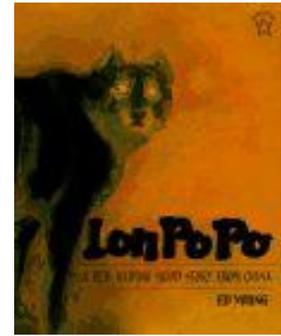


## Little Red Riding Hood

Lon Po Po



### Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Chinese language patterns
- 5.1: Use Chinese beyond school

This is the Chinese version of the traditional story of Little Red Riding Hood. Three sisters, Shang, Tao, and Paotze, must defend themselves against a frightening wolf while their mother is away visiting their grandmother for her birthday.

### Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “Lon Po Po” by acting out the story as it is told in Chinese
- compare and contrast the cultural differences between “Little Red Riding Hood” and “Lon Po Po”
- 

### Essential Question

How is the culture we live in reflected in our lives?

### Backward Design

Objectives	Assessment
1. I can demonstrate the verbs in the story.	1. Students will act out the verbs as the teacher says them.
2. I can understand the story of Lon Po Po as it is read in Chinese.	2. Students will act out the story as it is told in Chinese.
3. I can compare and contrast the cultural differences found in Lon Po Po and Little Red Riding Hood.	3. Students will compare and contrast Lon Po Po and Little Red Riding Hood using a Venn Diagram.

## Objectives

## Learning Experiences

<p>1. I can demonstrate the verbs in the story.</p>	<ul style="list-style-type: none"><li>• Gesture That Verb</li><li>• Partner Simon Says</li><li>• Flyswatter Game</li><li>• Inside-outside Circle</li><li>• Is This Statement True for You?</li><li>• Draw that Verb</li><li>• Verb Charades</li><li>• Lingo</li></ul>
---	---

### **Gesture that Verb**

Gestures work better than anything. My students know a gesture for nearly every verb. I always teach the gestures with the verb.

### **Partner Simon Says**

After you have introduced the new vocabulary using TPR and have practiced it as a whole class, turn the practice over to the students. With a partner, one student says the word and the other does the action. Then, they switch roles.

### **Flyswatter Game**

Students love the flyswatter game (I do this at the board, but students can have a set at their tables and work with a partner as well.) The teacher calls out the translation, and the students must slap the correct answer on the board (or at their table). The first student to slap the correct translation wins. The answers on the board can be vocabulary, but I most often use verbs and these can be written on the board or written on laminated pieces of paper to prevent tearing – these are then taped on the board. I call out three verbs, students race to see who can hit these first. Those at the front can change with other students in the room, or the winner can stay until he/she is beaten. You can play as individuals or as two teams.

### **Inside-Outside Circle**

This activity is a great way to review verbs. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. Each student has an index card with a verb to be reviewed written on it. The student needs to tell the meaning of the verb and use it in a simple sentence. After 15 seconds, the teacher calls change, and the outer circle moves one person to the right and shares their verbs. This process continues until students have their original partners.

### Is This Statement True for You?

One thing I do frequently in class to review verbs is to have the students stand in a circle. I make a statement. It could be anything. "wǒ yǒu sān gè xiōng dì." (I have 3 brothers) "jīn tiān shì xīng qī sān" (Today is Wednesday.) "zuó tiān wǎn shàng wǒ zài Famous Dave's chī fàn" (Last night I ate at Famous Dave's.) I tell them if what comes out of my mouth would be true for them, they are to take a step forward. If it is not, they take a step back. Every time they are moving, I also tell them I am looking for comprehension because I know which way individual students should be moving on some statements. After observing their motions, I try to incorporate personalization. "ā , tāng mǔ , nǐ céng jīng zài Famous Dave's chī fàn" (Oh, Tom, you ate at Famous Dave's.) "hé nǐ de nǚ péng yǒu , hái shì nǐ de jiā rén yī qǐ ?" (With your girlfriend or with your family?) etc. Another variation of this is to have the students sit in a circle, and I stand in the middle. I make a statement. If the statement could come out of their mouth and be true, then they must get up and move to a different chair. I am looking for a chair immediately after making the statement so I can sit also. Whoever doesn't find a chair is in the middle next and must make the next statement.

