Lon Po Po: A Little Red Riding Hood Tale From China

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FLA 518
Summer 2008
Introduction
Introduction

Title: Lon Po Po: A Red Riding Hood Story From China

Grade Level: Grade Three

Target Group: Mainstream third grade class with integrated ELLs


Source of Lessons: Harcourt Trophies: Lon Po Po: A Red Riding Hood Story From China, translated and illustrated by Ed Young

Learning Goals:

I want my students to know that thinking about what they know about a text before listening or reading will help them understand the text.

I want my students to know how to summarize important events as they are processing written or oral text.

I want my students to know how to compare and contrast setting, characters’ roles and plot across texts.

Note:

These lessons are designed to be models for teachers to show them possibilities for modifying the Harcourt Trophies core program, making it more comprehensible for ELLs of all proficiency levels. I modified the Read Aloud (page 94G), the Focus Skill Lesson (Compare and Contrast) on page 94I and the Focus Strategy Lesson (Summarize) on page 94J. With both the Read Aloud and the Compare and Contrast lessons, I found it necessary to modify the content prior to attending to the task of making the language more comprehensible. The content of the Read Aloud was linguistically dense, far removed from students’ experiences and did little to build background knowledge. The Compare and Contrast lesson utilized adequate graphics; however the ideas they were looking for were superficial and did little to promote the kind of critical thinking necessary to enable students to reach state and district standards.
You will find text boxes throughout the three lesson plans. Within these text boxes I have highlighted and explained the reasons for the sheltered instructional strategies that I have employed in the lesson. In some cases the text boxes contain scripts to illustrate how I might explain something.

The content, language objectives and performance indicators at the beginning of each lesson will give you an overview of how each task within the lesson is differentiated for ELLs of varying language proficiency levels.

The appendices contain examples of the graphic organizers, charts, visuals, and worksheets used to supplement the lesson. They are referenced throughout the lesson plans.
Lesson 1
Lon PoPo Lesson 1 SPI at 5 Language Proficiency Levels

Lon Po Po
Lesson One

Content and Language Objectives

<table>
<thead>
<tr>
<th><strong>Content Objectives</strong></th>
<th><strong>Language Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the title, genre and first page picture, students will generate questions before listening to Lon Po Po. These will be completed on chart paper. Students will put questions under appropriate categories: genre, character setting, problem. (1.2)</td>
<td>Students will write questions about what may happen in the text, Lon Po Po. (TESOL 2)</td>
</tr>
<tr>
<td>While listening to the first seven pages of Lon Po Po, students will identify places in the text where their questions are answered.</td>
<td>Students will listen to text and place sticky notes where questions are answered in the text.</td>
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<tr>
<td>Domain</td>
<td>Level 5</td>
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<td>-----------------</td>
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<tr>
<td></td>
<td>Nearly Fluent</td>
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<tr>
<td>Writing (task 1.1)</td>
<td>Students will write questions on chart paper in complete sentences with correct punctuation.</td>
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<tr>
<td>Listening (Task 1.2)</td>
<td>Students will listen to first seven pages of Lon Po Po and use sticky notes to identify places in the text in which their questions are answered. They will identify answers as having to do with genre.</td>
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</tbody>
</table>
characters, setting or problem by labeling sticky notes.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Syntax</th>
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</thead>
<tbody>
<tr>
<td>Generating questions</td>
<td>Before listening to Lon Po Po</td>
<td>What do I already know about ______?</td>
<td>Folk tales</td>
<td>Nouns</td>
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<tr>
<td></td>
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<td>Little Red Riding Hood</td>
<td>How to form and punctuate a</td>
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<td>China</td>
<td>&quot;wh&quot; question</td>
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<td>Interpreting information</td>
<td>Before listening to Lon Po Po</td>
<td>The Title tells me that the story is</td>
<td>About Lon Po Po</td>
<td>Descriptive clauses</td>
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<td>________</td>
<td>Takes place in China</td>
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<td></td>
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<td></td>
<td>Is like Little Red Riding Hood</td>
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<tr>
<td>Interpreting information</td>
<td>Before listening to Lon Po Po</td>
<td>I know this (refer to above) because</td>
<td>Her name is in the title</td>
<td>Noun phrases</td>
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<td>________</td>
<td>It says it is from China</td>
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<td>It says it is a Little Red Riding Hood</td>
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<td>Story</td>
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<tr>
<td>Generating questions</td>
<td>Before listening to Lon Po Po to set a purpose</td>
<td>I wonder how Lon Po Po is _______</td>
<td>The same as</td>
<td>Nouns</td>
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<td></td>
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<td>Little Red Riding Hood</td>
<td>Different</td>
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<td>From</td>
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<tr>
<td>Generating questions</td>
<td>Before listening to Lon Po Po to set a purpose</td>
<td>I wonder how the setting will change</td>
<td>Characters</td>
<td>Nouns</td>
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<tr>
<td></td>
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<td>the ________</td>
<td>The problem</td>
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<td>The solution</td>
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<tr>
<td>Generating questions</td>
<td>During listening to Lon Po Po</td>
<td>I do not understand ________</td>
<td>Who is talking</td>
<td>Nouns</td>
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<tr>
<td></td>
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<td></td>
<td>What is happening</td>
<td>&quot;Wh&quot; question formation and</td>
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<td></td>
<td>What</td>
<td>punctuation</td>
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<td></td>
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<td>_______ means</td>
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</table>
Lon Po Po

