WEEK 8   Day 3

Read Aloud
Lon Po Po
Read 2 of 4, Pages 17-27

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 solution. (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	*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	● *Lon Po Po,* Ed Young ● *Lon Po Po* vocabulary cards ● *Lon Po Po* chart, from Day 2
Opening 1 minute	Review the text and set a purpose. *Yesterday we read the beginning of* Lon Po Po. *We met the three sisters—Shang, Tao, and Paotze—and learned that they had a big problem! A wolf had disguised himself as their grandmother and*

	come to their house to try to eat them! But Shang, the oldest sister, seemed to have a plan to save her sisters. Reference the chart. *Today we'll finish reading this story. Let's read to find out who resolves the problem and how.*
Text and Discussion 12 minutes page 16	Reread page 16 for review.
page 17	Pause at "taste" and support comprehension. 　　*When someone is really hungry and wants to eat something, we use the expression that their mouth is watering.* Continue reading to the end of the page. 　　*Am I understanding this plan right? I'm going to read that part of the text again to make sure I understood what Shang told Po Po.* Reread starting with "Po Po, Po Po, I have a plan." 　　*Why do you think Shang tells the wolf she will pull him up to the tree?! What do you think she's planning?* Harvest ideas and model text-based predictions, as needed.
page 21	*When Shang said, "We could not hold the rope, Po Po," do you think she was being honest? Why not? What is Shang planning?* Harvest a few ideas. Read to the end of the story.
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. 　　*How was the problem resolved in the story?* If children do not mention that Shang was the leader in solving the problem, prompt children with a scaffolded question such as, *How did Shang help her sisters?* Use a modeled writing approach to complete the resolution section of the chart. [Shang and her sisters tricked the wolf by pulling him up in a basket to the top of a tree. They then dropped the basket so he would get hurt and die. They went home safely after that.]
Closing	*Tomorrow we'll read this story again and act it out!*

Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.
	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.
	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.
Ongoing assessment	Listen to children's responses during the partner and whole group share. Do children reference details from text to support their thinking? Do children identify the characters and major events in the story? How do children participate in partner and whole group discussion?
Center Activities	

Art Studio	Children create paintings inspired by wolves.
Blocks	Children create block wolves.
Dramatization	Children dramatize *Lon Po Po.*
Library & Listening	Children engage in the *Lon Po Po* story chest.
Discovery Table	Children explore fur, feathers and skin.
Writing & Drawing	Children write and draw stories about wolves.

Notes