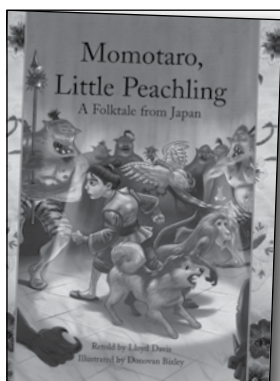




Momotaro, Little Peachling

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



MOMOTARO, LITTLE PEACHLING

Upper level fiction

Text type: Folktales

Reading age 10

Word count 2,696

Before Reading

What does it mean if a story is retold? Invite discussion. Explain that a folktale is a story that has been passed on from generation to generation. *Folktales may be passed on orally, by word of mouth, or in written form.*

Activate prior knowledge by asking students whether they know of any such stories. *Settings may be far-away lands, cottages in woods, or make-believe places. The stories often feature magic creatures or magic spells. They usually have happy endings, in which the main character is saved. Many begin with once upon a time or long, long ago and sometimes end with the words happily ever after.*

Explain that an important aspect of the folktale is to maintain the feel of the country in which it originated. Often a folktale has a message to the story.

COVER

Before Reading

Read the title and consider what this story might be about.

Discussion and question guide:

- *Who do you think this story is about? Who or what is a little peachling? Does the illustration give any clues?*
- *What kind of story is this? Where is this story set?*

Read the blurb on the back cover. *Who is Momotaro? Why might he be considered a gift? What other kinds of creatures do you expect to meet? What are ogres? What might Momotaro encounter on the island of the ogres?*

Consider all the information contained in the title, cover illustration, and blurb. What do you think happens in this story?

CHAPTER 1

During Reading

Look at the illustration on page 5. Who might these people be? What do you observe about them?

As you read Chapter 1, you will learn where this story is set. Also, something has caused great sadness for the old couple. Take note of what this is.

One day, both the old man and the old woman felt unusual. Be ready to chat about what these unusual feelings were. Do you think these things have any relevance to the story?

The old woman finds something interesting at the end of Chapter 1. Be ready to discuss what it is. What does she want to do with it?

After Reading

What is the problem for the old couple? Why do you think not having children has caused great sadness for them? How might their lives have been different with children? Guide students to infer the sort of happiness that children bring, and to understand that the old couple could be enjoying grandchildren.

What happened to the old man as he went into the hills one day? How did this make him feel? Could he explain the feeling? What unusual feeling did the old woman have one day? What was she doing when this happened?

What else happened to the old woman that was unusual? What did she intend to do with the peach? How did the discovery make her feel? Why? Do you think the peach and the unusual feelings have any relevance in this story? Encourage inferences.

CHAPTER 2

During Reading

Something interesting will happen in Chapter 2. Find out what this is and be ready to discuss it.

The old couple will make an exciting discovery. Find words and phrases in the story that

describe their reactions to what they find. Jot these down to discuss. You will also learn the relevance of the term little peachling. Be ready to talk about what this term means in relation to this story.

How do you think the surprise will change their lives? Think about where the surprise may have come from, who sent it, and why it was given to the old couple. Be ready to discuss the unusual characteristics of the surprise.

After reading

What is the exciting discovery the old couple make? How do they react to what they find? Refer to page 10 and 11 to find words used by the author to describe how the couple feel. How are their feelings different from those they had about not having a child? Refer to page 11 to check. Which words tell us of their sadness?

What is unusual about the baby? Students should indicate how he arrived in a peach, and that he can speak. Where do you think the baby came from? Who may have sent him? Why do you think he was given as a gift to the old couple? Encourage elaborate inferences during the discussion. Students may suggest magic, since this is common in folktales.

What do you now understand about the child's name, Momotaro, and the term Little Peachling?

CHAPTER 3

During Reading

The story will move along quickly from Chapter 2 to a time when Momotaro is no longer a baby. Though you have missed his childhood, you will learn about some of his qualities from what he says and what he intends to do. Jot down some of these qualities as you read.

You will also learn about Momotaro's plan and find out about the ogres. Be ready to talk about and share your understandings of the ogres.

Note how Momotaro feels about the old couple and how the old couple feel about him. Jot down some notes for discussion. How do the old couple feel about Momotaro's plan? Why? They are comforted by one thought. What is it?

After Reading

What does Momotaro plan to do? Why? What does Momotaro intend to return with? Why? Ask students to locate the answers in the story to confirm their understandings. Do you think this is a dangerous thing to do? Why? What is your impression of the ogres? What do you expect will happen to Momotaro?

How do the old couple feel about the plan? Why? What do you think their concerns may be? Encourage students to find words from the story to support their understandings. How does Momotaro feel about the old couple?

How do you think Momotaro knows about the ogres, as he has been with the old couple since he was a baby and the old couple have no knowledge of the ogres? Invite inferences.

