



**Title:** Tico and the Golden Wings

**Author:** Leo Lionni

**Themes:** Being Different

**Vocabulary:** Gather, Soar, Cautiously, Huddled

**Hear the book read aloud here:** [Tico and the Golden Wings](#)

★ 2<sup>nd</sup> Grade Common Core Reading Standard ★

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to decide from the cover whether the story will be fiction or nonfiction, and why. Ask students if they can think of any other books by the same author (*Swimmy*, *Frederick*, *Little Blue and Little Yellow*, *Inch By Inch*, *Alexander and the Wind-up Mouse*, *Fish is Fish*, *A Color of His Own*, *The Extraordinary Egg*, *Pezzettino*, *The Biggest House in the World*, *The Greentail Mouse*, *Swimmy*, *It's Mine*, etc.).
- Tell students that this story is called a fable. Explain that a fable is a short tale written to teach a moral lesson and that the characters are often animals who can talk. Ask students if they are familiar with the fable of The Tortoise and the Hare; if they are, ask them what that fable's lesson is.

II. INTEGRATIVE STRATEGIES

**DURING READING:**

- Pp. 1-2: Read; help students understand the difference between the speakers in the two paragraphs. Have the kids determine the speakers in each paragraph. Which one do we know? (Tico/2<sup>nd</sup>) Which one is a mystery (unknown story-teller/1<sup>st</sup>)? What is Tico's problem? (no wings)
- Pp. 3-4: Read; ask students to define **soar** in the second paragraph, using context and picture clues. Have students cite evidence that show Tico's friends were kind (they brought him food in the evenings since he couldn't fly himself).
- Pp. 5-6: Read; ask students why Tico's dream was about golden and really powerful wings (because of his longing).
- Pp. 7-8: Read; point out the author's use of descriptive words (*pale as a pearl*, *shimmering in the moonlight*).

Ask students what a **compound word** is (two little words stuck together to make a bigger word). Remind students that they can understand the meaning of a compound word by thinking about what each of the little words means alone.

Point out each compound word in the following way: say **entire** compound word; then hold up your **right fist** while you say the **first little word of the compound**; then hold up your **left fist** widely separated from the other fist while saying the **second little word of the compound**; finally, bring your fists together while repeating the actual compound word. This is a visual scaffold to help students understand the composition of compound words.

Compound words on this page: *wishingbird, moonlight*.

- Pp. 9-10: Read; point out more examples of the author's descriptive language and how such language helps readers to better feel and see the story in their minds. (*flower patches looked like stamps scattered over the countryside; river looked like a silver necklace lying in the meadows*)
- Pp. 11-12: Read; have students discuss the change in Tico's friends from the beginning of the story and now on this page. Since Tico *was* different from the friends in the beginning because he had no wings, ask students to discuss what could have caused the change in the friends with the *new* "different" of **golden** wings (*jealousy*). Ask students if they think Tico wanted to be different when he wished for the wings, or did he just want to be *like* his friends who had wings, and why.
- Pp. 13-14: Read; have students discuss Tico's new problem (he's lonely without his friends).
- Pp.15-16: Read; ask students what do we learn about Tico as a character on this page (kind, thoughtful, etc.), citing evidence from the text (poor man needed to buy medicine for his child so Tico gave him one of his golden feathers).

Use same procedure for compound words noted above for *basketweaver*.

- Pp. 17-18: Read; ask students to predict how Tico might feel about the black feather, and why.
- Pp. 19-24: Read; remind students that we often learn a lot about different characters by their actions in a story. Have students reflect on what they learned about Tico while he had his golden feathers (unselfish because he gave them all away to help many others). Have students predict again about how Tico might feel now with only black feathers.
- Pp. 25-27: Read; have students predict how Tico's friends will feel about him, and why.
- Pp. 27-28: Read; discuss lessons that Tico learned about himself (how good it feels to share and help others; everyone is unique and special in different ways on the inside), etc.).

### III. INTEGRATIVE STRATEGIES (POST READING)

- Why do you think Lio Lionni decided to write this fable?
- Did you like this story? Why or why not?
- Ask students to determine the events that define the *beginning*, the *middle*, and the *end* of this story.