Modified Lesson # One

Read Aloud

I. Warm Up/Introduction: (10 min)

A. Using movie section pages from newspaper, engage students to work in small groups to choose a movie they’d like to see.

Using the movie section of the newspaper contextualizes the lesson. The visuals make it accessible to language learners at all levels. It motivates students to engage in extended discourse. The small groups further enhance this and create an opportunity to develop shared history.

B. Have groups share how they decided on their movie.

Using graphic organizers such as the T chart helps students to visually organize complex knowledge. Keeping such charts posted in the room will allow students to use these visuals in the future.

C. Compare what they did to decide on a movie to what good readers/listeners do prior to reading. Use the overhead and the T chart labeled: Movie/Book (appendix 1, page 1). List ideas on the T chart as they share out.

II. Objectives:

A. Have one student share the content and language objectives for the class.
B. Teacher asks for paraphrasing of objectives and thumbs up/thumbs down signal to show understanding. She clarifies as necessary.

Having students read aloud and paraphrase the language and content objectives for the class helps to ensure that they are clear about what it is they will be required to do. This greatly increases engagement in the class. This is especially true if students know why it is important for them to be doing what they are doing. While discussing objectives, the teacher should be cognizant of using visuals, such as the folktale genre chart posted in the room (Appendix 1, page 2) to ensure that students at all levels of language proficiency are clear about the learning expectations. Using the thumbs up/thumbs down signal requires students to take some responsibility for their own learning. It allows students to do so with minimal risk.

II. Model: (5 min)

Teacher models activating background knowledge and asking questions prior to reading, using the think-aloud strategy.

As teacher thinks aloud, she uses gestures, (such as pointing to her head to signal that she is thinking) to make speech more comprehensible. She speaks in a slow, but fluent voice, being careful to articulate carefully, pausing and repeating key points often. Following is an example of what that might sound like:

"The title, *Lon Po Po* gives me very little information. I am not sure what those words mean. Mmmmm...But then, if I look at the illustration on the cover (Appendix 1, page 3) and notice the wolf, I have some information. He looks pretty hungry and mean and frightening, scary. And then I notice that after the words, *Lon Po Po*, it says that this is a
Red Riding Hood Story (show picture of Red Riding Hood, appendix 1, page 4) from China (show China on the map, appendix 1, page 5).

Well, I know about Red Riding Hood. Red Riding Hood is another folktale that I have heard (again- refer to folktale genre poster). And I know there is a wolf in that story that dresses like a grandmother (show picture of grandmother, appendix 1, page 6) and tries to eat Little Red Riding Hood (demonstrate). I wonder if that is what happens in this folktale?

Teacher models writing the question, “Does the wolf dress like a grandmother? Does the wolf try to eat a little girl?” (under problem) on story elements chart paper- appendix 1, page 7).

Modeling through thinking aloud allows students access to how good readers use strategies to process text. Ensuring that the think aloud is comprehensible to all levels of language learners is accomplished through the use of slow, carefully articulated speech characterized by frequent pauses, repetitions, references to visual cues and checks for understanding.

