



WEEK 8 Day 4

Read Aloud
Lon Po Po
 Read 3 of 4

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objectives	I can retell the story by acting out the major events. (R.5.K.a, R.5.K.b). I can describe characters by adding thought bubbles to illustrations. (R.6.K.a, R.6.K.b)
Language Objective	I can describe the characters by using adjectives and details from the story. (L.1.K.a, L.1.K.d, L.1.K.e)
Vocabulary	Po Po: grandmother, in Chinese clever: smart disguise: to make someone look like something or someone else cunning: sneaky or tricky furious: very angry
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● <i>Lon Po Po</i> vocabulary cards ● <i>Lon Po Po</i> thought bubbles sheet Cut apart the four thought bubbles. ● markers and removable tape

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Lon Po Po: A Red Riding Hood Story from China.</i></p> <p><i>Today, as I read the story again, I will invite you to act out the story on our stage. Also, at some of the important parts of the story, we're going to pause and add a thought bubble to write what we think the wolf, or Shang, the oldest sister, is thinking.</i></p> <p>Gather children in a circle to dramatize <i>Lon Po Po</i>. As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story.</p>
<p>Text and Discussion 12 minutes</p> <p>page 2</p>	<p>Select children to play the parts of the mother and the three children. Children can use their own words to engage in dialogue after the text is read.</p>
<p>page 3</p>	<p>Select a child to play the part of the wolf.</p>
<p>page 9</p>	<p>Use details from the text to identify the wolf's thoughts. <i>Let's pause to add a thought bubble for Lon Po Po here. What do you think the wolf is thinking as he's in the bed?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text. Create a thought bubble and tape it near the wolf in the illustration.</p> <p><i>Let's add a thought bubble to this page for Shang. What do you think she's thinking here?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text from previous pages as well. Create a thought bubble and tape it near Shang in the illustration.</p> <p>Continue to act out the story.</p>
<p>page 15</p>	<p><i>Let's add a thought bubble for Lon Po Po. What do you think the wolf is thinking as he stands under the tree?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text. Create a thought bubble and tape it near the wolf in the illustration.</p> <p><i>Let's add a thought bubble to this page for Shang. What do you think she's thinking from on top of the tree?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text from previous pages as well. Create a thought bubble and tape it near Shang in the illustration.</p> <p>Continue reading and acting out the rest of the story.</p>

<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>You all used the details in the text to decide what the main characters might have been thinking. Now, let's think about how the characters acted. The author used the word cunning to describe the wolf, and the word clever to describe Shang</i></p> <p>Refer to vocabulary cards for support.</p> <p>Prompt 1: <i>How did the wolf show he was cunning in the story?</i> Prompt children to support their thinking with details from the text.</p> <p>Prompt 2: <i>How did Shang show she was clever in the story?</i> Prompt children to support their thinking with details from the text.</p> <p>Lift responses to the large group that provide relevant and specific examples from the text.</p>						
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll think about how Lon Po Po is similar to and different from the version of Little Red Riding Hood we heard at the beginning of the week.</i></p>						
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. L.1.K.a Use frequently occurring nouns and verbs. L.1.K.d Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). L.1.K.e Produce and expand complete sentences in shared language activities.</p>						
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. Do provide examples that show the meaning of target vocabulary in the discussion? How do children describe character thoughts? How do children use adjectives to describe characters?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1654 678 1726">Art Studio</td> <td data-bbox="678 1654 1406 1726">Children create paintings inspired by wolves.</td> </tr> <tr> <td data-bbox="451 1726 678 1797">Blocks</td> <td data-bbox="678 1726 1406 1797">Children create block wolves.</td> </tr> <tr> <td data-bbox="451 1797 678 1869">Dramatization</td> <td data-bbox="678 1797 1406 1869">Children create block wolves.</td> </tr> </table>	Art Studio	Children create paintings inspired by wolves.	Blocks	Children create block wolves.	Dramatization	Children create block wolves.
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	Library & Listening	Children engage in the <i>Lon Po Po</i> story chest.
	Discovery Table	Children explore fur, feathers and skin.
	Writing & Drawing	Children write and draw stories about wolves.

Notes