

Level
3

Penguin Young Readers Factsheets

The New Adventures of Tom Thumb

Teacher's Notes

Summary of the story

After his piano practice, tiny Tom Thumb rides to a magical palace on the back of a butterfly. In the palace yard, he is nearly carried away in a laundry basket. Then he narrowly avoids being eaten by a cat. Tom goes on to meet Princess Min-Sung. They play hide-and-seek and Min-Sung gets stuck up a tree. Tom goes to get help. In the palace, he finds a drum. He jumps up on it and dances. The queen finds him and he tells her about Min-Sung. The carpenter brings a ladder and rescues Min-Sung. Tom has to go home, but he tells Min-Sung he will come back soon.

Background to the story

The original story of Tom Thumb comes from France, but many cultures have produced stories about tiny people, not necessarily with magical powers. Usually the tiny characters make up for the disadvantages of their size by being brave and resourceful.

Topics and themes

Size Pupils can imagine they are Tom Thumb. How would it feel to be so small and encounter a cup, a pencil, a watch, a biscuit, a mouse? Ask pupils to mime such encounters or think of other adventures. The other pupils must guess what object or animal they are dealing with. Pupils can then draw Tom Thumb climbing on or carrying everyday objects which, to him, are giant size. Help them caption their pictures, e.g. *This is Tom Thumb. He is looking in a pencil case.*

Clothes We see the maid, and later Tom's mother, taking washing down from a line. Mime taking clothes from a line and ask pupils to name each item of clothing. Pupils can draw and cut out clothing items, which you can then hang up on a thread with paper clips. Use the washing line to revise words for clothes.

Film / Media / TV The story includes several narrow escapes. Focus on the phrase that characters use each time they escape: *That was a close one.* (It means 'That was a narrow escape.') Ask pupils to think of stories or films where people escape from difficult situations.

Friendships Min-Sung wants to make friends. Ask pupils to think of phrases they could use if they wanted to be someone's friend. What questions might they ask to find out more about their new friend? What activities would they suggest? (*Let's ...*, *Would you like to ...*)

Music When Tom plays the drum (page 22), we read the words *loudly*, *softly*, *quickly*, *slowly*. Practice these adverbs by asking pupils to sing a song that they know (or to clap or to stamp) loudly, softly, etc. You could also incorporate the adverbs into a game of Simon Says, e.g. 'Simon says swim slowly.'

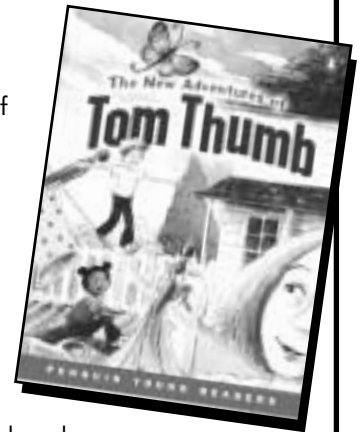
Making use of the Reader

Quiz Ask each pupil to choose a line of dialogue from the story, copy it on a slip of paper, then ask other pupils who the speaker is. Alternatively, ask them to copy a sentence from the story but to replace one word with another. Other pupils then read the sentence and try to spot the mistake.

Dramatization Pupils can easily improvise a Tom Thumb 'puppet' using their fingers as his legs. Or if you wish, see *The Penguin Young Readers Teacher's Guide to Dramatizing Stories* for instructions for making finger puppets. Working in pairs, pupils create a short dialogue in which Tom

interacts either with a pupil or with another puppet or toy, such as a puppy. You could suggest that the sketch should end with a narrow escape and the phrase 'Phew! That was a close one.'

Imaginative follow-up Ask pupils to imagine that Princess Min-Sung comes to visit Tom in his house. What things would he show her? What things might surprise her? Similarly, pupils could imagine that the princess visits their school and comes to their classroom. What would they tell her about things in their classroom? What activities could they do with her? What games could they play?



The New Adventures of Tom Thumb

Using the accompanying audio cassette

During listening Write four or five key words from the story on the board, e.g. cloud, jacket, net, leaf, drum. As pupils listen and read, they should put up their hands when they hear one of these words, repeat the sentence in which it appears, and try to tell you what it means.

After listening Use the fast forward and rewind buttons to find random passages in the recording. Play a couple of sentences, then ask pupils to find those sentences in the printed text. You could award merit points to the first three pupils who find the correct passage, or organize the activity as a team game.

Chants

Chants help pupils become familiar with the sounds and rhythm of English in a fun and meaningful way. The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

Suggested procedure:

- Pupils listen to the chant on cassette one or two

times, clapping their hands or tapping their desks in time with the rhythm

- Pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Who is Tom Thumb?
Who is Tom Thumb?
Tom is a small boy
As small as a thumb

He climbed on a butterfly
And rode on her back
They flew higher and higher
Higher and higher

Repeat first verse

Chant 2

I'm a cat
A hungry cat
What a nice little mouse
I think I'll eat it

Help! Help! Help! Help!
I'm not a mouse
I'm a little boy
Please don't eat me.

Chant 3

I'm a princess
I live in a palace
Will you play with me?
Will you play with me?

Sure, I'll play with you
Can you find me?
Yes, I'll play with you
Can you find me now?

Notes on the activities in the Factsheet

Activity 1 The pupils answer the questions by choosing a character from the word bank. You can make the activity more challenging by whiting out the word bank with correction fluid before you photocopy the Factsheet.

Activity 2 The pupils connect the pictures with the words and complete the words.

Activity 3 The pupils look for the pictures of Tom in the book. When they have found him, they write a sentence or two to say what is happening.

