

Tom Thumb Stories From Around the World

Grade Level or Special Area: 1st Grade

Written by: Betsy Watwood, Lincoln Academy, Arvada, Colorado

Length of Unit: Six lessons

I. ABSTRACT

In this unit, students will be exposed to versions of Tom Thumb from countries around the world. With each story, the students will find the country and continent from which the story originated. After a review lesson on main characters, setting, problem, and solution, the students will be assessed daily on their comprehension of these story elements. (This will also help prepare them for the end of the year District Reading Assessment where they will be asked these same questions with a different piece of literature.) Students will complete an activity relating to the story that was read daily. They will learn common elements found in fairytales, analyze which elements are used in each story, and discover the differences and similarities of the stories. The students will make finger puppets of their favorite Tom Thumb character and write about activities they would do if they were the size of a thumb. The Culminating Activity will be for students to complete a Venn Diagram comparing two of the fairytales.

II. OVERVIEW

A. Concept Objectives

1. Students read and understand a variety of materials. (Jefferson County English Language Arts Content Standard #1)
2. Students recognize literature as an expression of human experience. (Jefferson County English Language Arts Contents Standard #2)

B. Content from the *Core Knowledge Sequence*

1. *Issun Boshi*, or *One-Inch Boy* (Japan)-page 26
2. *Tom Thumb* (England)-page 26
3. *Thumbelina* (by the Danish writer Hans Christian Andersen)-page 26
4. "Little Finger of the Watermelon Patch" (Vietnam)-page 26
5. Characters, heroes, and heroines-page 26

C. Skill Objectives

1. Students will become familiar with the main elements of a story.
2. Students will become familiar with the main elements of a fairy tale.
3. Students will be assessed on their understanding of the story elements.
4. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
5. Students will be aware of common elements in fairy tales.
6. Students will analyze a fairytale and decide which common fairy tale elements it contains.
7. Student will locate England and the continent of Europe on a map.
8. Students will listen to the English version of Tom Thumb.
9. Students will rate their enjoyment of literature.
10. Students will be assessed on their understanding of the setting, characters, problem, and solution of the story.
11. Student will locate Japan and the continent of Asia on a map.
12. Students will listen to the story *Issun Boshi*.
13. Students will become aware of various objects that are the size of their thumbs.
14. Student will locate Denmark and the continent of Europe on a map.
15. Students will listen to *Thumbelina*.

16. Students will write and illustrate a house they would live in if they were the size of a thumb.
17. Student will locate Vietnam and the continent of Asia on a map.
18. Students will listen to “The Little Finger of the Watermelon Patch.”
19. Students will create watermelon pictures.
20. Students will be aware of the setting, characters, problem, and solution of the story.
21. Students will review the countries and stories talked about in this unit.
22. Students will review some of the main characters, settings, problems, and solutions in the stories.
23. Students will compare stories and see what fairy tale elements they had in common.
24. Students will make finger puppets of their favorite Tom Thumb character.
25. Student will imagine what it would be like to be the size of a thumb and write sentences describing what they would do as that size.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. MacDonald, Margaret Read. *The Oryx Multicultural Folktale Series Tom Thumb*. Phoenix, Arizona: Oryx Publishing, 1993. 0-89774-728-3.
- B. For Students
 1. Measurement-Compare objects according to: Linear measure-Measure length using non-standard units (*Core Knowledge Sequence* page 36)
 2. Measurement- Compare objects according to: Linear measure-Measure length in inches and feet, and in centimeters (*Core Knowledge Sequence* page 36)
 3. Geographical terms and features: peninsula (*Core Knowledge Sequence* page 27)
 4. Cinderella-Charles Perrault (*Core Knowledge Sequence* page 9)

IV. RESOURCES

- A. Tom Thumb Packet, Appendices B-H (Lessons One-Five)
- B. *The Adventures of Tom Thumb*, David Cutts (Lesson Two)
- C. *Issun Boshi*, *Core Knowledge Sequence* (Lesson Three)
- D. *Thumbelina*, Hans Christian Andersen (Lesson Four)
- E. “Little Finger of the Watermelon Patch”, Lynette Dyer Vuong (Lesson Five)

V. LESSONS

Lesson One: Review of Story and Fairy Tale Elements

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. Characters, heroes, and heroines-page 26
 3. Skill Objective(s)
 - a. Students will become familiar with the main elements of a story.
 - b. Students will become familiar with the main elements of a fairy tale.
 - c. Students will be assessed on their understanding of the story elements.
- B. *Materials*
 1. Copies of Appendix A-Story Elements Game for each student
 2. Popsicle sticks- four per student
 3. Glue for Popsicle sticks

