

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Describe an illustration or text in “Thumbelina” and make connections to self and the world around them (RL.P.11)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Assume Thumbelina’s perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Thumbelina” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “Thumbelina” (RL.P.10)
- ✓ With prompting and support, follow illustrated directions to do a simple craft (RI.P.10)

Core Vocabulary

beautiful, *adj.* Very, very pretty

Example: The white gown looked beautiful on the princess because it sparkled with beads and sequins.

Variation(s): none

crown, *n.* A shiny thing with jewels that kings and queens wear on their heads

Example: The gold crown was placed on the prince’s head to make him the new king.

Variation(s): crowns

floated, v. Stayed on top of the water

Example: The boat floated down the river.

Variation(s): float, floats, floating

underground, adj. Below the ground

Example: Ants build their homes in underground tunnels.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W "Thumbelina"		20
Teacher-Led Learning Center	L Art Center	Activity Page 7A-1; empty walnut shells; cotton balls; glue; large wooden beads; fine-tipped markers; bits of fabric; artificial flower petals or leaves	During Center Time
Take-Home Material	T "Thumbelina"; Remember Thumbelina; Thumbelina Game	Activity Pages 7A-2, 7A-3, 7A-4	*

Advance Preparation

- Make a sample of Thumbelina sleeping in her walnut shell (**Activity Page 7A-1**) to show students during the Art Center activity.

Introducing the Read Aloud

5 minutes

What Have We Already Learned?

Tell students they have learned a lot about plants. Today, they are going to hear a make-believe story about a tiny girl who grows out of a plant. Tell students they are going to hear about different kinds of plants and their parts in the story.



← SHOW FLIP BOOK PAGE 7A-1: Woman looking down at flower in pot

Tell students that in the story, a woman plants a seed and a flower grows from the seed. Ask students to come forward and point to the stem, the leaves, and the bud/petals of the flower. Ask students if a plant could really grow from a seed.



← **SHOW FLIP BOOK PAGE 7A-6: Thumbelina on lily pad looking at fish in river**

Tell students the plant in the picture is called a “water lily.” The plant grows in water and has a long stem that grows down to the bottom of the pond and keeps it from floating away. Tell students that in one part of the story, the tiny girl lives on top of a water lily leaf. Ask students if a girl could really live on top of a water lily leaf. If necessary, show students the palm of your hand and explain that a water lily leaf is about the size of your opened hand.

Whole
Group

Purpose for Listening

Tell students the title of the read-aloud is “Thumbelina.” Tell them to listen to the story to find out which characters in the story helped Thumbelina.

Thumbelina

Note: Today's read-aloud is significantly longer than the read-alouds students have been listening to earlier in the year. For that reason, there are no comprehension questions at the end of the read-aloud. Instead, they are interwoven within the read-aloud. If necessary, provide students with a wiggle break midway through the read-aloud.



← **SHOW FLIP BOOK PAGE 7A-1: Woman looking down at flower in pot**

Once upon a time, there was a woman who was sad because she had no children. Seeing her unhappiness, a neighbor gave her a magical seed. The neighbor told the woman to plant the seed in a flower pot.

That evening, the woman planted the seed. The next morning, she noticed that a plant had grown in the pot overnight. **1** The plant had a flower like a tulip, but it was closed up tightly into a bud.

- 1** Could a seed really grow into a plant in just one night?



← **SHOW FLIP BOOK PAGE 7A-2: Thumbelina sitting in tulip**

“What a **beautiful** plant,” said the woman, and she kissed the flower. When she did, the petals opened wide. There, in the middle of the flower, sat a tiny girl no bigger than a thumb. **2**

“I will call you Thumbelina,” said the woman. **3** Thumbelina lived a happy life with the woman.

- 2** [Hold up your thumb]

- 3** Do you hear the word *thumb* in Thumbelina?
Thum [pause] belina.
Thumbelina.