Activity 4 Pupils complete Min-Sung's version of the story by choosing a verb from the box.

Answers to the activities

In the back of the Reader

1. Bigger: a, b, c, e, h Smaller: d, f, g, i, j
2. Answers will depend on what small objects pupils can see in the classroom.
3. a. F b. F c. T d. F e. F f. T g. F h. T
4. 1. d 2. c 3. b 4. a

In the Factsheet

Activity 1

1. Tom Thumb 2. the butterfly 3. the hungry cat
4. the princess 5. the queen 6. the carpenter
7. Tom's mother

Activity 2

1. c 2. f 3. a 4. h 5. g 6. b 7. e 8. d

Activity 3

Possible answers:

1. Tom is running across the keys of the piano.
2. Tom is in the garden. The cat is running after him.
3. Tom is hiding behind a flower.
4. Tom is playing the drum.

Activity 4

1. saw 2. caught 3. looked 4. played 5. climbed
6. went 7. carried 8. said



The New Adventures of Tom Thumb

Name.....

Activity 1

Answer the questions about the story. Choose an answer from the box.

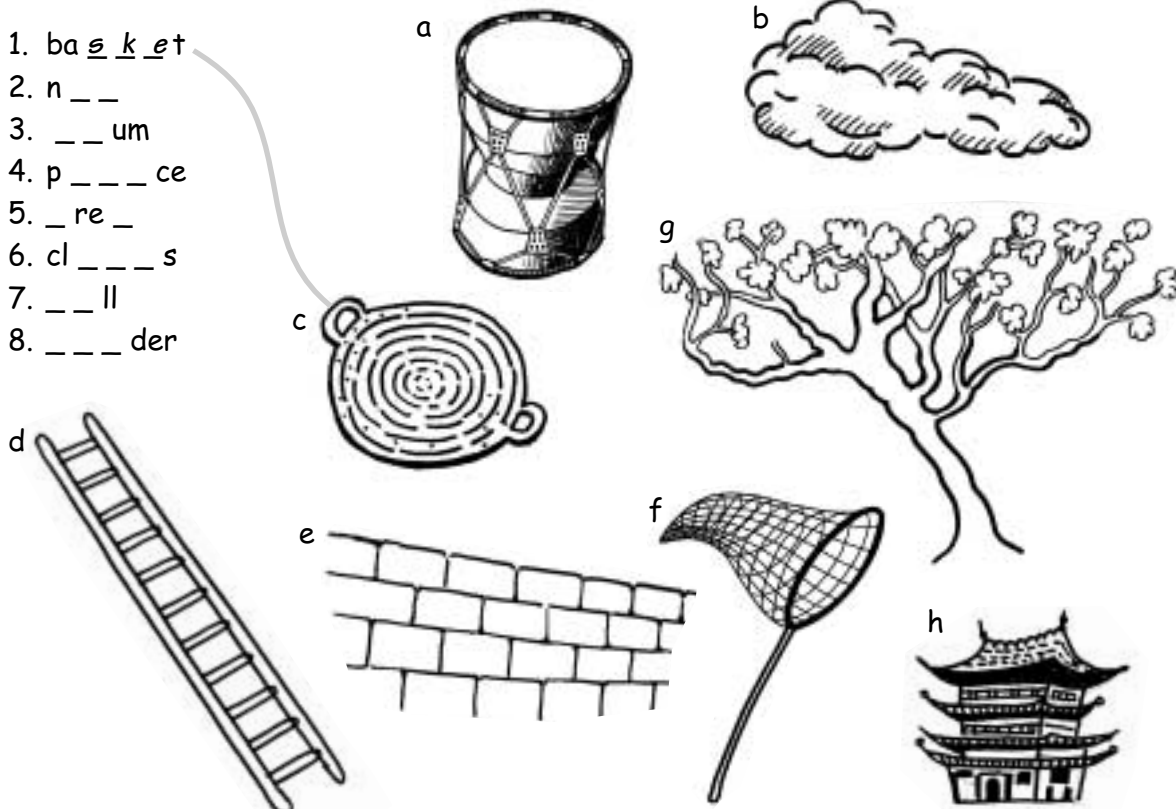
1. Who has to practice for his piano lesson? Tom Thumb
2. Who flies through the clouds with Tom? _____
3. Who wants to eat Tom? _____
4. Who doesn't know how to climb down the tree? _____
5. Who finds Tom behind the drum? _____
6. Who carries Min-Sung down from the tree? _____
7. Who hangs up some clothes to dry? _____

the princess Tom's mother the butterfly the hungry cat
the carpenter ~~Tom Thumb~~ the queen

Activity 2

Complete each word and draw a line to the picture.

1. bag ket
2. n _ _
3. _ _ um
4. p _ _ _ ce
5. _ re _
6. cl _ _ _ s
7. _ _ ll
8. _ _ _ der



The New Adventures of Tom Thumb

Name.....

Activity 3

Look at the pictures of Tom. Can you describe what is happening?

1



2



3



4



1. *Tom is* _____
2. _____
3. _____
4. _____

Activity 4

Complete Min-Sung's story. Use words from the box.

I was playing in the garden. Suddenly I (1.) saw a beautiful butterfly. I ran after it and (2.) _____ it in my net. I (3.) _____ in the net and found a little boy. His name was Tom Thumb. Tom and I (4.) _____ in the garden. I (5.) _____ a tree, but I didn't know how to climb down. I was afraid. Tom (6.) _____ to the palace and got my mother. The carpenter (7.) _____ me down the tree. Then Tom had to go home. "Please come back soon," I (8.) _____.



carried caught climbed looked played said ~~saw~~ went