4. Copies of Appendices B through H-Tom Thumb Fairy Tale Packet- for each student
 5. Copies of Appendix I-Story Elements Assessment for each student
- C. *Key Vocabulary*
1. Setting: where and when the story takes place
 2. Characters: someone or something that has a significant part in the story
 3. Problem: what goes wrong in the story
 4. Solution: the answer to the problem
- D. *Procedures/Activities*
1. Before beginning this unit on Tom Thumb, review with the students the elements of a story. Most stories have these main elements:
 - a. Setting: where and when the story takes place
 - b. Characters: someone or something that has a significant part in the story
 - c. Problem: what goes wrong in the story
 - d. Solution: the answer to the problem
 2. Have an aide or a volunteer parent cut Appendix A into fourths and glue Popsicle sticks to the backs of the words. Give each student a pack of the four words (with Popsicle sticks glued to the backs). When you give an example of a story element, the students will hold up the correct word. An example would be:
 - a. Setting-a castle
 - b. Character-Cinderella
 - c. Problem-she loses her shoe
 - d. Solution-the prince finds her
 3. Pass out the Tom Thumb Packets (Appendices B through H).
 4. Have students turn to the first page. This page talks about some common elements in many fairy tales. Discuss these with the students (this was adapted from the *Baltimore Curriculum*, First Grade Fairy Tales- Literature- page 22).
 - a. "Once upon a time..."
 - b. Magic
 - c. Royalty
 - d. Evil/wicked
 - e. Lesson/message
 - f. Animals as characters
 - g. "...and they lived happily ever after."
 5. Throughout these next stories, the students will check off the elements that are in the fairy tales that are read to them. You may also want to make a classroom chart of these elements to hang on the wall throughout this unit
- E. *Assessment/Evaluation*
1. Students will match pictures to definitions of story elements (Appendix I).

Lesson Two: *Tom Thumb*-English version

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials.
 - b. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. *Tom Thumb* (England) page 26
 3. Skill Objective(s)
 - a. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
 - b. Students will be aware of common elements in fairy tales.

- c. Students will analyze a fairytale and decide which common fairy tale elements it contains.
- d. Student will locate England and the continent of Europe on a map.
- e. Students will listen to the English version of *Tom Thumb*.
- f. Students will rate their enjoyment of literature.
- g. Students will be assessed on their understanding of the setting, characters, problem, and solution of the story.

B. *Materials*

- 1. Copies of Appendix C-Tom Thumb Fairy Tale Packet-Fairy Tale Elements for each student
- 2. Copies of Appendix D-Tom Thumb Fairy Tale Packet-World Map for each student
- 3. Classroom map
- 4. A purple crayon for each student
- 5. A picture book version of the English version of *Tom Thumb*
- 6. Copies of Appendix E-Tom Thumb Fairytale Packet- *Tom Thumb*-Tom Thumb Word Search for each student
- 7. Copies of Appendix J-Tom Thumb Hand Assessment for each student

C. *Key Vocabulary*

- 1. England-a country that is a part of the continent of Europe

D. *Procedures/Activities*

- 1. Begin by telling the students that they are going to listen to a fairy tale about a very small person, sometimes it is a boy and sometimes it is a girl, who has many exciting adventures. Cultures all over the world have a version of this fairy tale. Tell them that they are going to be able to compare fairy tales. They should listen and look for similarities and differences in the tales.
- 2. Tell them also to be listening and thinking about the setting, the main characters, the problem, and the solution. They will be asked questions about those story elements at the end of the lesson.
- 3. Have student turn to page 2 of their Tom Thumb Packets. This is a map of the world. Tell students that the first version of the story that they are going to read is from the country of England, which is a part of the continent of Europe.
- 4. Locate Europe and England on the classroom map.
- 5. Have students color England purple on their individual maps (Appendix D). This may be very difficult with the map provided. You may only be able to have the students locate the continent of Europe on the map, and then look at the classroom map for a specific location of England.
- 6. Read the English version of *Tom Thumb* to the students.
- 7. Have students open their packets to page 1 (Appendix C), where they will fill in their chart of Common Fairy Tale Elements by themselves. You may have to read the elements out loud as they check off the ones that were met in the story.
- 8. Student will also write down their rating of the story on a scale from 1-10.
- 9. Now, let students discuss as a class which answers they checked off and the rating that they gave the story.
- 10. Before students complete Appendix E, read through the words and ask students why those words were important in the story. Review the main elements of a story- the setting, the characters, the problem, and the solution.
- 11. Now have students complete Appendix E-Tom Thumb Word Search. You may need to help students complete this page.