III. Guided Practice (15 minutes):

A. Using the illustrations on appendix page 8 (pages 96 and 97 in the Harcourt student text), as well as the title and genre, students first work independently to write questions they have about the characters, problem, and setting of Lon Po Po. They will write these questions on worksheets designed for different levels of language proficiency (see Pls for this lesson and appendix 1 for worksheets, pages 9, 10 and 11 Task 1.1). (3 min)

B. Students will choose one question to discuss in their small group and to add to small group chart. (5 min)

Teacher will circulate and give feedback as students work.

C. Groups will post charts and students will do a gallery walk. They will view one another’s charts and add to their chart anything they liked from other groups’ ideas and questions. (5 min).
D. Teacher will quickly summarize ideas and questions. (2 min)

The teacher must be careful to give directions in clear, small steps. As she gives directions, she points to written directions on the board and the icons posted on the charts the students will use. She pauses to check for understanding frequently and has students repeat instructions. She models steps of the process as she points out the written directions on the board. This makes language more comprehensible by allowing students to see what they will actually be doing. Worksheets that the students will use are differentiated to accommodate various levels of language proficiency. Students are aware that they are to use peer support in L1 or L2 when they need help and have been taught and practiced the language expressions for how to ask for that support in L2. Allowing the use of L1 in the classroom conveys the message that all are welcome, as well as making the content more accessible to second language learners. Teacher feedback while circulating is directly related to the content through the use of language forms. Discussion in small groups allows for extended discourse with reduced risk and the gallery walk with the task of adding an idea from another group’s work adds a dimension of purpose, critical thinking and opportunities to negotiate meaning to this exercise. Summarizing key questions while pointing to chart (appendix 1, page 7) helps to ensure that language is comprehensible and the repetition of ideas enhances recall and language development.

IV. Read Aloud (20 min)

A. Teacher will read aloud from pages 97-103 in the Harcourt Manual. (Appendix 1, page 12)

While reading, teacher will dramatize, use gestures and refer to illustrations to make the story more comprehensible. Please see underlined text and visuals (appendix 1 pages 12-14) for places that lend themselves to the use of gestures and dramatization. Please also see Key language from text (}
appendix 1, page 15). These are the ideas one must ensure that students "key" in on during the read aloud.

1. While listening, students will use sticky notes to flag places in the text where their ideas/questions are addressed (appendix 1, pages 15-20, task 1.2)

This task is differentiated for different levels of language proficiency. (Please see PIs for this lesson and worksheets in appendix 1, pages 15-20)

Hearing the first few pages of the story read aloud enables the listener to get a feel for the rhythm of the language. It provides opportunities for dramatization of the initiating events, including the introduction to characters, setting and problem. It allows for negotiation of meaning and develops shared history by guiding learners through the setting up of the story. It invites students into the story, motivating them to wonder about the story’s outcomes and to respond to those places in which their questions are answered. Reading aloud from the core story also allows access to grade level text to learners of all language proficiency and cognitive proficiency levels.

V. Closure (5 min)

A. Students will orally share with a partner the places they flagged with sticky notes.

1. Teacher will circulate as students are sharing.

B. Several students will be asked to share out to the whole class.

Allowing students to share with a partner prior to sharing whole class ensures active engagement on the part of all learners. It gives teachers an opportunity to assess learning and provide feedback. Sharing what they’ve learned at the close of a lesson helps students to frame and consolidate their learning. It offers yet another chance for repetition of ideas and negotiation of meaning.
Lon Po Po
Lesson One
Narrative

This is the first lesson of three from *Lon Po Po: A Little Red Riding Hood Tale From China*. The original text from which this lesson is adapted is taken from *Harcourt Trophies*.

There are many ways in which I modified this lesson for ELLs. To begin with, the core program suggests using a read aloud (pg.94G) called *A Lesson Well Learned* to model for students how to set a purpose, how to question, to review genre and presumably to build background knowledge about China. I found the story confusing, contrived and felt that its only connection to *Lon Po Po* was the setting. It, however, did little to build schema about life in China.

Therefore, I chose to begin by reading aloud from the core selection. There are two purposes for this. First, the beginning of the story can often be confusing for students. Once they have the characters, setting and problem clearly fixed in their minds, they are more able to follow the rest of the story. Second, this is a story that I would revisit with students to examine different aspects, such as author craft (the clues set out by the author suggesting future action), the influence of culture on the elements of folktales in general and this folktale in particular (the gingko tree being associated with long life, for instance), the use of context clues to discern meaning of words (I am Po Po, your grandmother), for fluency practice (dialogue between the wolf and Shang). Because I would revisit it, hearing it read aloud in a dramatic and fluent way initially would enhance the comprehension of my ELL learners.