← **SHOW FLIP BOOK PAGE 7A-3: Thumbelina sleeping in walnut shell**

At night, she slept in a polished walnut shell. During the day, she sailed about in a saucer **4** of water with a tulip leaf as her boat.

Then, one night, everything changed. A mother toad **5** hopped through a broken window into the house. She landed right beside the sleeping Thumbelina.

- 4** or little bowl

- 5** an animal like a frog



← **SHOW FLIP BOOK PAGE 7A-4: Mother toad holding sleeping Thumbelina**

“What a beautiful wife she would make for my toad son!” exclaimed the mother. So she picked up the sleeping Thumbelina and carried her into the garden. **6**

6 Do you think Thumbelina would want to marry a toad?

There, she told her son of her plans.

7 or get away

“While we prepare for the wedding, we will place her on a water lily leaf in the river. That way she cannot escape,” **7** said the mother.



← **SHOW FLIP BOOK PAGE 7A-5: Mother toad and son talking as Thumbelina cries**

When Thumbelina awoke the next morning, she realized that she was no longer in her cozy bed. She began to cry. The mother toad and her son ignored her tears and continued with their plans.



← **SHOW FLIP BOOK PAGE 7A-6: Thumbelina on lily pad looking at fish in river**

But Thumbelina’s cries had not gone unheard. The little fish in the river felt sorry for her. They nibbled **8** at the lily pad stem until the leaf broke free from its roots.

8 took small bites

The leaf **floated** down the river, carrying Thumbelina with it. Thumbelina floated along. It was summertime. She ate wild berries for food. She listened to the birds chirping, and she admired the butterflies.



← **SHOW FLIP BOOK PAGE 7A-7: Thumbelina under mushroom in winter storm**

Before long, though, summer came to an end. The weather grew colder, and soon there were no more berries for food. The birds and butterflies disappeared. One day, as snow began to fall, Thumbelina curled up under a mushroom. **9**

9 How do you think Thumbelina felt?

Not far away, a field mouse was gathering wood for her fireplace. When she saw Thumbelina, she said,

10 Why did the mouse invite Thumbelina to her house?

“My poor dear, you must come home with me.” **10**



← **SHOW FLIP BOOK PAGE 7A-8: Thumbelina and mouse drinking tea**

11 or small hole in the ground

Thumbelina gratefully accepted the field mouse’s invitation. She spent the rest of the winter in the mouse’s snug burrow. **11** Every day, Thumbelina helped the field mouse with her housework. When they were done, they sat and chatted before the fire. They became friends.



← **SHOW FLIP BOOK PAGE 7A-9: Thumbelina facing field mouse and Mr. Mole**

Now, the field mouse had a wealthy, or rich, neighbor called Mr. Mole. Mr. Mole became a regular visitor at the field mouse’s home.

12 or tunnel

One evening Mr. Mole invited Thumbelina and the field mouse to come to his house. They accepted the invitation and followed him down a hole and into an **underground** passageway. **12**



← **SHOW FLIP BOOK PAGE 7A-10: Thumbelina with injured swallow**

As they moved along the passageway, they passed an injured bird lying perfectly still.

“Pay no attention,” said Mr. Mole. “This swallow has a broken wing. Somehow he found his way into my passageway. Nothing can be done to help him.”

13 Why do you think Thumbelina stopped to pet the bird?

With that, the mole and field mouse hurried on, but Thumbelina did not. She was worried about the hurt bird, so she stayed and stroked the bird’s feathers. **13**

Suddenly the bird moved. Thumbelina promised the bird that she would return with food. And, for the rest of the winter, that is what she did.

When spring arrived, the swallow felt well enough to fly away. He asked Thumbelina to come with him, but she said no. She could not leave her friend the field mouse.



← **SHOW FLIP BOOK PAGE 7A-11: Mr. Mole proposing to Thumbelina**

14 She did not want to marry him.

The spring and summer months passed. It had become clear that Mr. Mole wanted to marry Thumbelina. Thumbelina did not care for Mr. Mole at all. **14** But her friend, the field mouse, was in favor of the marriage. **15** Together, Mr. Mole and the field mouse made plans for the wedding.