E. *Assessment/Evaluation*

1. Students will write in the main elements of a story in the fingers and draw a picture of Tom Thumb in the thumb (Appendix J).

Lesson Three: *Issun Boshi*-Japan

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials.
 - b. Students recognize literature as an expression of human experience.
2. Lesson Content
 - a. *Issun Boshi* (Japan) page 26
3. Skill Objective(s)
 - a. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
 - b. Students will be aware of common elements in fairy tales.
 - c. Students will analyze a fairytale and decide which common fairy tale elements it contains.
 - d. Student will locate Japan and the continent of Asia on a map.
 - e. Students will listen to the story *Issun Boshi*.
 - f. Students will rate their enjoyment of literature.
 - g. Students will become aware of various objects that are the size of their thumbs.
 - h. Students will be assessed of their understanding of the setting, characters, problem, and solution of the story.

B. *Materials*

1. Classroom map
2. Copies of Appendix C-Tom Thumb Packet- Fairy Tale Elements for each student
3. Copies of Appendix D-Tom Thumb Packet- World Map-page 2 for each student
4. Red crayon for each student
5. A version of *Issun Boshi*
6. Copies of Appendix F-Tom Thumb Packet-*Issun Boshi*-Thumb Measurement-page 4 for each student
7. Rulers for each student
8. Copies of Appendix K-Flap book instructions for each student
9. Scissors for each student
10. White 12" x 18" inch paper for each student

C. *Key Vocabulary*

1. Japan- an island country off the coast of China that is a part of the continent of Asia

D. *Procedures/Activities*

1. Tell students that today you are going to read them a version of Tom Thumb from Japan. Japan is an island off the coast of China. Japan is considered a part of the continent of Asia. Show the student where Japan is on the classroom map. This story is called *Issun Boshi*.
2. Have student turn to page 2 of their Tom Thumb Packets, and color Japan red (Appendix D). This may be very difficult with the map provided. You may only be able to have the students locate the continent of Asia on the map, and then look at the classroom map for a specific location of Japan.
3. Read *Issun Boshi* to the students.

4. Have students open their packets to page 1 (Appendix C), where they will fill in their chart of Common Fairy Tale Elements by themselves. You may have to read the elements out loud as they check off the ones that were met in the story.
 5. Student will also write down their rating of the story on a scale from 1-10.
 6. Now, let students discuss as a class which answers they checked off and the rating that they gave the story.
 7. Have students turn to page 4 (Appendix F) of their Tom Thumb Packets. On this page the students will need their rulers. Remind students that *Issun Boshi* means “One-Inch Boy” in Japanese. On this page, they will measure the thumb first, and then measure things that are close to or the same size as the thumb.
- E. *Assessment/Evaluation*
1. Make flap books to assess students understanding of the story including the main characters, setting, problem, and solution. Before beginning the assessment, you may need to review again what the setting, characters, problem, and solution mean. Collect flap books when students are done. See Appendix K for directions on how to make flap books.

Lesson Four: *Thumbelina*- Denmark

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials.
 - b. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. *Thumbelina* (by the Danish writer Hans Christian Andersen) page 26
 3. Skill Objective(s)
 - a. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
 - b. Students will be aware of common elements in fairy tales.
 - c. Students will analyze a fairy tale and decide which common fairy tale elements it contains.
 - d. Student will locate Denmark and the continent of Europe on a map.
 - e. Students will listen to *Thumbelina*.
 - f. Students will rate their enjoyment of literature.
 - g. Students will write and illustrate a house they would live in if they were the size of a thumb.
 - h. Students will be assessed on their understanding of the setting, characters, problem, and solution of the story.
- B. *Materials*
1. Classroom map
 2. Copies of Appendix C-Tom Thumb Packet-Fairy Tale Elements for each student
 3. Copies of Appendix D-Tom Thumb Packet-World Map for each student
 4. Green crayon for each student
 5. A version of *Thumbelina*
 6. Copies of Appendix G-Tom Thumb Packet-Thumbelina-“If I were the size of a thumb, I would live...” for each student
 7. Crayons and markers for each student
 8. Copies of Appendix L-*Thumbelina* Flower Assessment for each student
- C. *Key Vocabulary*
1. Denmark-a country in Europe that is on a peninsula