CHAPTER 4

During Reading

Momotaro will begin his journey in Chapter 4. As you read, jot down notes to describe the helpers that Momotaro gathers along the way. Be thinking about what their purpose may be in this story. Why do you think these particular helpers have been chosen for this story? Be ready to share your thoughts and opinions.

As you get to the end of Chapter 4, Momotaro will encounter a problem. Be ready to chat about what the problem may be and how he will overcome it. Have some ideas ready to discuss.

After Reading

What time was it when Momotaro noticed that he was hungry? Direct students to page 16 to check if needed. What happened when he stopped to eat? Why do you think he didn't have any fear of the dog? How did the dog respond when he heard the name Momotaro? What is special about the name Momotaro? Invite inferences.

What happened next? Invite discussion about the monkey and pheasant joining him on his quest. What is meant by the question Do you wish to join this company? How do we say this?

What happened when they got to the sea? Why do you think the animals felt uneasy by the sea? Invite inferences. Momotaro did something clever to trick the animals into crossing the sea. What did he do? How do you think they will get across? Invite inferences.

CHAPTER 5

During Reading

Look at the illustration on page 25. How does Momotaro get to the island? What can you tell about the ogres' home? As you read, jot down how long it took to get to the ogres' island. You will learn why these animals were chosen for this story. Be ready to share what you learn.

How does Momotaro feel about the ogres? Write down your impressions of the ogres. Use words used by the author that help you build your understanding. How do the ogres respond to Momotaro and his helpers? Find words in the book as you read, and record them.

After Reading

What are your impressions of the ogres? Encourage students to share physical descriptions of the ogres as well as information about the qualities they possess.

Encourage students to visit the book to show words used by the author.

What does Momotaro tell the ogres when he arrives? How do they respond? Are they threatened by Momotaro and the animals? Why? Encourage inferences. How was the pheasant useful to Momotaro?

Turn to page 25. What is meant by the term, larking about? Reread the second sentence and invite inferences. What does this tell us about the relationship among the animals?

CHAPTER 6

During Reading

In Chapter 6 Momotaro, the dog, and the monkey reach the shore of the island. Look at the illustration on page 29. Who might they meet? Invite inferences. Read the chapter and find out who the women are. Find out what they are doing on the island and why they appear so sad.

You will learn of another problem for Momotaro after he lands the boat on the shore. Be ready to share what it was and how he overcame it to get to the ogres.

Be prepared to discuss what happens when Momotaro, the dog, and the monkey arrive at the ogres. Is this what you expected to happen?

After Reading

What obstacle did Momotaro encounter when he got to the island? What do the words black rock precipice mean?

Who are the two women on page 29? What did you learn about them? What was their role in the story? What would have happened if they were not in the story? Guide students to understand that they are necessary characters

that help Momotaro solve his problem of getting to the ogres.

What happens when Momotaro gets to the ogres? What kind of battle took place? Did you expect the fight to be so easy? Why? How was the fight made easier for Momotaro, the dog, and the monkey? Which words did the author use to describe how he and his helpers fought? Check page 30 to clarify if needed.

What resulted from the fight? Invite discussion of page 30.

CHAPTER 7

During Reading

Read the last chapter and find out how this story ends. Be ready to discuss how life on the ogres' island changes and how the inhabitants feel about Momotaro and their new life.

How did the old couple feel when Momotaro returned home? How did they feel about how their lives would be changed forever after Momotaro's adventure? Gather some thoughts about how Momotaro may have felt after returning home and seeing his parents once more.

What became of the ogre that Momotaro returned home with? Be ready to explain what you think became of him and how he may have spent the rest of his life.

What do you think the moral or lesson in this story is? Be ready to share your understandings.

After Reading

What happened on the island after Momotaro left? How do you think the people from the island feel now? How would their lives be different?

How do you think the old couple felt when Momotaro returned home? Why? How do you think he felt returning home to give his parents a gift of riches that would change their lives forever? In what ways do you think their lives would be different?

What became of the ogre? Do you think the dog, the monkey, and the pheasant remained friends? Invite inferences.

Do you think there is a moral or message in this story? What might it be? Give reasons for your ideas.

▲ CODE BREAKER

In this story, the author has compared things in the book to other things. This has been done in such a manner that, when the two things are compared, one thing is said to be the other. For example, when someone comes inside quickly, we might say that they flew in. We understand that they didn't really fly, but we are making the comparison to demonstrate how quickly they came inside. This is called using a metaphor.

Turn to page 5. On this page, it says her step was light. Reread this part of the story and be ready to share what you think the author wants us to understand about the old woman's walking.

Turn to page 13. On this page, it says The old man had puzzlement etched on his face. Reread the bottom of page 13, and be ready to discuss what the author wants you to know about what the old man was thinking.

■ MEANING MAKER

The language used in books is often different to the language we use when we are speaking. We sometimes call the language of books book language and refer to our general talk as

natural or spoken language. Book language is different from the way we speak in many ways. One of these is that text may be worded in such a manner that we must think more carefully about the meaning of words that are used together.

