

Learning Experience

LE Title: Tikki Tikki Tembo

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Grade Level: 1st /LMC

School: Deerfield Elementary School

Topic/Subject Area(s): Language Arts

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LEARNING CONTEXT

Purpose or Focus of Experience

While classroom teachers are teaching continents I teach this Folktales around the world unit. Students are involved in a seven class period unit that involves reading a folktale from every continent of the world. This is the selection from the continent of Asia, more specifically the country of China.

The students will:

- Define folktale (folk-people; tale-a story) (to entertain and explain culture)
- Listen to *Tikki Tikki Tembo* read by the LMS
- Discuss folktales and their history & why children from China no longer have long names and how we can stay out of danger.

CONNECTION TO STANDARDS

New York State Learning Standards addressed in assessment:

NYS Standard: Language Arts Standard 1

Listen and speaking for information and understanding

- The listener collects ideas and discovers relationships and uses knowledge gained to orally convey information

NYS Standard: Language Arts Standard 2

Listen and speak for literary response and expression

- Students will listen to world literature and develop an understanding of the diverse social, historical and cultural dimensions the text represent.

NYS Standard: Language Arts Standard 3

Listen and speaks for critical analysis and evaluation

- As students listen they will analyze ideas and issues presented by others. (lesson of the story) As a speaker they will use oral language that follows the accepted conversations of English language to present their opinions or judgments on the ideas.

AASL Learning Standards Outcomes addressed in assessment:

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Library & Information Skills Learner Outcomes addressed in assessment:

- #1 Exhibits proper library media center behavior
- #5 Use effective listening and viewing skills
- #10 Recognize folk and fairy tales from different ethnic/geographic groups

ESSENTIAL QUESTION(S)

- Where did the folktale *Tikki Tikki Tembo* originate?
- Why do you think people told stories to explain their culture?
- What is a folktale?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

Declarative

Students will know:

1. the meaning of a folktale.
2. proper behavior to exhibit while listening to a story read aloud.
3. *Tikki Tikki Tembo* originated in China.

Procedural

The students will be able to:

1. define folktale to a partner and then selected students will share with the whole class.
2. sit quietly and listen to *Tikki Tikki Tembo* to gather information.
3. discuss what they learned from listening to *Tikki Tikki Tembo*.

PROCEDURE

Lesson Plan:

1. The students will come to the library media center. All students will sit on the ABC rug. The students will sit in an oval on the red line of the rug so that everyone can see each other's face.
2. Attendance will be taken. The teacher will greet the student with "Good Morning or Afternoon _____" and the student the responds with Good Morning or Afternoon Mrs. Bliss"

3. Start lesson by showing the students the location of China on the globe. I will motivate the students to listen to the story by saying “Today we are going to read a folktale that will tell us the answer to why people from China no longer have long names and how we can avoid danger.”
4. Review where Africa is located and remind them that we read *Anansi and the Moss Covered Rock* last class.
5. Have a student read the definition of folktale that is written out on chart paper.
6. The LMS will then introduce and read the story being sure to mention the title, author, illustrator and genre. This selection was also a Caldecott winner.
7. Invite students to join in with the story telling by repeating Tikki Tikki Tembo’s name when it appears in the story.
8. Discuss folk tales and their history & why children from China no longer have long names.
9. Students will receive a handout that has Tikki Tikki Tembo’s full name written out so they can compare their name’s length to his name.
10. Students who don’t already have books may check out books to take home.

Standard taught but not assessed:

NYS Standard: Social Studies

Standard 2: World History

Standard 5: Civics, Citizenship, and Government (classroom rules)

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Modifications will be made as needed

I seat students on the rug by other students that will not disturb their listening.

If a student cannot write his/her name then their classroom teacher or I will help them write their name on the hand out.

Procedure #1 and #2 can be modified to your classroom needs. I have found the greeting on the rug to be a great way to start my library classes.

TIME REQUIRED

- Planning 1 hrs.
- Implementation (30 min. per class)
- Assessment (Was the class discussion good? Did the students learn more about folktales?) Ongoing throughout class

RESOURCES

Include bibliography, mediagraphy and/or list of appropriate Internet sites.

- *Tikki Tikki Tembo* retold by Arlene Mosel and illustrated by Blair Lent

- Chart paper
- Handout

ASSESSMENT PLAN

Evaluation: Class discussion and comprehension questions.

Student Work

The students were able to tell the lessons the folktale was teaching.

- Do not play near a well.
- Why children in China are given short names.

Reflection

I wrote in the letters of Tikki Tikki Tembo's name on the handout. Fifty letters was too much for my first graders. The students had fun with this lesson.

Today we read the Chinese folk tale Tikki Tikki Tembo retold by Arlene Mosel and illustrated by Blair Lent in the Library Media Center.

Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo's name has 50 letters!

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

How many letters are in your name?

1 2 3 4 5 6 7 8 9 10 11