D. *Procedures/Activities*

1. Tell students that today you are going to read them a version of Tom Thumb from Denmark. Denmark is a country in Northern Europe that is on a peninsula. See if students can guess on the classroom map where it might be. If no one guesses correctly, show the student where Denmark is located on the classroom map. This story is called *Thumbelina*.
2. Have student turn to page 2 of their Tom Thumb Packets, and color Denmark green (Appendix D). This may be very difficult with the map provided. You may only be able to have the students locate the continent of Europe on the map, and then look at the classroom map for a specific location of Denmark.
2. Read *Thumbelina* to the students.
3. Have students open their packets to page 1 (Appendix C), where they will fill in their chart of Common Fairy Tale Elements by themselves. You may have to read the elements out loud as they check off the ones that were met in the story.
4. Student will also write down their rating of the story on a scale from 1-10.
5. Now, let students discuss as a class which answers they checked off and the rating that they gave the story.
6. Turn to page 5 of packet-*Thumbelina*-“Where would you live?” (Appendix L).
7. Thumbelina lived in a flower. If you were the size of a thumb, where would you live? Draw a picture and write a sentence describing your house. (If you have pictures of Ann Geddes cards and art, these illustrate small children in large settings.)

E. *Assessment/valuation*

1. Have students complete the flower with the word *Thumbelina* in the middle.

Lesson Five: “Little Finger of the Watermelon Patch”- Vietnam

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials.
 - b. Students recognize literature as an expression of human experience.
2. Lesson Content
 - a. “Little Finger of the Watermelon Patch” (Vietnam) page 26
3. Skill Objective(s)
 - a. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
 - b. Students will be aware of common elements in fairy tales.
 - c. Students will analyze a fairy tale and decide which common fairy tale elements it contains.
 - d. Student will locate Vietnam and the continent of Asia on a map.
 - e. Students will listen to “The Little Finger of the Watermelon Patch.”
 - f. Students will rate their enjoyment of literature.
 - g. Students will create watermelon pictures.
 - h. Students will be aware of the setting, characters, problem, and solution of the story.

B. *Materials*

1. Classroom map
2. Copies of Appendix C-Tom Thumb Packet-Fairy Tale Elements for each student
3. Copies of Appendix D-Tom Thumb Packet-World Map for each student
4. A version of “Little Finger of the Watermelon Patch”
5. A yellow crayon
6. Copies of Appendix H-Watermelon Picture for each student

7. Red and green construction paper
 8. Black beans to use as watermelon seeds
 9. Copies of Appendix M-“Little Girl of the Watermelon Patch” Assessment for each student
- C. *Key Vocabulary*
1. Vietnam-a country in Asia where our story takes place
- D. *Procedures/Activities*
1. Tell students that today you are going to read them a version of Tom Thumb from Vietnam. Vietnam is a country in Asia. Show the students where Vietnam located on the classroom map.
 2. Have student turn to page 2 of their Tom Thumb Packets, and color Vietnam yellow (Appendix D). This may be very difficult with the map provided. You may only be able to have the students locate the continent of Asia on the map, and then look at the classroom map for a specific location of Vietnam.
 3. Read “Little Finger of the Watermelon Patch” to the students.
 4. Have students open their packets to page 1 (Appendix C), where they will fill in their chart of Common Fairy Tale Elements by themselves. You may have to read the elements out loud as they check off the ones that were met in the story.
 5. Student will also check write down their rating of the story on a scale from 1-10.
 6. Now, let students discuss as a class which answers they checked off and the rating that they gave the story.
 7. Give students red and green construction paper to make their own watermelons. Use black beans as seeds that they may glue on their artwork (Appendix H).
- E. *Assessment/Evaluation*
1. Give students a multiple choice quiz about the story regarding the main characters, setting, problem, and solution in the story. See Appendix M.

