

	<p>Lesson Extensions and Activities for <i>Tim O'Toole and the Wee Folk</i></p>
	<p>Age Range: 5 - 8 years</p>
	<p>Reading Is Fundamental</p>
	<p>Google Voyager Folktales Unit</p>

Book Description

Tim O'Toole and his wife, Kathleen, are so poor that they don't even have a potato or penny between them! Even the mice who live in their house are too thin for the cats to chase them. When Tim goes out to find a job in the hopes that he can change his family's sad state, he encounters "the wee folk," leprechauns who give him a wealth of gifts. Has Tim's life changed for the better or are there more struggles ahead?

Vocabulary

Bemoaning – Expressing sorrow or unhappiness over something.

Poverty – A state of being extremely poor.

Wages – Money typically paid on a daily or weekly basis.

Eke – To make something last longer by using it slowly.

Lilting – Speaking with a rising and falling voice.

Troop – A group of people or animals of a particular kind.

Bellow – To let out a deep, loud roar, especially in pain or anger.

Bounteous – Plentiful.

Boasted – To talk with excessive pride or self-satisfaction.

Flourish – Growing or developing in a healthy manner.

Heathens – People who lack culture or moral principles.

Tarried – Stayed longer than intended.

Blackthorn – A thorny shrub.

Henchmen – Faithful followers or supporters.

Delectable – Delicious.

Wondrous – Producing wonder.

Hearth – The floor of a fireplace.

Prior to Reading

- Ask students if they have heard of Ireland. On chart paper, create a Venn diagram and have students share what's similar about the U.S. and Ireland and what's unique about each. Note students' answers even if they're incorrect as you will go back and discuss the answers after learning more about Ireland.
- Walk students through the Ireland [Google Voyager Experience](#). Students will learn about where the story is set. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students that this folktale is set in Ireland. Ask if they've heard any other stories set in Ireland and call on volunteers to share.

While Reading

- Stop reading on the page that says, “Kathleen kept after him, and next morning Tim set out to see if he could earn some wages.” Ask students what type of work they think Tim will find.
- Stop reading on the page that says, “The strange music was coming from a little hollow in the side of the hill.” Ask students to guess who or what was making this noise.
- Stop reading on the page that says, “Quietly, they exchanged it for their own.” Ask students if they think that Tim will notice the exchange.
- Stop reading on the page that says, “Then you and your darlin’ Kate shall never want for more.” Ask students to guess if Tim will make it home with the tablecloth.
- Stop reading on the page that says, “Then we shall see what we shall see.” Ask students to guess what the leprechauns have planned for the McGoons.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - How does Tim O’Toole find the wee folk?
 - What gifts do the wee folk give Tim?
 - How could Tim have avoided losing the gifts?
 - How does Tim outsmart the McGoons?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Tim O’Toole and the Wee Folk* on RIF’s Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – The poor O’Tooles do not have any money to buy potatoes or any other food, but then they come into riches and are able to buy all of the food they could possibly want. Have students practice adding and subtracting money using mock coins and dollars and word problems related to the story.
 - Example math problem: A bag of potatoes costs \$5.00. After the wee folk make Tim O’Toole and his family rich, he pays for a bag of potatoes with a \$20.00 bill. How much money does he receive back?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.1.OA.A.1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

Materials:

- Printouts with word problems related to *Tim O’Toole and the Wee Folk*
- Mock money
- Pencils

- **Arts** – After he meets the wee folk, Tim O’Toole is “quite comfortable.” Have students create a diptych-style artistic representation of what Tim’s house looks like before he meets the wee folk and what it looks like after he has all of the gifts from the wee folk.

Objective: Students will design and create artistic works based on a description.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Markers
- Colored pencils
- Construction paper
- Pencils
- Magazines that can be cut
- Scissors

- **Writing** – The McGoons realize their mistake once the wee folk learn how they’ve tricked Tim O’Toole. Have students write letters from the McGoons to Tim O’Toole asking for forgiveness for the tricks that they played on him.

Objective: Students will recall details from a book to write from multiple characters’ perspectives.

Standards: CCSS.ELA-LITERACY.W.1.3 (Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.)

Materials:

- Journals
- Pens