15 She thought Thumbelina should marry Mr. Mole.



16 or crying

← **SHOW FLIP BOOK PAGE 7A-12: Thumbelina on back of flying swallow**

One day, as Thumbelina sat quietly weeping **16** in the autumn sunshine, a dark shadow appeared. It was the swallow.

“Thumbelina,” said the swallow. “I am flying south to warmer places. Come with me.”

This time, Thumbelina agreed. She climbed upon the swallow’s back and off they went. **17**

17 Why do you think Thumbelina went with the sparrow this time?



18 Who else wears crowns?

← **SHOW FLIP BOOK PAGE 7A-13: Thumbelina holding hand of fairy king**

They flew for many days. Finally, the swallow landed in a lovely little spot, filled with flowers. Thumbelina looked at the flower next to her. She watched the petals slowly open. There, in the middle of the flower, sat a little man with a golden **crown. 18** He was the same tiny size as Thumbelina!



← **SHOW FLIP BOOK PAGE 7A-14: Thumbelina with wings and fairy king with fairies**

Thumbelina watched in amazement as all of the other flowers opened. Each flower had its own tiny person inside. The little man with the crown said, “Welcome, Thumbelina. You have found a new home at last. Here you shall be my queen.”

He placed a tiny golden crown on Thumbelina’s head. He fastened a pair of pale wings to her shoulders.

And so, Thumbelina and the king got married and lived happily ever after in the land of the flowers and the fairies. **19**

19 What do you think will happen next?

The End

Teacher-Led Learning Center

Learning
Center

Art Center

Note: *Be sure to follow the procedures your school has in place regarding food allergies.*

Provide students with **Activity Page 7A-1: Good Night, Thumbelina** and the supplies to make Thumbelina in her walnut shell bed (see **Advance Preparation**).



← **SHOW FLIP BOOK PAGE 7A-3: Thumbelina sleeping in walnut shell**

Tell students that they are going to make the main character from the story, Thumbelina, and her walnut bed. First, read/explain the instructions from **Activity Page 7A-1** to students as they follow along with the illustrations. Then have students follow the instructions to make their own Thumbelina. Refer students back to the steps illustrated on the instructions as they complete their art projects. Finally, have students tell Thumbelina a bedtime story, either recalling a familiar one or making one up.

Take-Home Material



"Thumbelina"; Remember Thumbelina; Thumbelina Game

Give students the following items to complete at home with an adult:

Activity Page 7A-2: Thumbelina

Activity Page 7A-3: Remember Thumbelina

Activity Page 7A-4: Thumbelina Game

✓ Lesson Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Thumbelina” (RL.P.5)
- ✓ Point to the front cover, title, and a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “Thumbelina” (RL.P.6)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Thumbelina” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Understand and use complex sentences with clauses introduced by *because* and *by* (L.P.1f)
- ✓ With prompting and support, retell “Thumbelina” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ Assume the role of Thumbelina and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, as a group, dictate an informative text about “Thumbelina,” naming the topic and supplying some information about the topic (W.P.2, W.P.8)

- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

At a Glance

	Exercise	Materials	Minutes
Review "Thumbelina"	W Introducing the Big Book	Classic Tales Big Book	10
	W Presenting the Big Book		
Discussing the Read-Aloud	W Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	S Dear Swallow	Chart paper; thick marker	15
Teacher-Led Learning Center	L Library Center	Classic Tales Flip Book	During Center Time
Take-Home Material	T What Happens Next?	Activity Pages 7B-1, 7B-2	*

Review "Thumbelina"

10 minutes

Whole Group

Introducing the Big Book

- Show students the "Thumbelina" title page on page 67 of the *Classic Tales* Big Book and ask them the purpose and role of the title, author, and illustrator.
- Help students count syllables in the word *Thumbelina* by clapping.
- Tell students to listen carefully as you say the word *Thumbelina*, pausing at each syllable juncture (e.g., Thum-be-li-na).
- Then show students how to clap once for each syllable.
- As students clap, hold up your fingers to count each clap.
- Then, have students clap and count syllables in the following words: *seed, flower, thumb, beautiful, walnut, leaf* [seed (1), flow-er (2), thumb (1), beau-ti-ful (3), wal-nut (2), leaf (1)].
- Tell students to listen carefully to the words in the story because you are going to have them clap some of them as you go.

Whole Group

Presenting the Big Book

Page 69

- **FIRST READ** ▶ ... she planted a magical seed.
- **THEN DISCUSS** ▶ Who can clap and count the syllables in the word seed?

Page 71

- **FIRST READ** ▶ ... a polished walnut shell.
THEN DISCUSS ▶ [touch thumb to index finger] A walnut is a nut about this big. Thumbelina was so tiny she could sleep inside just half of a walnut shell! Who can clap and count the syllables of the word walnut?

Page 74

- **FIRST READ** ▶ ... floated down the river.
THEN DISCUSS ▶ Who remembers what the word floated means?
 - To say something floated means that it stayed on top of water instead of sinking down into the water.
- Who can clap and count the syllables in the word floated?

Page 77

- **FIRST READ** ▶ ... nearby lived Mr. Mole.
THEN DISCUSS ▶ A burrow is a hole underground where small animals live to stay warm. Who can clap and count the syllables in the word burrow?

Page 78

- **FIRST READ** ▶ ... Thumbelina found a swallow.
THEN DISCUSS ▶ In this story a swallow is a kind of bird. Can anyone think of a different meaning for the word swallow?
 - When you eat or drink something and it goes down your throat.

Page 80

- **FIRST READ** ▶ ... south to warmer lands.
THEN DISCUSS ▶ Who can clap and count the syllables in the word flew?

Page 82

- **FIRST READ** ▶ ... Thumbelina became the queen.
THEN DISCUSS ▶ What are Thumbelina and the king wearing on their heads in this illustration?
 - Thumbelina and the king are wearing crowns.

- Ask students whether they think this story could really happen (e.g., can a tiny girl grow in a flower?). Explain that while parts of the story could happen (e.g., fish really do nibble on plants) other parts, such as Thumbelina riding a bird, are pretend, or make-believe, and could not really happen.

Discussing the Read-Aloud

10 minutes

Whole
Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Why did the woman name the tiny girl Thumbelina?
 - The woman named the girl Thumbelina **because** she was no bigger than the woman's thumb.
2. *Inferential* Which characters in the story helped Thumbelina when she was sad or in trouble?
 - **The fish, the field mouse, and the swallow** helped Thumbelina when she was sad or in trouble.
3. *Literal* Where did the field mouse and the mole live?
 - The field mouse and the mole both lived **underground**.
4. *Literal* How did Thumbelina help the bird?
 - Thumbelina helped the bird **by bringing him food** during the winter while his injured wing healed.
5. *Literal* How did the bird help Thumbelina?
 - The bird helped Thumbelina **by carrying her away** from Mr. Mole.
6. *Literal* Who did Thumbelina marry?
 - Thumbelina married **the king**.



Complete Remainder of Lesson Later in the Day

**Dear Swallow**

Tell students you are going to write a pretend thank-you note to the swallow who gave Thumbelina a ride to the garden full of fairies. Start the letter by writing “Dear Swallow” at the top of a piece of chart paper. Ask students what they think the letter should say. Allow each student to contribute to the letter and repeat each sentence as you write it down. Then, let each student sign the letter by writing his or her name on the chart paper.

Teacher-Led Learning Center

**Library Center**

Use the *Classic Tales* Flip Book to review the images from “Thumbelina” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. When the Flip Book shows Thumbelina in her shell, have students show their own Thumbelina crafts.

Take-Home Material

**What Happens Next?**

Give students the following items to complete at home with an adult:

- **Activity Pages 7B-1, 7B-2: What Happens Next?**