Lesson Six: Review of all of the Tom Thumb Stories

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials.
 - b. Students recognize literature as an expression of human experience.
 2. Lesson Content
 - a. *Issun Boshi*, or *One-Inch Boy* (Japan)-page 26
 - b. *Tom Thumb* (England)-page 26
 - c. *Thumbelina* (by the Danish writer Hans Christian Andersen)-page 26
 - d. “Little Finger of the Watermelon Patch” (Vietnam)-page 26
 - e. Characters, heroes, and heroines-page 26
 3. Skill Objective(s)
 - a. Students will recognize that people all around the world tell stories that, while they differ in details, have much in common.
 - b. Students will review the countries and stories talked about in this unit.
 - c. Students will review some of the main characters, settings, problems, and solutions in the stories.
 - d. Students will compare stories and see what fairy tale elements they had in common.
 - e. Students will make finger puppets of their favorite Tom Thumb character.
 - f. Student will imagine what it would be like to be the size of a thumb and write sentences describing what they would do as that size.

- B. *Materials*
1. Classroom map
 2. Copies of Appendix C-Tom Thumb Packet-Fairy Tale Elements for each student
 3. Copies of Appendix D-Tom Thumb Packet-World Map for each student
 4. Stretchy cotton gloves to use as finger puppets- one finger per student
 5. Yarn for hair of each student's finger puppet
 6. Glue on eyes for each student's finger puppet
 7. Material scraps for puppet clothes
 8. Scissors for each student
 9. Glue for each student
 10. Copies of Appendix N-"If I were the size of a thumb..." Written Assessment for each student
 11. Markers or crayons for each student
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Review with the students the countries and stories that have been read in this unit. Have the student take out their Tom Thumb Packets. Read the names of each story. Have the students point to each of the related countries.
 2. Review with the students some of the main characters, the settings, the problems and the solutions of the stories that you read.
 3. As a class, look at page 2 (Appendix C) of the packet or at the classroom chart if you made one. See what fairy tale elements the stories had in common.
 4. Help students make fingers puppets of Tom Thumb, or another little person for the girls. Use stretchy gloves and cut off the fingers to become the puppets. Have the students glue on eyes, use yarn for hair, and scraps of cloth for the clothes. They may also want to use markers for fine details on their puppets.
- E. *Assessment/Evaluation*
1. Now that the students have puppets on their fingers, have them imagine what it would be like to be that size. Let volunteers share some things that they would do if they were the size of their puppets. After discussion, pass out Appendix N, where they will have the opportunity to finish the sentence, "If I were the size of a thumb, I would...". They will write at least three things down that they would do in the blanks and then draw a picture in the space provided. Assess their understanding of being as small as a thumb (Appendix N).

VI. CULMINATING ACTIVITY

- A. Tell the class that they are going to compare the two of the fairytales that were read in this unit by using a Venn Diagram. Together as a class discuss similar and different elements of the two fairy tales and write down ideas from the students on a board version of the Venn Diagram. Students will write down the answers in their packets as well. Some examples might be the following:
1. Similar
 - a. Both are about small boys
 - b. Both are eaten by something
 2. Different
 - a. Tom Thumb is from England
 - b. Issun Boshi is from Japan
- B. Now have students choose two other stories to compare on their own. They may not use the same two stories that you did together as a class. Pass out Appendix O.
- C. Tell students that they must have at least two points in each part of the circle.

- D. Use the rubric to assess their diagrams (Appendix P).
- E. The final assessment is a test. There are 3 parts to the test- multiple choice, true and false, and short answer. Depending on the time of year that you use this unit, you may want to give the test orally. Towards the end of the year student may be able to take the test together as a group as you read it out loud. The test is Appendix Q. You will need one per student.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Story Elements game
- B. Appendix B: Tom Thumb Packet-Cover Sheet
- C. Appendix C: Tom Thumb Packet-Common Fairy Tale Elements-Page 1
- D. Appendix D: Tom Thumb Packet-World Map-Page 2
- E. Appendix E: Tom Thumb Packet-*Tom Thumb*- English version- Word Search-Page 3
- F. Appendix F: Tom Thumb Packet-*Issun Boshi*- Measurement Sheet-Page 4
- G. Appendix G: Tom Thumb Packet-*Thumbelina*- Where would you live?-Page 5
- H. Appendix H: Tom Thumb Packet-“Little Finger of the Watermelon Patch”-Page 6
- I. Appendix I: Story Elements Assessment
- J. Appendix J: *Tom Thumb* Assessment
- K. Appendix K: *Issun Boshi* Assessment and Flap Book
- L. Appendix L: *Thumbelina* Flower Assessment.
- M. Appendix M: “Little Finger of the Watermelon Patch” Assessment
- N. Appendix N: “If I were the size of a thumb, I would...” Written Assessment
- O. Appendix O: Venn Diagrams
- P. Appendix P: Rubric to grade Venn Diagrams
- Q. Appendix Q: Culminating Assessment

