

**One Fine Day**  
by Nonny Hogrogian

**Classroom Favorites**



Teacher's Guide by Linda Crosswhite

A Perma-Bound Production

## **STORY SUMMARY**

This beautifully illustrated folktale is about a thirsty fox. He has his tail cut off by an angry woman because he drank the milk from her pail. The fox, in his attempt to get his tail sewn back on, must barter with a cow, a field, a stream, a maiden, a peddler, a hen and a miller. When he finally gets the milk for the old woman, she sews his tail back in place!

## **AUTHOR SKETCH**

Nonny Hogrogian was born on May 7, 1932, in New York City, New York. She received her B.A. degree from Hunter College in 1953 and did her graduate study at the New School for Social Research in 1957. Hogrogian has been a designer, office worker, and production assistant for William Morrow and Co.; an illustrator for Thomas Y. Crowell Co.; Holt, Rinehart and Winston; and Charles Scribner's Sons. She is an illustrator and writer of children's books.

## **SUGGESTED THEMES:**

- cumulative stories
- folktales
- foxes
- tails
- problem solving

## **SKILLS AND STRATEGIES:**

- Predicting words in context
- Sequencing events
- Recognizing story structure

***The following suggested plans and activities can be used with this book. You may choose to select and modify these to best meet the needs and interests of your students.***

## **INITIATING THE READING EXPERIENCE**

### **Building the background**

1. Read or reread several cumulative tales to the students, i.e., *The Gingerbread Boy*, *Chicken Little*, *The House That Jack Built*. Explain to the students that these stories are examples of cumulative tales. *One Fine Day* is also a cumulative tale. Have them notice that in this type of story the entire previous sequence is presented each time a new event is added.
2. Display a picture of a fox for the students to view. Discuss the fox's characteristics. Call attention to his tail. Have the students brainstorm a list of animals that have tails. List these on the board or a chart. Categorize these animals as wild or domestic.
3. Give the students an opportunity to play "Pin the Tail on the Donkey." Discuss how the donkey looks with and without the tail and what the purpose of the tail might be.

### **Introducing the book**

Present the book to the students. Have them look at the cover and identify the title and author/illustrator. Generate responses concerning the setting and the story content based on the title, the illustrated cover, the title page, and the dedication page. Record these responses so that the students can confirm their predictions after hearing the story.

## **ENJOYING THE BOOK**

### **Prereading: Setting the purpose for reading**

Have the children read to confirm their predictions and gain the meaning of the story.

### **Post Reading: Confirming, analyzing, synthesizing or evaluating the reading.**

1. Encourage the children to share their feelings about the story.
2. Assist the children in confirming their predictions.
3. Initiate a small group or whole class discussion of the story. Some of the following questions may help to start and/or guide this process:
  - Why did the old woman cut off the fox's tail?
  - Why did this upset the fox?
  - Do you think his friends would make fun of him if he had no tail? Why?
  - Why do you think the old woman needed sticks for a fire?
  - Why would the field need water?
  - What do you think the maiden planned to do with the blue bead?

- What does a peddler do? A miller?
- Why didn't the miller want anything for the grain?
- Do you think the fox would travel to the other side of the forest again?
- What part of the story did you like best?

## TEACHING SKILLS AND STRATEGIES IN CONTEXT

### Predicting words in context:

Use the cloze technique to have the students predict words within the context of the story. This strategy can be presented in two ways:

1. In the text, cover a whole word with "Post-it" or a piece of construction paper. Have the students predict the "covered" word by using the context of the sentence and any picture clues. Remove the cover to confirm the prediction.
2. Make an overhead transparency from the text. Show the transparency on the overhead. Cover up a word. Have the students read the page, predicting the covered word. Remove the cover to confirm their predictions. This may be done several times, covering and uncovering different words each time.

### Sequencing events:

Have the students retell the story. As they do so, call attention to each separate event as you record it on a chart or the board. Example:

fox lapping up milk  
 old woman cutting off his tail  
 fox asking cow for milk  
 cow telling fox to bring grass  
 etc.

After completing and reviewing this list, record each event on a separate sentence strip. Give the students an opportunity to work individually or in small groups to re-create the sequence of events in the proper order.

### Recognizing story structure

Review the story with the students. Create a story elements chart similar to the following:

<b>Title:</b>	
<b>Author:</b>	
<b>Setting:</b>	
<b>Characters:</b>	
<b>Problem:</b>	
<b>Solution:</b>	

This may be completed in a group situation or you may wish to use the blackline master provided for completion by individual students.

## CONNECTING THE READING ACROSS THE CURRICULUM

*The following activities may be introduced after the story, integrated into the appropriate content areas or used as learning center activities.*

### Writing



1. Discuss the ending of this story. Have the students brainstorm other ways this tale might have ended. Assist the students in writing a different ending for this story. This can be done as a whole class or a small group activity. Reread the story using the students' ending.
2. Let the students divide into pairs or small groups to write a poem. Have each group select a character from the story. The students can use the following poetry pattern:

#### **Format:**

noun  
2 adjectives  
3 verbs  
phrase  
noun

#### **Example:**

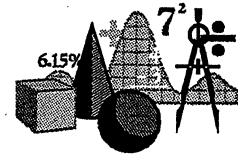
Fox  
Foolish, sad  
Running, searching, begging  
Silly looking animal  
Fox

These can be illustrated and displayed throughout the classroom.

3. Discuss cumulative tales and how they are written. Share several others with the children. As a whole class, compose a cumulative tale involving something that could happen at school or home. Make duplicate copies of this story so that each student can illustrate it. This can be sent home with the students to share with their family and friends.
4. Model letter writing for the students. Have them each write a letter to a friend telling him/her about this book including what it was about and why he/she did or didn't like it. Format example:

	<b>Date</b>
<b>Salutation:</b>	
<b>Message</b>	
	<b>Closing, Signature</b>

## Math



- List the cumulative tales that have been shared with the students. Take a survey to determine which story each student liked best. As a class, graph the results. Example:

CUMULATIVE TALE	1	2	3	4	5	6	7	8	9	10	11	12
One Fine Day												
Gingerbread Boy												
Napping House												
Chicken Little												

Discuss the results. Mathematical equations can be formed from the data on the chart.

- Have the students brainstorm various materials they could use to create different kinds of tails. (Example: string, yarn, rope, old nylons, fur fabric, cardboard, pipe cleaners, cotton balls, etc.) Acquire these materials. Give each of the students an opportunity to make a tail. Discuss how we measure the length and the height of objects. Have the students use rulers to measure the tail they have created. Next, they can measure and record the length and height of various objects in the room using the tails they have made. You may wish to provide them with copies of the blackline master entitled Does It Measure Up? at the end of this guide to allow them to record their findings.

## Social Studies

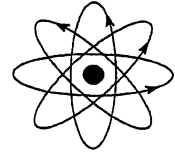


- Revisit the book to note the feelings demonstrated by the characters. These can be recorded on a chart or the board. Example:

Character	Feeling
old woman	angry
fox	sad
maiden	happy
etc.	

Initiate a discussion about the feelings listed, including when we feel that way, what we do when we have such feelings, and how we can react when others have these feelings.

- Explain to the students that this cumulative story is an Armenian folktale. On a world map or globe, locate Armenia and the United States. Determine the distance from where the students live to where this story originated. You may wish to have the students learn more about the country, its location, topography, and culture.



## Science

1. Supply nonfiction books and other resource materials about foxes. Assist the students in researching different types of foxes. Have them include the habitat, size, color, and special characteristics. Oral or written reports can be presented in small groups.
2. Initiate a discussion of the five senses: seeing, hearing, smelling, tasting, feeling. Have the students experience the use of their senses in the classroom, the cafeteria or on the playground. Record these on the board or a chart. Example:

Using Our Senses	Place: cafeteria
<b>We see:</b>	boys, girls, helpers, trays, tables, benches, etc.
<b>We hear:</b>	talking, bells, feet shuffling, heater running, etc.
<b>We smell:</b>	oranges, hot dogs, etc.
<b>We taste:</b>	carrots, milk, etc.
<b>We touch:</b>	trays, napkins, silverware, etc.

Refer back to the illustration of the various settings in this book. Discuss each illustration and the senses that could be used if we could be part of each scene. Provide the students with the blackline master entitled Using Our Senses found at the end of this guide. Have them record all of the things that could be experienced by each of the senses in the settings of this story.

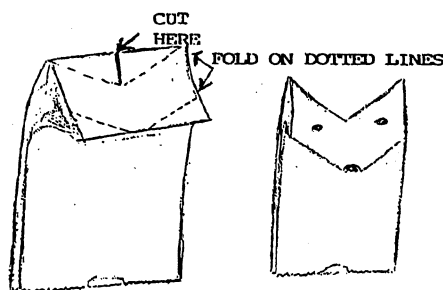
3. Provide different types of grain for the students to explore (wheat, oats, rye, barley, etc.) or pictures of these. Discuss how these are grown and what products are derived from each of these grains.

