



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

One Fine Day

Nonny Hogrogian

READ, WRITE, THINK, DISCUSS AND CONNECT

One Fine Day

Nonny Hogrogian

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Listening/Speaking

Discussion

Comprehension

Predicting, sequencing,
comparison/contrast,
inference

Literary Elements

Characterization, story
elements

Writing

Descriptive

Summary

The retelling of a cumulative Armenian folk tale about a fox that has its tail cut off by an annoyed woman because it lapped up the milk in her pail. The story relates the attempt, by the fox, to get the tail sewn back on, and involves bargaining with a cow, a field, a stream, a maiden, a peddler, a hen, and a miller.

About the Author

Nonny Hogrogian was born May 7, 1932, in New York, New York. She married David Kherdian, a poet, March 17, 1971.

Nonny Hogrogian attended Hunter College, receiving a BA degree in 1953. She did graduate study at the New School For Social Research in 1957. Her home is in East Chatham, New York.

Nonny Hogrogian has been a designer and art buyer for William Morrow and Company of New York, and an illustrator for Thomas Y. Crowell Company, Holt, Rinehart and Winston, and Charles Scribner's Sons, all of New York. She is also a writer and illustrator of children's books. All of her writings are exclusively children's books, and are all self-illustrated.

Nonny Hogrogian has won the Caldecott Award twice: in 1966 for *Always Room For One More* and in 1972 for *One Fine Day*.

Introductory Activities

(Any of the Introductory Activities may be used at a different time.)

1. Have a "TAILS" banner, sign, or the word itself hanging in the room. (See illustrations on the next page.)

Identify the word. Can anyone read it? What does it mean? What has a tail? List responses. (Be sure to include a coat and shirt tail, as well as animals.)

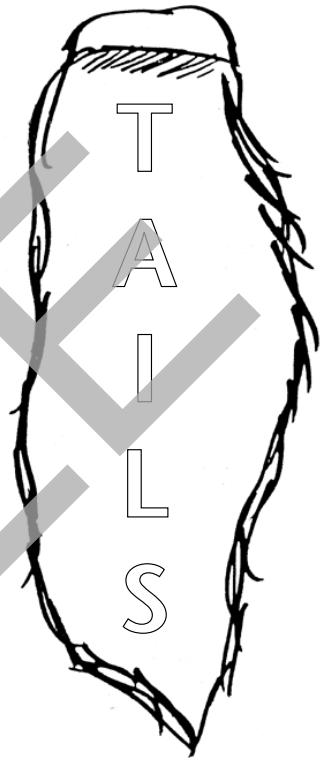
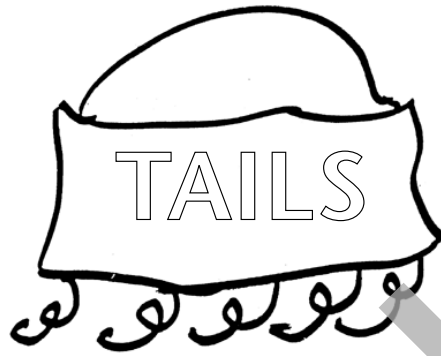
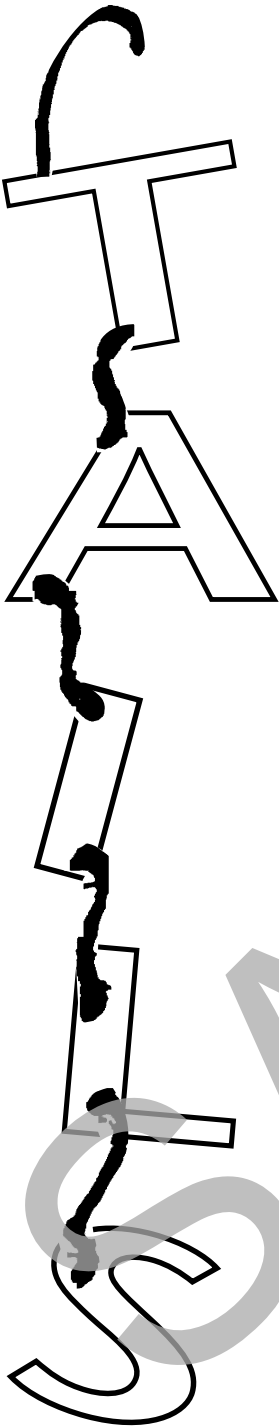
Make a list describing tails. Also, make a list describing the uses of tails.