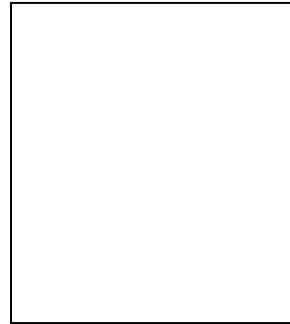
VIII. BIBLIOGRAPHY

- A. Andersen, Hans Christian. *Thumbelina*. New Jersey: Troll Associates, 1979. 0-89375-119-7.
- B. Cutts, David. *Adventures of Tom Thumb*. New Jersey: Troll Associates, 1988. 0-8167-1072-4.
- C. Fowler, Jane and Stephanie Newlon. *Quick and Creative Literature Response Activities*. New York: Scholastic, 1995. 0-590-59926-7.
- D. Hirsch, E.D., *What Your First Grader Needs to Know*. USA: Doubleday, 1997. 0-385-48119-5.
- E. MacDonald, Margaret Read. *The Oryx Multicultural Folktale Series Tom Thumb*. Phoenix, Arizona: Oryx Publishing, 1993. 0-89774-728-3.
- F. Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales*. New York: Lippincott, 1982, pp. 27-43. 0-06-440440-4.

Setting



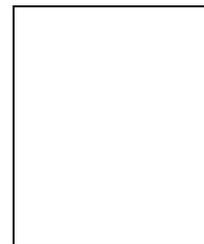
Characters



Problem



Solution



Tom Thumb

Tom Thumb
Packet

Name _____

Common Fairy Tale Elements

	<u><i>Tom Thumb-</i></u> English version	<u><i>Issun Boshi-</i></u> Japan	<u><i>Thumbelina-</i></u> Denmark	<u><i>Little Finger of the Watermelon Patch-</i></u> Vietnam
“Once upon a time...”				
Magic				
Royalty				
Evil/Wicked				
Lesson/ Message				
Animals as characters				
“...and they lived happily ever after.”				
Rating 1-10				

Setting: Where and when does the action take place?

Characters: Who is doing the action?

Problem: What is wrong?

Solution: How is the problem fixed?

Appendix D-Tom Thumb Packet-World Map-page 2
(adapted from www.graphics.com/aatlas/world.htm)



Tom Thumb

a d b s l f h r r p
z t n a m e m b u g
s e t a t a r z h d
c f o l l t l s t b
n a m o y g e l r a
h r t x j c n r a a
i q h i o v f e g h
t x u w k a z z n c
l l m r z v j b i r
t a b f h b w k k n

1. batter
2. cow
3. England
4. King Arthur
5. small
6. Tom Thumb

DO NOT COPY THIS PAGE WITH THE TOM THUMB PACKET!

Tom Thumb Solution

R + R + + S + + B +
+ U + E M + + + M +
+ + H A T + + + U +
E + L T + T + + H +
N L + + R + A + T +
G + + + + A + B M +
L + + + + + G + O +
A W + + + + + N T +
N O + + + + + I +
D C + + + + + + + K

(Over, Down, Direction)

1. BATTER (8, 6, NW)
2. COW (2, 10, N)
3. ENGLAND (1, 4, S)
4. KING ARTHUR (10, 10, NW)
5. SMALL (6, 1, SW)
6. TOM THUMB (9, 8, N)

Issun Boshi

Issun Boshi means “One-Inch Boy” in Japanese. Measure something that is one inch. What did you measure?

Measure your thumb to the closest inch. About how many inches in your thumb?
_____inches

Measure four other objects at your desk that are about the same size as your thumb. What did you measure?

1. _____

2. _____

3. _____

4. _____

Thumbelina

Thumbelina lived in a flower. If *you* were the size of a thumb, where would you *live*? Draw a picture and write a sentence describing your home.



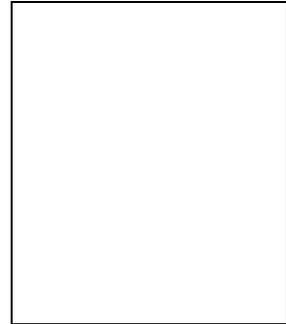
Sentence:

Little Girl of the Watermelon Patch

Name _____

Directions: Draw a line to match the correct word to the picture.