## Art



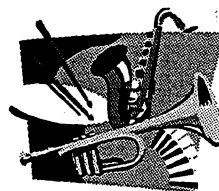
1. Refer back to the page where the maiden asks the fox to find her a blue bead. Discuss uses for beads. Tell the students that they will be able to make "beads" from macaroni. Bring in different types and sizes of macaroni, food coloring or Easter egg dye, strong string and large needles. Assist the students in dyeing the macaroni. They can string these to form necklaces, bracelets and other objects that can be made from beads.
2. Make an "accordion" book of this story. Have the students glue, staple or tape strips of paper together like an accordion. On each folded section, the students can illustrate the scenes from the story in the order that they occurred. Upon completion, the students can either write the happenings of each part in their own words or explain the story orally as they unfold the "accordion" book.

3. Provide the students with old magazines, newspapers, and other printed matter that might contain pictures of animals, colored paper, glue, markers, crayons and any other art media appropriate for making a collage of tails. You may wish to divide the students into small groups to have each group develop a collage. Give the students an opportunity to identify the tails seen in the various collages.
4. Have the students make sack puppets of the characters in the story. Provide colored paper, markers, crayons, scissors, glue, small sacks and various art media needed. These puppets can be used to retell the story. Example:



5. Bring in other books illustrated by Nonny Hogrogian for the students to peruse. Discuss the different art techniques she uses and the fact that many of her books are shown in exhibitions of children's books. Note the attention to details, her ability to capture the characters' personalities in her drawings, and how her illustrations add to the story.

## Music



1. Assist the children in writing a song about this book. Select a familiar tune, such as "Did You Ever See a Lassie?," "Row, Row, Row Your Boat," or "Three Blind Mice." Using a familiar melody, compose the words and add them to the tune.
2. Sing cumulative songs such as "There Was an Old Lady Who Swallowed a Fly" and any other songs appropriate with the themes of this book.

## Drama



Have the students reread the story. Select students to play the various characters. Supply props to allow for a dramatization of this story. This could be extended by having various groups of students dramatize other cumulative tales.

## EVALUATING THE READING EXPERIENCE

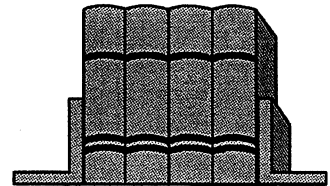
- Keep a teacher's journal of those strategies that best helped the students understand the story.
- Record the children's behaviors and learning by jotting these on "Post-its." These comments can later be transferred to a journal containing daily comments on the students.
- Prepare a chart to record the completion of the projects for each of the students.
- Record the students' responses as they briefly retell the story.
- Collect a piece of each child's writing to evaluate.
- Develop a criteria for evaluating student work or refer to established forms of evaluation to assess the projects and activities completed.

### Culminating Activity:

Have a "One Fine Day" celebration. Display all writing and other projects completed. Sing the songs learned. Have the class invite another class to view a dramatization of this story, another cumulative story, or a puppet show using the character puppets created in Art Activity 4.

## RELATED READINGS

Abolafia, Yossia, *Fox Tale*  
Burton, Marilee Robin, *Tail, Toes, Eyes, Ears, Nose*  
Dr. Seuss, *Fox In Socks*  
Foster, John, comp., *Fox Poems*  
Fox, Mem, *Hattie and the Fox*  
Galdone, Paul, *Gingerbread Boy*  
*Henny Penny*  
Ginsburg, Mirra, *Across the Stream*  
Holder, Heidi, *Aesop's Fables*  
Hutchins, Pat, *Surprise Party*  
Kellogg, Steven, *Chicken Little*  
Lane, Margaret, *Fox*  
Leverich, Kathleen, *Hungry Fox and the Foxy Duck*  
Ling, Mary, *Fox*  
Marshall, Edward, *Fox All Week*  
*Fox At School*  
Spier, Peter, *Fox Went Out on a Chilly Night*  
Steig, William, *Dr. DeSoto*  
Stow, Jenny, *House That Jack Built*  
Wood, Audrey, *Napping House*





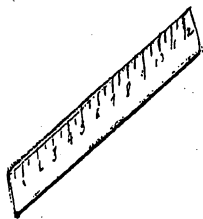
Student Name \_\_\_\_\_ Date \_\_\_\_\_

Complete the following story elements chart.

<b>Title:</b>	
<b>Author:</b>	
<b>Setting:</b>	
<b>Characters:</b>	
<b>Problems:</b>	
<b>Solution:</b>	

Student Name \_\_\_\_\_ Date \_\_\_\_\_

# “Does It Measure Up?”



Tail length \_\_\_\_\_

<i>Object measured</i>	<i>length/height (in “tails”)</i>

Student Name \_\_\_\_\_

Date \_\_\_\_\_

# Using My Senses

See	Hear	Taste	Smell	Touch



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