacles when they arrived at Iron Mountain. On the first two occasions the frightened horse turned and ran home, with the sisters powerless to do anything.

When Gulnara arrived at Iron Mountain, she had a plan to get past this point and continue on her journey. *What were the two things Gulnara did that her sisters did not think to do? Revisit Chapter 4 to check if needed.*

Think of other ways the sisters could have overcome the problems at Iron Mountain. Think of two things they could have tried. When you have finished, share your ideas with a friend. Now you have four ideas. Two heads are better than one, so choose the best two ideas and work together to think of ways to improve them.

◆ TEXT USER

We find out from the front cover that this story is a folktale. That tells us a number of things. First, we know that it will probably end happily. Second, we know that there will probably be a moral to the story. When we read the blurb, we learn who the main characters are and build some knowledge about what occurs.

Using our knowledge of how folktales are constructed, we can make some predictions before we begin reading. For instance, we know that Gulnara's father is the person involved in the problem. We know that the story will end happily for Gulnara's family. We know that magic will help Gulnara to solve the problem. Explain that this gives us a basic structure that the story will fit within. *How does this help us to read the story? Discuss.*

● TEXT CRITIC

Most folk tales were designed to teach the listener or reader a lesson. This is called a moral. *What is the moral or message in this story? Revisit Chapter 6 and find the words that teach the lesson. Guide students to page 31. Invite discussion. What is the moral in this folktale? Why do you think this story may have originally been told? What may have been happening in Mongolia at the time that this folktale was created?*

Record your observations of Kuzlun Khan and Yili Khan. How are these men portrayed? It is interesting that Kuzlun Khan is the enemy leader, but he is portrayed as a caring family man. Why do you think this is? How are the enemy usually made to appear? Do you think these men could have been based on real people at the time? Discuss.

USING MULTIPLE INTELLIGENCES

This task may be completed individually or in pairs or small groups.

Paint: a scene that portrays peace. Consider your choice of colour, design, and content.

(S, B)

Name: Think of a name for your painting that reinforces the theme of peace. (I)

Compose a short poem about war and peace.

(V)

Identify: things that send a peaceful message. Make a list of these things. Consider stories, films, songs, pictures, hobbies, organizations and groups (eg. Greenpeace, United Nations, etc), people, etc. (I)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Gulnara

Name _____

Complete the boxes and sequence the events in order.

Chapter 1: Problem

Chapter 2: First attempt to solve

Chapter 3: Second attempt to solve

Chapter 4: Third attempt to solve

Chapter 5: Enemy plan

Chapter 6: Solution



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

A synonym is a word that means the same as another word. Write synonyms for these words:

excellent _____

strong _____

beautiful _____

fight _____

frightened _____

enormous _____

softly _____

relaxed _____

An antonym is a word that means the opposite of another word. Write antonyms for the same words:

excellent _____

strong _____

beautiful _____

fight _____

frightened _____

enormous _____

softly _____

relaxed _____

Write antonyms for these everyday words. Time yourself. Record your time below.

up _____

black _____

hot _____

in _____

front _____

expensive _____

inside _____

short _____

good _____

top _____

My time is _____ .



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

Choose another folktale you know that has repeated elements in the sequence in the middle; for example, *The Three Little Pigs* or *Goldilocks and the Three Bears*. You may wish to reread the story. Retell the events below.

Beginning: introduce the scene, characters and problem

Middle: sequence of events

End: solve the problem



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

Country this story came from	
Hero	
Qualities of the hero	
Other characters in this story	
Qualities of other characters	
When did this story take place?	
What was the setting?	
Goal	
Obstacles	
Outcome	



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

This tale has been written to shape our understandings about peace and fighting.

1. Did the author build the main characters so that you liked them?

2. What did you like about Gulnara?

3. How would you feel if your father was ordered to go to battle? Explain.

4. Did you like or dislike Yili Khan? Why?

5. What did the author do to make you like or dislike him?

6. Did you like or dislike Kuzlun Khan? Why?

7. Why do you think Kuzlun Khan's family were in the story?

8. Who do you think first told or wrote this story?

9. Why do you think they created this story?

10. Do you agree or disagree with the moral or message in this story? Why?



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

Multiple Intelligences (visual-spatial, intrapersonal)

The moral of this story is to make peace. Think of two ways to make a better world. Write your idea at the top. Explain why this idea is important to you and illustrate.

Idea

Idea



Permission is given to teachers to reproduce this page for classroom use.



Gulnara

Name _____

The reader knows that there may be magic or magical creatures in folktales. Sometimes the magic is used to do harm and other times it is used for good. In this folktale, the magic helps Gulnara solve her problem and win the day. Think of three folktales that feature magic. Write the title of each and explain the purpose of the magic in the story.

1. _____

2. _____

3. _____



Permission is given to teachers to reproduce this page for classroom use.



Notes



Permission is given to teachers to reproduce this page for classroom use.



Notes



Permission is given to teachers to reproduce this page for classroom use.