1. Setting

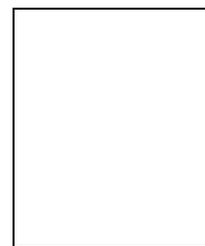
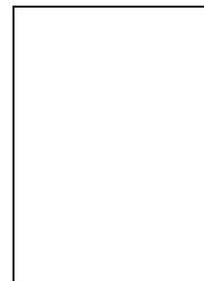


2. Characters

3. Problem



4. Solution



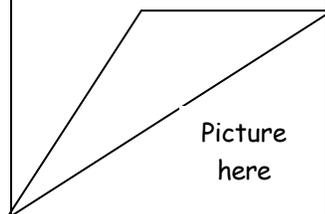
Appendix J-Tom Thumb Assessment



Flap Book Instructions

Give each student a 12 x 18 inch sheet of white paper. Have the students fold the paper in half lengthwise and then in fourths. The students will then open their papers and cut along the short lines on one side only. Be careful to stop at the center lengthwise fold. Now, each student will have a long book with four flaps. Have students label each flap with these words: *Main Characters*, *Setting*, *Problem*, and *Solution*. The students will then illustrate each of these words from the story *Issun Boshi*. If they are able, have them also write a sentence describing what they have drawn. (This may be hard for first graders to fold and cut. You may want to have an aide or parent helper pre-make these for you instead.)

Flap Book Example

<p>Main Characters</p>  <p>Picture here</p>	<p>Setting</p>	<p>Problem</p>	<p>Solution</p>
---	-----------------------	-----------------------	------------------------

Appendix L-Thumbelina Assessment

Character

Setting

Problem

Solution

Thumbelina
by
Hans
Christian
Andersen

Name _____

Name _____

Little Finger of the Watermelon Patch

Directions: Circle the best answer.

1. Who is the *main character* of this story?

- a. Issun Boshi
- b. Little Finger
- c. Hau

2. Where is the *setting*?

- a. in a watermelon patch in Vietnam
- b. in a crowded city in Hong Kong
- c. in a rice field

3. What was the *problem*?

- a. Little Finger was allergic to watermelons.
- b. A bear swallowed Little Finger.
- c. Little Finger was separated from her parents.

4. What was the *solution*?

- a. Little Finger proved that she was worthy to be a queen, and found her parents.
- b. Little Finger found wrote a letter to her parents and they found her.
- c. Little Finger married Hau and forgot about her parents.

Name _____

Directions: Write three different endings for this sentence. Draw a picture of your favorite sentence.

If I were the size of a thumb, I would...

1. _____

2. _____

3. _____

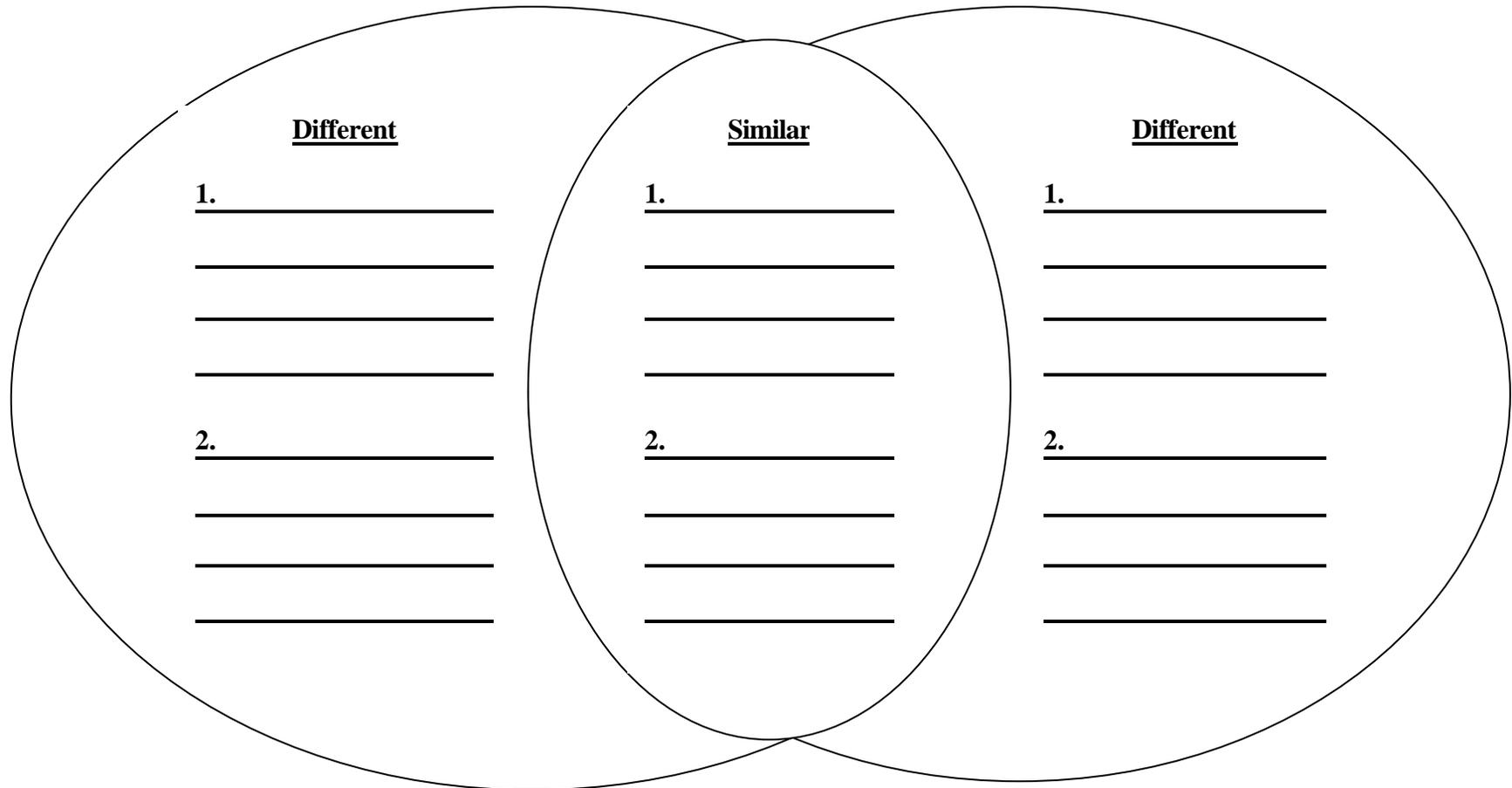


Assessment O-Venn Diagram

Name _____

Fairytale name _____

Fairytale name _____



Tom Thumb Venn Diagram Rubric

	Points
1 story with 2 points	
•	
•	
1 story with 2 points	
•	
•	
Similarities- 2 points	
•	
•	
<u>Total- (6)</u>	

Name _____

Tom Thumb Stories Assessment

Multiple Choice: Use these stories to answer the following questions.

Thumblina	Tom Thumb
“Little Finger of the Watermelon Patch”	Issun Boshi

1. The main character of this story uses a flower petal as a blanket.

2. The main character is a boy who uses a needle as a sword.

3. In this story, the main character gets left behind by her family, and then has to prove that she can be a queen.

4. The main character is born to a family with the help of a famous magician named Merlin.

True or False: Answer the following questions as True or False.

5. _____ The setting of *Issun Boshi* is in the country of Japan.
6. _____ The setting of *Thumbelina* is on the continent of Africa.
7. _____ The setting of “Little Finger of the Watermelon Patch” is in the country of England.
8. _____ The setting of *Tom Thumb* is in the country of England.

Short Answer: Answer the following questions with a sentence.

9. What was the problem in *Thumbelina*?

10. How was the problem in “Little Finger of the Watermelon Patch” solved?

Name _____

Tom Thumb Stories Assessment

Multiple Choice: Use these stories to answer the following questions.

Thumblina	Tom Thumb
“Little Finger of the Watermelon Patch”	Issun Boshi

1. The main character of this story uses a flower petal as a blanket.

_____ Thumbelina _____

2. The main character is a boy who uses a needle as a sword.

_____ Issun Boshi _____

3. In this story, the main character gets left behind by her family, and then has to prove that she can be a queen.

_____ “Little Finger of the Watermelon Patch” _____

4. The main character is born to a family with the help of a famous magician named Merlin.

_____ Tom Thumb _____

True or False: Answer the following questions as True or False.

5. True The setting of *Issun Boshi* is in the country of Japan.
6. False The setting of *Thumbelina* is on the continent of Africa.
7. False The setting of “Little Finger of the Watermelon Patch” is in the country of England.
8. True The setting of *Tom Thumb* is in the country of England.

Short Answer: Answer the following questions with a sentence. (The following are some examples of acceptable sentences.)

9. What was the problem in *Thumbelina*?

Thumbelina was separated from her family and almost forced to marry the mole.

10. How was the problem in “Little Finger of the Watermelon Patch” solved?

Little Finger proved that she would be a worthy queen and married Hau.