



**Title:** Zomo the Rabbit

**Author:** Gerald McDermott

**Illustrator:** Gerald McDermott

**Themes:** Overcoming Obstacles; Cleverness; Folktale (Trickster Tale Characteristics)

Hear the book read aloud here: [Zomo](#)

Map of West Africa: [https://en.wikipedia.org/wiki/West\\_Africa#/media/File:Map\\_of\\_West\\_Africa.gif](https://en.wikipedia.org/wiki/West_Africa#/media/File:Map_of_West_Africa.gif)

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

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

I. INTRODUCTION (PREP QUESTIONS)

- Ask students if anyone has ever played a trick on them. Have they ever played a trick on someone else? Explain that Zomo the Rabbit is a special kind of genre known as a **folktale**, but furthermore is called a **trickster tale**. **Folktales** are stories from all around the world that are told over and over again. **Trickster tales** are stories that are told over and over again but they have a main character who usually plays tricks on others in order to solve problems. Remind students to think about who is being smart, sneaky, and tricky as you read, and how other characters are being tricked.

II. INTEGRATIVE STRATEGIES (DURING READING)

- P. 1: Model a think-aloud in **order to clarify the differences in the definitions of clever/wise**: “Well, I have just learned an interesting fact about this character named Zomo. He is **clever**. Since I know that **clever** means smart and that someone who is clever can solve problems in a smart way, I wonder if Zomo will be the trickster in this trickster tale?”
- P. 3: Read; model a think-aloud: “I know that **wisdom** is different from being **clever**. Someone who has **wisdom** is **wise** and if someone is **wise** it means that they make good decisions. I wonder if Zomo will also have **wisdom** and be **wise** by the end of this story.” Ask students to identify a character trait about Zomo, citing text evidence (wants wisdom to be greater than he is and goes off to the Sky God to achieve it).
- P. 4: Read; ask students what Sky God means when he told Zomo that he must *earn* it. Have students predict how what things Zomo might have to do.
- P. 6: Read; have students discuss the risk of the tasks, citing text evidence (Sky God said the things are impossible; Zomo is a land animal so how will he get the scales from Big Fish in the sea; getting milk from a Wild Cow; getting a tooth from Leopard without getting eaten, etc.). Ask students what are other character traits we learn about Zomo (willing to try despite the dangers; really committed to his dream of being greater).
- P. 7: Read; ask students to predict why Zomo is playing a drum.

- Pp. 9-10: Read; ask students to evaluate this first plan of Zomo's.
- Pp. 11-12 Read; model a think-aloud: "I can see that Zomo really is **clever** because he solved his first impossible problem very quickly. "
- Pp. 13-14: Read; ask students to predict what Zomo's plan might be.
- Pp. 15-16 Read; model a think-aloud: "I can see that Zomo may be **clever** but he is not **wise**. He is just a little animal and he is not making a good decision to put himself in danger with a big angry Wild Cow. He could be killed!"
- Pp. 17-18: Read; model a think-aloud: "I can see that Zomo really is again **clever** because he solved his second impossible problem very quickly. But he is not **wise** because he put himself in danger."
- Pp. 19-20: Read; model a think-aloud: "Again I can see that Zomo is **clever** but not **wise** because he is making a bad decision to be in an area where Leopard walks everyday. But I am really wondering what Zomo's **clever** plan is for getting the leopard's tooth? Why is he sprinkling fish scales on the path? Why did he spill some drops of milk?" Ask for student predictions.
- Pp. 23-24: Read; "I can see that Zomo really is again **clever** because he solved his third impossible problem very quickly. But he is not **wise** because he again put himself in danger."

### III. INTEGRATIVE STRATEGIES (POST READING)

- Following the trickster tale characteristics, have students discuss who was being smart, sneaky, and tricky (Zomo) citing examples from the story, and what other characters were tricked, and how?
- Have students identify reasons why this story is **fiction**.