I contextualized this lesson for my students in a number of ways. I built and activated background knowledge through the warm up activity, during which I had students compare thinking about what they knew about current movies and how that was similar to readers thinking about books prior to listening or reading. I also made connections to past experiences with the folktale genre and with Little Red Riding Hood in particular. Students worked together to create lists of what they knew and questions they had, thus creating an opportunity to negotiate meaning. I used visuals, gestures and graphic organizers during my warm up and while reviewing the elements of the story.
I made academic text comprehensible with the intentional use of a graphic organizer for sorting elements of the story. I used visual references posted around the room. I also made text comprehensible with the use of gestures, dramatizations and visuals. I paid careful attention to the language; both vocabulary and phrasing in this text as I was planning in order to be able to bring that to the attention of my students.

I made classroom talk comprehensible by adjusting my speech during the lesson. When giving directions, I would pause and ask for paraphrasing. When reading aloud, I dramatized to make my point. I summarized key ideas after students generated questions. I checked for understanding while circulating as students worked in groups and during read aloud.

I increased opportunities for engagement through questioning and response strategies such as sentence starters, cloze sentences and matching icons with labels (depending on language proficiency levels). Working in groups to discuss their ideas and adopting an idea from another group, increases both opportunities for students to use extended talk and to enhance their interactions.
Lon Po Po
Lesson One
Warm Up, whole class

T Chart for comparing how previewing a book and movie are similar

<table>
<thead>
<tr>
<th>MOVIE</th>
<th>BOOK</th>
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</tbody>
</table>
Folktales

Little Red Riding Hood

The 3 Little Pigs

Goldilocks and the 3 Bears

The 3 Billy Goats Gruff
Genre

Folktale

A folktale is a story with no known author that has been passed down through time.

In this selection, look for:

• familiar characters and plot in a different setting.
• an animal that behaves like a human.
Folktales

Little Red Riding Hood
Grandma
Once, long ago, there was a woman who lived alone in the country with her three children, Shang, Tao, and Paotze. On the day of their grandmother’s birthday, the good mother set off to see her, leaving the three children at home.

Before she left, she said, “Be good while I am away, my heart-loving children; I will not return tonight. Remember to close the door tight at sunset and latch it well.”
Lon Po Po
Lesson One
Task 1.1
Level 3, Speech Emergent

Sentence Starters with word and punctuation bank

Directions: Write what you are wondering using the question starters below. Use the word and punctuation bank, also. If you have other wonderings, you may write them as well. If you need help, ask a learning buddy. After you have written your questions, choose one to put on your group’s chart.

<table>
<thead>
<tr>
<th>Three children</th>
<th>Little Red Riding Hood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolf setting</td>
<td>characters problem</td>
</tr>
<tr>
<td>Solve tricks</td>
<td>different same ?</td>
</tr>
</tbody>
</table>

I wonder how the setting will change the ________________

I wonder how the wolf ________________

I wonder if the three children ________________

I wonder how Lon Po Po is ________________ ________________ Little Red Riding Hood
I wonder how the setting will change the ________________

I wonder how the wolf ________________

I wonder if the three children ________________

I wonder how Lon Po Po is ________________ ________________ Little Red Riding Hood
Directions: Write what you are wondering using the question starters below. Use the word, punctuation and picture bank, also. If you have other wonderings, you may write them as well. If you need help, ask a learning buddy. After you have written your questions, choose one to put on your group’s chart.

three children  
Little Red Riding Hood  
Wolf  
Setting  
characters  
problem  
Solve  
≠  
different  
=  
same
I wonder how the _________ will change the _________

I wonder how the wolf will __________ the children

I wonder if the three children will ______________

I wonder if the __________________ is the same as in Little Red Riding Hood

I wonder how ____________ is different from Little Red Riding Hood
Matching story elements and questions

Directions: Match the story element words in the first column with the questions in the last column. The question words in the middle column should help you. Choose a question and copy it on to your group's chart. If you need help, ask a learning buddy. Use the words, "Would you help me__________".