Make a tail. Use:

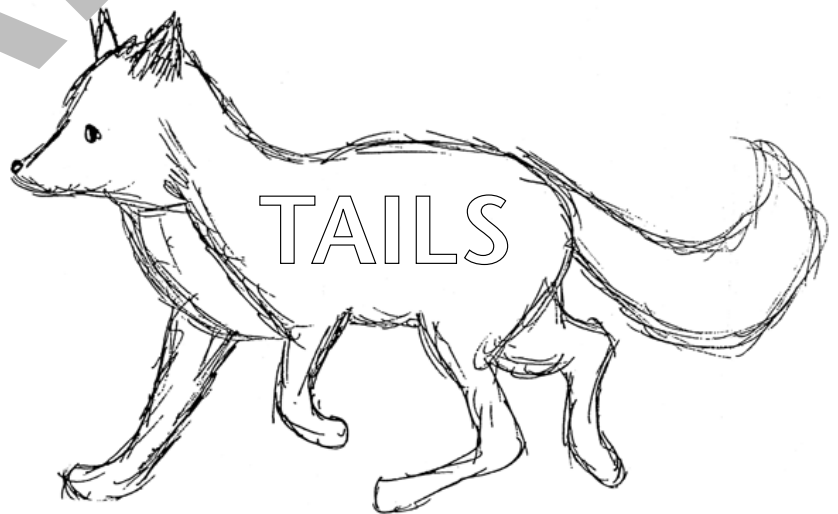
Yarn	Cotton Balls	Chenille Sticks
Pom Poms	Material	Paper
Newspaper	Macrame Cord	Etc.

Display the TAILS with the banner, etc.

TAILS



TAILS

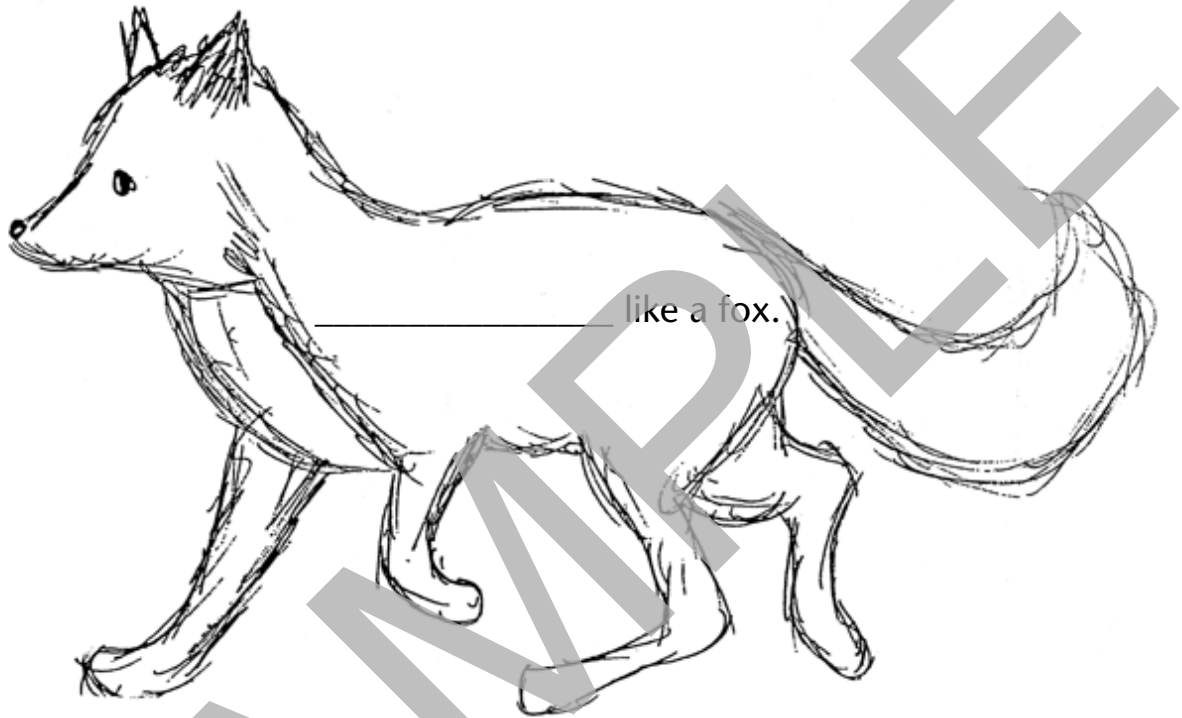


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2. Have a large outline of a fox displayed with “ _____
like a fox” on it.

Brainstorm with the children to think up words that describe a fox that could be put in.

e.g., Crazy like a fox; swift like a fox; clever like a fox. What does each mean? What makes people think of these words in conjunction with a fox?

Describe the fox. List responses.



3. Make and play a game “Pin the Tail on the Fox,” similar to “Pin the Tail on the Donkey.” How might a fox feel if it lost its tail? Discuss. List responses.
4. After an Introductory Activity, have children describe the tail of a fox. (Have a picture of a real fox displayed.) List responses.

Tell the children that the story is a cumulative TALE (write out), in which events add on to previous events, and keep on repeating throughout the story. Listen for the repetition in the story.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:
