



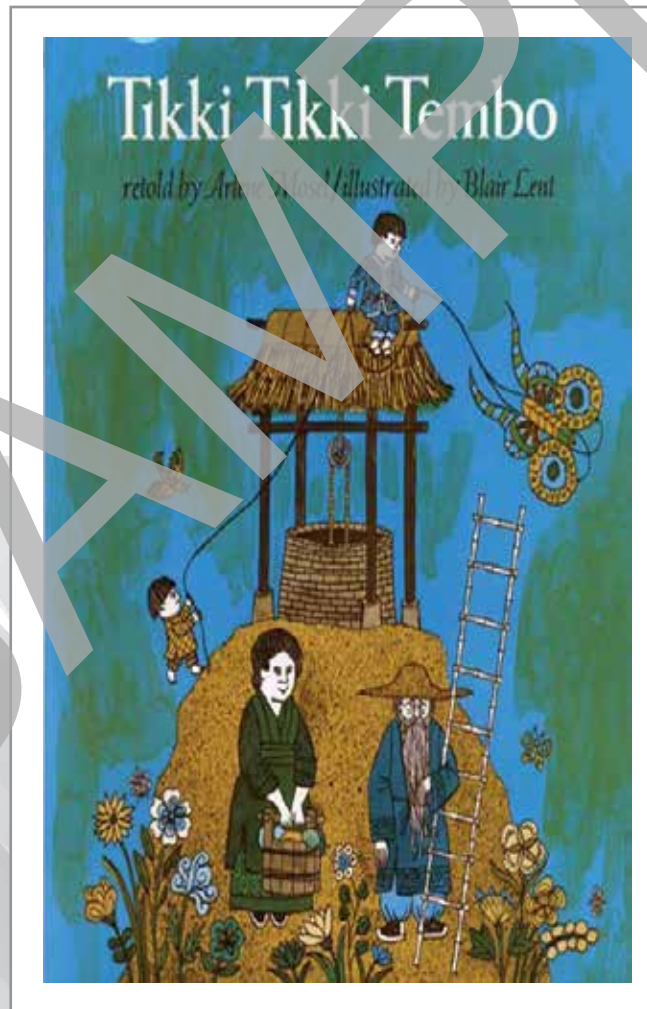
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Tikki Tikki Tembo

Arlene Mosel



READ, WRITE, THINK, DISCUSS AND CONNECT

Tikki Tikki Tembo

Arlene Mosel

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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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
Recommended Procedure	3
Initiating Activities.....	3
Comprehension Questions	6
Supplementary Activities.....	7
Culminating Activities	8
Vocabulary	8
Listening Activities.....	14
Folk Tales.....	14
Activities Integrated with Other Curricula	15
Art Activities	15
Assessment.....	20

Skills and Strategies

Thinking

Research, visualization

Comprehension

Predicting, decision-making,
cause/effect

Listening/Speaking

Discussion, drama, sounds,
interviewing

Writing

Summarizing, synonyms

Vocabulary

Context clues, synonyms

Literary Elements

Genres, folk tale,
story elements

Summary

Tikki Tikki Tembo is a folk tale, retold by Arlene Mosel. Set in China, the tale explains why Chinese names are short. It seems that “a long, long time ago” Chinese parents gave their first and most honored sons great long names. One family named their first son Tikki tikki tembo-no sa rembo chari bari ruchi-pip peri pembo and their second son Chang. When Chang fell into an old well, Tikki tikki tembo managed to summon help and the boy was saved and recovered immediately. But when Tikki tikki tembo later fell into the well, Chang was so encumbered by his brother's long name that it took much longer to get help and Tikki tikki tembo took many months to recover.

Recommended Procedure

The book will be read a small section at a time, using the DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making *good* guesses), based on what has already occurred in the story. The children continue to read and everyone verifies predictions. A predicting graphic is included which could be an individual activity sheet, a bulletin board or a chart.