<table>
<thead>
<tr>
<th>STORY ELEMENT WORDS</th>
<th>QUESTION WORDS</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>Who?</td>
<td>I wonder <strong>what</strong> the wolf <strong>will try to do</strong> to the children?</td>
</tr>
<tr>
<td>Setting</td>
<td>Where? When?</td>
<td>I wonder if the <strong>children</strong> will stay safe from the <strong>wolf</strong>?</td>
</tr>
<tr>
<td>Problem</td>
<td>What?</td>
<td>I wonder how <strong>where and when</strong> the story takes place changes the story?</td>
</tr>
</tbody>
</table>
Once, long ago, there was a woman who lived alone in the country with her three children, Shang, Tao, and Paotze. On the day of their grandmother's birthday, the good mother set off to see her, leaving the three children at home.

Before she left, she said, "Be good while I am away, my heart-loving children; I will not return tonight. Remember to close the door tight at sunset and latch it well."
But an old wolf lived nearby and saw the good mother leave. At dusk, disguised as an old woman, he came up to the house of the children and knocked on the door twice: bang, bang.

Shang, who was the eldest, said through the latched door, "Who is it?"

"My little jewels," said the wolf, "this is your grandmother, your Po Po."

"Po Po!" Shang said. "Our mother has gone to visit you!"

The wolf acted surprised. "To visit me? I have not met her along the way. She must have taken a different route."
But when Shang stretched, she touched the wolf's tail. "Po Po, Po Po, your foot has a bush on it."

"Po Po has brought hemp strings to weave you a basket," the wolf said.

Shang touched grandmother's sharp claws. "Po Po, Po Po, your hand has thorns on it."

"Po Po has brought an awl to make shoes for you," the wolf said.

At once, Shang lit the light and the wolf blew it out again, but Shang had seen the wolf's hairy face.

"Po Po, Po Po," she said, for she was not only the eldest, she was the most clever, "you must be hungry. Have you eaten gingko nuts?"

"What is gingko?" the wolf asked.

"Gingko is soft and tender, like the skin of a baby. One taste and you will live forever," Shang said.

"and the nuts grow on the top of the tree just outside the door."  

The wolf gave a sigh. "Oh, dear. Po Po is old, her bones have become brittle. No longer can she climb trees."

"Good Po Po, we can pick some for you," Shang said.

The wolf was delighted. Shang jumped out of bed and Tao and Paotze came with her to the gingko tree. There, Shang told her sisters about the wolf and all three climbed up the tall tree.
“Po Po!” Shang said. “How is it that you come so late?”

The wolf answered,

“The journey is long; my children, and the day is short.”

Shang listened through the door. “Po Po,” she said, “why is your voice so low?”

“Your grandmother has caught a cold, good children, and it is dark and windy out here. Quickly open up, and let your Po Po come in,” the cunning wolf said.

Tao and Paetze could not wait. One unlatched the door and the other opened it. They shouted, “Po Po, Po Po, come in!”

At the moment he entered the door, the wolf blew out the candle.

Dramatic Pause!
“Po Po,” Shang asked, 

“why did you blow out the

candle? The room is now
dark.”

The wolf did not answer.

Tao and Paotze rushed to
their Po Po and wished to be
hugged. The old wolf held
Tao. “Good child, you are so
plump.” He embraced Paotze
“Good child, you have grown
to be so sweet.” 4

Soon the old wolf
pretended to be sleepy. He
yawned. “All the chicks are
in the coop,” he said. “Po Po
is sleepy too.” When he
climbed into the big bed,
Paotze climbed in at one end
with the wolf, and Shang
and Tao climbed in at the
other. 5
Door Latch

Awl
Ginkgo Tree

Ginkgo Nut
Directions to teacher: As you read aloud, attend especially to the following phrases for dramatization, emphasis and clarification during read aloud.

Once, long ago
Lived alone in the country
Left her three children at home alone
..."close the door well and latch it tight."
An old wolf lived nearby
At dusk,
Disguised as an old woman
"My little jewels, ...this is your grandmother, your Po Po."
"Why is your voice so low?"
One unlatched the door.
The wolf blew out the candle.
"You are so plump...and you have grown to be so sweet."
"All the chicks are in the coop"
pretended to be sleepy
"your foot has a bush on it"- (connection to how setting influences plot- both time and place)

"your hand has thorns on it"

"an awl to make shoes for you"- (connection to how setting influences plot- both time and place)

...but Shang had seen the wolf's hairy face

Gingko tree (with visual) (background information- gingko is the oldest living tree in the world- connection to why Shang told wolf he'd live forever eating its nuts-make connection for kids about how setting influences events in story.