### Draw That Verb

Have students draw the actions for verbs such as "tīng" (to listen).

### Verb Charades

Divide the class into teams. One person on a team gets a verb. That person acts out the verb, and his teammates try to guess which verb he is acting out. If the team is successful, a point is awarded to the team. Play continues until all of the verbs are acted out, and the winner is the team with the most points.

### Lingo

Follow the rules of Bingo only using the action words instead of numbers.

### Objective

### Learning Experience

2. I can understand the story of Lon Po Po as it is read in Chinese.	<ul style="list-style-type: none"><li>• Using the Power point the teacher tells the story and the students will act out the verbs.</li><li>• As the teacher reads the story, the students do a living order in the story sequence.</li><li>• Matching visuals to words.</li><li>• The teacher uses circling.</li></ul>
--	--

	<ul style="list-style-type: none"><li>• Draw the story.</li><li>• Ask questions about the story and the students answer.</li><li>• Teacher retells story as students fill in the blank.</li><li>• With a partner, students retell story using prompts.</li></ul>
--	--

### **Living Order**

Print off the pictures without the words from the Power point. Print the words separate from the pictures. Distribute the pictures and words, one per student. As the teacher reads the story the students line up in a living order. After the story is finished and all of the students are lined up, the students with the words then go match their words to the correct picture.

### **TPR Circling**

Teachers use the technique of circling to reinforce the story. For example, the teacher may say in Chinese, “In the story, there were two or three sisters.”, “A wolf or a tiger came to the house.”, “The grandmother or the mother returned.” You can also just ask yes and no questions.

### **Extensions**

Art

#### **Panel Art Project**

- Examine the drawings in Lon Po Po. Pay attention to how Mr. Young uses color both to fill the page and to create a mood.
- Students illustrate a favorite part or character from the story on a piece of drawing or construction paper.
- Using a ruler, divide the picture into three parts - one wide and two narrow. Now cut the pieces apart and glue to another sheet of construction paper, leaving a small space between each piece.
- Make a narrow red line around each picture piece.

## Language Arts

### What would you say?

When Mother returned home the next morning, the girls had quite a tale to tell her. Students put themselves in the shoes of the girls as they write the events of the story.

- Recall what happened between the wolf and the girls. Ask students to think about what the girls might tell their mother. What might they keep a secret?

### The Wolf's View

- Discuss the story with your class from the wolf's point of view. Create a new version of Lon Po Po, adding characters and/or a new setting.

### Higher Level Thinking Skills

Compare and contrast Little Red Riding Hood and Lon Po Po using a Venn Diagram.

### Social Studies

After studying about the culture of China, read Lon Po Po. Cite the cultural differences found in Lon Po Po compared to Little Red Riding Hood.

### Resources

<http://www.vickiblackwell.com/lit/lonpopo.html> - tells about the author and lots of great extension activities such as the Panel Art Project above

<http://www.scholastic.com/teachers/lesson-plan/lon-po-po-chinese-fairytale-lesson-plan> lesson plan comparing Little Red Riding Hood and Lon Po Po

<http://www.teachervision.fen.com/multicultural-literature/activity/8005.html> - creative activities that extend into the other subject areas

<http://www.scholastic.com/teachers/lesson-plan/lon-po-po-teaching-plan> - follow up activities

<http://teachers.net/lessons/posts/4160.html> - step by step activity

<http://readingtokids.org/Books/BookView.php?pag=3&bookID=00000364> – other activities

[http://teacher.scholastic.com/products/westonwoods/study\\_guides/Lon\\_Po\\_Po.pdf](http://teacher.scholastic.com/products/westonwoods/study_guides/Lon_Po_Po.pdf) - problem solving using Lon Po Po plus lots of other good activities

<http://in2books.epals.com/Content/info.aspx?caid=i2bclass08.books.about&isbn=0698113829>

– additional information to consider

<http://www.brighthubeducation.com/lesson-plans-grades-1-2/73547-teaching-lon-po-po-a-red-riding-hood-story-from-china/> - Venn diagram and other great ideas