



WEEK 8 Day 2

Read Aloud
Lon Po Po
 Read 1 of 4, Pages 1-16

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 Objective	I can identify the characters, setting and key events of the story, including the story’s problem. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can answer questions about key details from the story in a group discussion. (SL.2.K.a)
Vocabulary	<p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p> <p>cunning: sneaky or tricky</p> <p>furious: very angry</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “Once, long ago...” ● <i>Lon Po Po</i> vocabulary cards ● Where is the story <i>Lon Po Pp</i> from? slide ● chart paper Prepare the following <i>Lon Po Po</i> chart:

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"><i>Lon Po Po</i>, by Ed Young</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Characters</td> <td style="width: 50%; padding: 5px;">Setting</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td style="padding: 5px;">Problem</td> <td style="padding: 5px;">Resolution</td> </tr> </table>	Story Elements		<i>Lon Po Po</i> , by Ed Young		Orientation:		Characters	Setting	Sequence of Events:		Problem	Resolution
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<p>Opening 2 minutes</p>	<p>Introduce the text and set a purpose. <i>Today we are going to read a story called Lon Po Po: A Red Riding Hood Story from China. Ed Young is the author and illustrator. He lives here in the United States, but he was born in China.</i></p> <p><i>This fairy tale has been told over and over again for many years and comes from the country China. Let’s look at where China is on a map.</i></p> <p>Show the slide.</p> <p><i>The title is in Chinese. On the cover there is a wolf, and this word here, Lon, means “wolf” in Chinese. “Po Po,” means grandmother, so together the title means “Grandmother Wolf.”</i></p> <p><i>Based on what we know from the other version of Little Red Riding Hood, why do you think the title is Lon Po Po, or Grandmother Wolf?</i></p> <p>Harvest a few ideas. <i>You have lots of interesting ideas. We’ll have to read to find out what happens in this version of the fairy tale. We’re going to read the beginning of the story today to find out who the characters are and what the problem is.</i></p>												
<p>Text and Discussion 11 minutes</p> <p>page 3</p>	<p><i>Who is the wolf pretending to be? That’s right, the grandmother, Po Po! The author used the word disguised to describe the wolf—he was disguised, or pretending to be, the grandmother.</i></p>												

page 6	<i>Even though we can see the wolf in the illustration, can the three children see the wolf? That's right, they cannot. He's still on the other side of the door.</i>
page 8	Cunning means sneaky, or tricky. <i>Why do you think the wolf blew out the candle? What makes you think so?</i> Harvest a few ideas.
page 9	<i>Why do you think Shang says, "Po Po, Po Po, your foot has a bush on it?" What does she feel in the bed?</i> Harvest a few ideas and prompt children to use the illustration to support their thinking. <i>It seems like Shang, the oldest sister, keeps asking questions that show she's not so sure about this Po Po. Let's keep reading and see what Shang does.</i>
page 12	<i>Thorns are sharp needles on a plant, like on a rose bush.</i> <i>I wonder what Shang will do now that she's seen the wolf's face!</i>
page 14	Clever means very smart. We've already noticed that Shang is smart because she knew to turn on the candle light and see that it was the wolf. Let's keep reading to see what other clever ideas she has!
page 16	Reread the last paragraph. <i>Why would Shang tell the wolf to come up and pick the nuts from the tree, if she is up there with her sisters? I wonder what will happen next.</i> Invite children to turn and talk. <i>What do you predict will happen next?</i> Encourage children to use details from the text to support their predictions. <i>We're going to stop there today.</i>
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. <i>What is the problem in the story?</i> During the share, add to the chart. Use a modeled writing approach to complete the Characters, Setting, and Problem sections. [A wolf comes to the house of the three sisters and wants to eat them. The littlest sisters let him into the house.]
Closing	<i>Tomorrow we'll find out how the problem is solved.</i>

Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>												
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children identify the characters and key events in the story?</p>												
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