Gingko nut (with visual)

"Po Po, you must be hungry...one taste (of the gingko nut) and you will live forever. And the nuts grow on the top of the tree just outside the door."
Lon Po Po
Lesson One
Task 1.2
Level three, speech Emergence
Listening with sticky notes, rephrased sentences

Directions: Use the sticky notes. Match them to the text in the story as you listen.

Mother leaves children alone
An old wolf gets into their home
The oldest sister figures out the wolf's trick
The oldest sister tricks the wolf
Girls climb tree
Lon Po Po
Lesson One
Task 1.2
Level two, Early Production
Listening with sticky notes, matching sentences

Directions: Use the sticky notes. Match them to the pictures in the story as you listen.

Mother leaves children alone
An old wolf gets into their home
The oldest sister figures out the wolf's trick
The oldest sister tricks the wolf
Girls climb tree
Lon Po Po
Lesson One
Task 1.2
Level 1, Pre-Production
Listening with sticky notes, matching sentences and using visuals

Directions: Use the sticky notes. Match them to the pictures in the story as you listen.

Mother goes away

Wolf dressed like grandma

Wolf gets in house

Oldest sister figures out trick

Oldest sister tricks wolf

Girls climb tree
Girls climb the tree.

Oldest sister figures out the trick.

Wolf gets in the house.

Door Latch

Mother goes away.
Lesson 2
Lon Po Po

Lesson Two

Content/Language Objectives and Performance indicators

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
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<tbody>
<tr>
<td>Students will read pages 105-112 and summarize the story using a graphic organizer</td>
<td>Students will write summary statements.</td>
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<td>Students will orally present summary statements</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly Fluent</td>
<td>Intermediate</td>
<td>Speech Emergent</td>
<td>Early Production</td>
<td>Pre-Production</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will work independently to write summary statements in complete</td>
<td>Students will work in pairs to write summary statements with quick</td>
<td>Students will work in pairs to write summary statements by using</td>
<td>Students will work in pairs to write summary statements by using</td>
</tr>
<tr>
<td></td>
<td>complete sentences using graphic organizer</td>
<td>sentences using graphic organizer</td>
<td>sketches and one to two word labels on the graphic organizer</td>
<td>by using pictures from the text and copying phrases from onto graphic organizer</td>
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<tr>
<td>Speaking</td>
<td>Students will orally present all of their summary statements in complete sentences. They will do this in groups of four.</td>
<td>Students will orally present three of their summary statements in complete sentences. Each pair will join another pair to do this.</td>
<td>Students will orally present summary statements by sharing three of their sketches and labels. They will work in pairs.</td>
<td>Students will orally present summary statements by sharing three of the pictures from the text and the phrases from the text. They will work in pairs.</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
<td>SYNTAX</td>
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<tr>
<td>Summarizing</td>
<td>Reading Lon Po Po</td>
<td>The wolf <strong>wanted</strong>____</td>
<td>To get into the children’s home</td>
<td>Verb clauses, past tense verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To eat the children</td>
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<td></td>
<td></td>
<td></td>
<td>To get the magic gingko nuts</td>
<td></td>
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<td></td>
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<td><strong>So, the</strong> wolf____</td>
<td>Dressed like a grandmother</td>
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<td></td>
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<td></td>
<td>Said he was their Po Po</td>
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<td></td>
<td>Tricked the children into letting him into their house</td>
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<td></td>
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<td><strong>But, the oldest</strong> girl, Shang,____</td>
<td>Tricked the wolf</td>
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<td></td>
<td></td>
<td></td>
<td>Told him that eating the magic gingko nuts would make him live forever</td>
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<td></td>
<td></td>
<td></td>
<td>Knew he couldn’t get to the gingko</td>
<td></td>
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<tr>
<td>Explaining</td>
<td>Sharing of summary statements</td>
<td>I think this event is important because</td>
<td>It tells what a character wanted because &lt;br&gt;It tells what the character did to get what he wanted because &lt;br&gt;It tells what happened to keep the character from getting what he wanted</td>
<td>Verb clauses</td>
</tr>
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<tr>
<td>So, the wolf, _____</td>
<td>got into the basket to try to get the nuts was tricked by the girls was dropped to the ground three times when the girls let go of the basket</td>
<td>Verb clauses; past tense, irregular past tense verbs</td>
<td>In the end, ____</td>
<td>The wolf died &lt;br&gt;The girls were safe &lt;br&gt;The girls learned a lesson</td>
</tr>
</tbody>
</table>
It tells what the character tried next. It tells whether or not the character got what he wanted in the end.