Initiating Activities

1. Write the title on the board. Make predictions about what the words mean and what the story might be about. Save the predictions for later “checking out.”
2. Look at the cover. List all the objects you see. With a partner, make up a story including all the objects.
3. Write “Once upon a time” on the board. What kind of book starts that way? *Tikki Tikki Tembo* starts, “Once upon a time.” What do you predict for the book based on the way it starts? What other “Once upon a time” books have you read? How are they different from other books?
4. Discuss folk tales and then introduce the book as a folk tale.
5. Invite a storyteller to the classroom to introduce the oral tradition from which folk tales spring.
6. Let the students try telling stories. Possibly arrange for them to visit a lower grade to perform.
7. What do you predict the setting of this novel will be? How can you make such a prediction? Are the words in the title familiar to you? What kind of illustrations are there on the cover?
8. With a partner, make some predictions about the book. Write them down to check out later.

Culminating Activities

1. Complete the story map and review it. Is this a good way to summarize a book and to keep track of the action? Activity Sheet page 9.
2. Use the summarizing spinner on page 10 to choose a topic for communication. To communicate, you may write a short paragraph, draw a picture, or answer orally for one minute in class.
3. Why should this book be included in the library? Think of reasons to explain to the librarian. With a partner, pick your very best reason to share with classmates.
4. Choose your favorite character in the book. Draw a picture of that character and write one sentence to explain your choice.

Predicting from Context with Vocabulary Word

The vocabulary list on page 13 is organized in the order the words are encountered in the book, from left to right. Students are asked to find the new words in the book and to guess at the meaning. After they have made *good* guesses, each word is checked in the dictionary.

Putting Vocabulary Words into Use

Students may be asked to use vocabulary words in a sentence, or to explain the meaning to a partner, or to devise a way to remember the word's meaning. Students would then share with classmates their own memory devices.

Story Map

Setting:

Characters:

Problem:

Event 1:

Event 2:

Event 3:

Event 4:

Solution or Conclusion:

The diagram is a Story Map template. It consists of eight rectangular boxes arranged in a descending staircase pattern from top-left to bottom-right. The boxes are labeled: 'Setting:', 'Characters:', 'Problem:', 'Event 1:', 'Event 2:', 'Event 3:', 'Event 4:', and 'Solution or Conclusion:'. Arrows indicate the flow of the story: an arrow points from the bottom of the 'Setting:' box to the top of the 'Characters:' box; an arrow points from the bottom of the 'Characters:' box to the top of the 'Problem:' box; an arrow points from the bottom of the 'Problem:' box to the top of the 'Event 1:' box; an arrow points from the bottom of the 'Event 1:' box to the top of the 'Event 2:' box; an arrow points from the bottom of the 'Event 2:' box to the top of the 'Event 3:' box; an arrow points from the bottom of the 'Event 3:' box to the top of the 'Event 4:' box; and an arrow points from the bottom of the 'Event 4:' box to the top of the 'Solution or Conclusion:' box. A large, light gray 'SAMPLE' watermark is overlaid diagonally across the center of the diagram.

Activities Integrated with Other Curricula

1. Read the book as part of a larger unit on China. Visit a Chinese restaurant. Write Chinese fortune cookie fortunes. Do research on the nature of China today and at the time of the book.
2. Do a family history investigation. Use resources from local genealogy groups to start on family trees.
3. Investigate first aid. Have local experts talk about CPR and what children should do in an emergency. How can a child summon help?
4. Do a full scale unit on folk tales. Read several folk tales. Compare the traditions of various cultures. Write your own folk tales. Consider the oral tradition.
5. Do a problem-solving unit. The characters in the book are faced with problems to solve. Prepare other problems, particularly of a mathematical nature, for the class to solve.
6. Have students prepare a "bibliography" of other titles that students might enjoy reading.
7. Prepare a problem or decision-making grid. See Activity Sheet, page 16.

Art Activities

1. Students may make hand puppets using socks, adding buttons for eyes and yarn for hair. Individuals may retell the story or their own folk tale, or several students may retell the story in the puppet play form.
2. Read a descriptive section of the story or another folk tale. Find a section that mentions such characteristics as size, color, texture, number, etc. Have the class listen carefully for descriptive details and then draw a picture that accurately represents the details.
3. Students divide their papers into four squares and then draw pictures to show the sequence of activities.