Work with a partner to think about these sentences from the story. You will know what each single word means, but when they are placed together, what does the author want you to understand?

- The old man stared open-mouthed at the peach. (page 10)
- The arrival of the child struck the old man and the old woman dumb. (Page 10)
- His sadness was reflected in the eyes of the old man and the old woman. (page 15)

◆ TEXT USER

There are many things we can predict before we even open a book. In this story we know that this is a folktale by looking at the cover. That tells us that it will begin with the words Once upon a time or a similar phrase. We can also predict the ending to be happily ever after or something similar. As it is a folktale, we can be confident that there will be a moral to or lesson to learn from this story.

When we read the blurb, we can fill in some of the other details. In this book, we know that the main character is Momotaro, that the old couple are kind, and that Momotaro has animal friends. As it is a folktale, this could mean that the animals talk and have human-like qualities. The words and the ogres... suggest that we are left wondering whether the dots mean that the ogres are kind, or whether they mean the ogres are villainous. However, if we think about what an ogre is, that gives us a good clue.

When readers know how different stories work, it helps them read books.

◎ TEXT CRITIC

Most folktales were designed to teach the listener or reader a lesson. This is called a moral. What is the moral or message in this story? Invite discussion.

What do you think may have originally prompted the author to think up this story? Guide students to understand that in the past in some countries there was no monetary support for people if they could not work. This meant that the children and grandchildren needed to care for and look after the elderly in their families. It is also why having children was so important. If families did not care for the elderly, the elderly would not have money to buy food and essentials. Do you think that this is why in this folktale, the old couple are rewarded with riches? Discuss. Build understandings that even today, not all countries provide allowances for people unable to work or care for themselves.

USING MULTIPLE INTELLIGENCES

Group students in groups of four to six for these tasks.

Model: Use modelling clay or dough to make figurines of the ogres, old man, old woman, Momotaro, the dog, monkey, and the pheasant. (B, S)

Compose: Write a song to the tune of *Old MacDonald Had a Farm*, using the characters in this book. Add some actions. (M, B)

Write: a short play about the events in this story. (V)

Perform: Use your figurines to perform your play (V) and end with your song and actions. (M, B)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Momotaro, Little Peachling

Name _____

As you read, write two or three sentences to describe what happens in each chapter.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Moral



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Momotaro, Little Peachling

Name _____

Reread the sentences containing these words, and predict what you think they mean from the words around them. Then check the dictionary meanings of these words and fill them in.

Word	My prediction	Dictionary meaning
ogre		
journey		
coward		
intelligent		
misfortune		
quarrel		
puzzlement		
ludicrous		
motley		
mortal		
pulverize		
precipice		

Alliteration occurs when the author uses the same letter to start words that are written together or close together. For example: *stolen spoils, stunning sky, and wintery wind*. Alliteration sounds interesting and also adds meaning.

Use alliteration to add words to these:

_____ sea _____ monkey

_____ water _____ ogres

_____ boat _____ couple

_____ farmers _____ mountains



Momotaro, Little Peachling

Name _____

The way words are written in books is sometimes different to the way we speak in daily life. For each sentence below, write the way we might say this. Check the sentences in the book if you need more information about what they mean.

He took his leave sadly. (page 15)

His sadness was reflected in the eyes of the old man and the old woman. (page 15)

He had just thrown himself down under a tree. (page 16)

Accept my apologies. (page 18)

You must not quarrel again. (page 19)

Surrender yourselves or you will surely be killed. (page 26)

Why do you cry? (page 29)

Do not fear. (page 29)

He showered them with riches. (page 32)



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Momotaro, Little Peachling

Name _____

In which country did this story originate?	
Who is the hero?	
What are the qualities of the hero?	
Who is the villain or villains?	
What are the qualities of the villains?	
Who are the other characters in this story?	
What are the qualities of the other characters?	
When did this story take place?	
What was the setting?	
What was the goal in this story?	
What obstacles did the hero face?	
How did it end?	
What is the moral or lesson?	



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Momotaro, Little Peachling

Name _____

Multiple Intelligences (intrapersonal)

This story teaches us that good deeds of kindness are appreciated and rewarded. In this story, the old couple's kindness was rewarded with riches. Sometimes kindness is rewarded with good deeds in return, or words of thanks. Think of two people who are kind to you. Think of ways to show these people that you are grateful.

Person's name:

How this person is kind to me:

Ways I can show my thanks:

Person's name:

How this person is kind to me:

Ways I can show my thanks:



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Momotaro, Little Peachling

Name _____

In folktales the reader knows that make-believe creatures and animals can be brought to life. Making things that are not people act like people is called personification. In *Momotaro, Little Peachling*, the animals and the ogres have been personified.

Go through the story and record all the things that show the animals and ogres acting like people.

Think of other stories or movies that personify animals or creatures. Draw and label characters from these stories or movies below.



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