<table>
<thead>
<tr>
<th>Explaining purpose</th>
<th>Summarizing strategy</th>
<th>We summarize</th>
<th>To recall what we read previously</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>To make sure we understand what we are reading. When we are confused.</td>
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Verb clauses
Lon Po Po
Modified Lesson #2
Summarizing

I. Warm Up/Introduction: (10 min)

Students will be working in groups of four.

These groups will include students from different levels of language proficiency.

Each group will be given six sentence strips.

Each sentence strip will have a summary statement written on it from the lesson one Read Aloud (the first seven pages of Lon Po Po).

Two of the sentence strips will have irrelevant information written on them. (Appendix 2, page 1 for sentences).

The groups' first task is to decide which two sentences are not important, discuss why and set those aside.

The second task will be to line up in order of events from the first seven pages of the story.

Groups will compare/discuss similarities and differences in lines and defend their choices orally.

Working in groups of students with mixed language proficiency levels allows students in the earliest levels of language acquisition to be exposed to modeling of language use by their more proficient peers. This has both cognitive and affective benefits for ELLs and is grounded in the work of Vygotsky. Having students decide on important vs. unimportant statements as well as the order of the summary statements forces them to engage in dialogue to process higher order thinking skills. It also serves the purposes of reviewing the first half of the story, explicitly connecting past learning to new learning. The activity integrates all domains of language: reading, writing, speaking and listening.
II. Objectives: (5 min)

A student will read aloud content and language objectives that are written on the board (see content, language and performance objectives for this lesson).

Students will paraphrase in a think – pair – share format.

Teacher will ask for students to stand up to indicate understanding and to remain sitting to indicate confusion.

Clear up any confusions.

Having students read objectives written on the board and assuring that they understand prior to moving forward with the lesson increases engagement and makes clear the expectations for the lesson.

III. Model: (5 min)

Teacher models summarizing using the plot chart graphic organizer (see appendix 2, page 2).

Teacher discusses the WHAT, WHY, WHEN AND HOW of summarizing what has happened in Lon Po Po so far (see text box below for tips on how to make this discussion comprehensible to ELLs.)

Use the plot chart graphic organizer (on large chart paper) and sentence strips from warm – up activity to complete the “what” of summarizing.
Note that strategy instruction should include the what, when, how and why of strategy use. Explicit modeling of, multiple opportunities for practicing and building metacognitive language for the use of strategies is imperative if students are expected to understand and eventually use strategies independently. The “what” of summarizing can be described as “telling the important events in Lon Po Po.” Using the plot chart graphic organizer simplifies that by steering students to focus on the important events that move the plot forward through character actions. The “why” of summarizing is to be sure that you understand what you’re reading and to remind yourself about what happened previously. The “when” of summarizing can happen whenever you are confused about something you’ve read, or if you’ve left off in the middle of the story, or at the end of the story. The “how” of summarizing is to ask yourself what are the most important events. In this lesson, the teacher would go back to the irrelevant sentences from the warm-up and share with students why those aren’t important (they don’t move the plot along). Put X through sentences and post them off to the side of the graphic organizer to serve as a visual reminder that they are not important to include in a summary. While explaining each of these aspects, write the words, “what, why, when and how” on the board in both L1 and L2. Highlighting key vocabulary is an essential part of sheltered instruction. Use gestures, simple sentence structure and clear, articulate speech. Pause often and repeat concepts. Ask for students to paraphrase to check for understanding.

IV. Guided/Independent Practice: (20 min)

A. Students will read pages 105-112 in the student edition of Lon Po Po. (This text is also available in appendix 1, page 23):

Nearly Fluent (Level 5) students will read independently.

Intermediate (Level 4) students will read in pairs.

Speech Emergent (Level 3) students will read along with an audiotaped version of the story.

Early Production (Level 2) students will echo read with teacher.

Pre-Production (Level 1) students will echo read with teacher and use text that’s had key ideas underlined (see app. 2, p. 23).

B. Students will complete the graphic organizer (differentiated as described in performance indicators for this lesson.)
C. Students will orally present summary statements (differentiated as described in performance indicators.

The guided/independent practice with specific feedback from the teacher is an integral part of sheltered instruction. Students need multiple opportunities to practice strategies in many contexts, with multiple texts. Working with others helps them to refine their understanding of the use of strategies through negotiated meaning and reflection. Scaffolding through the use of different reading approaches (silent, in pairs, audiotaped, and echo) allow all students access to grade level text. Opportunities for clarification in L1 enable students to bridge new learning to previous knowledge, while developing L2. The use of the graphic organizer helps students to easily identify key ideas when tackling a sophisticated thinking skill. All domains of language are integrated into this learning experience.

V. Closure: Outcome Statements: (3 minutes)

Students will be write in their journals, an outcome statement about the class:

I learned...
I think...
I wonder...
I feel...

Allowing students to process their learning, at all levels, helps them to remember what they’ve learned, gives them the message that what they think and wonder and feel and learned is important and that their contributions and role in the class is important. This is also an excellent way for the teacher to assess learning and to gain insight into particular learners’ strengths and interests. This can inform future planning.
The content goal of this lesson is summarizing. In the original text from Harcourt, it is suggested that the teacher model summarizing using a short story included in the teacher’s manual. The story is a combination of the Three Little Pigs and Little Red Riding Hood. I chose not to complicate things by introducing a new story, but rather to model summarizing by using the initial events in Lon Po Po, which we had read aloud previously. This afforded me the chance to review the story events, while modeling the strategy of summarization. That was the content modification I made.

The key to strategy instruction is ensuring that students know what the strategy is, why it is helpful, how to use it and why it is important. This is something that requires multiple opportunities for modeling and guided practice. This lesson is intended as a review of the strategy and a chance to reinforce the use of the strategy. Metacognitive strategy use is the ultimate goal.

I contextualized the lesson by using the events from the first part of Lon Po, which I had done as a read-aloud previously. This activated students’ background knowledge. Putting summary statements on sentence strips and having them work in groups gave them a model for distinguishing important from unimportant events for summarizing. The group work allowed them opportunities to engage in extended dialogue to decide criteria for important and unimportant events in a summary, as well as for deciding on the sequence of events.

I made text comprehensible through the intentional use of differentiated groupings for the reading of the second half of Lon Po Po. The use of audiotaped stories and echo reading are powerful ways to build L2 and scaffold instruction at the same time by making the text come alive through dramatic speech and opportunities to pause and check for understanding. I also used graphic organizers that were differentiated according to language proficiency to aid in the writing of summary statements for the ending of Lon Po Po.

Students had many opportunities for engagement with language at their own levels of proficiency. They were given models of language for their written summary statements, which allowed them to more easily express their content knowledge. They were also provided text support to enable them to contribute orally to group and class discussions.
Lon Po Po
Lesson Two
Warm Up, Small Groups
Mixed Language Proficiency Levels
Determining Important events and
Sequencing events in Lon Po Po

Directions:

Your group has been given six sentence strips.

Your first job is to decide which two sentences are not important to the story and put those off to the side.

Your second job is to decide in which order the sentences belong. Each one of you will take one sentence and line yourselves up from beginning to end, with beginning sentence closest to the board.

Then we will share and compare what each group did.

Sentence strips:

Mother visits the grandmother and leaves the three girls at home alone.
The wolf knocked twice.
A wolf, disguised as their grandmother, tricks the girls into letting him into the house.
Tao and Paotze rushed to their Po Po and wished to be hugged.
The oldest sister figured out the trick.
The oldest sister tricked the wolf into letting the girls go outside to pick gingko nuts.
Somebody

wanted

so

but

so

In the end,

FIGURE 7.7   Plot Chart
Source: Adapted from Schmidt, Macon, Buell, & Voge, 1991. © 2006 Pearson Achievement Solutions, a division of Pearson Education. All rights reserved.
The wolf waited and waited. Plump Tao did not come back. Sweet Paotze did not come back. Shang did not come back, and no one brought any nuts from the gingko tree. At last the wolf shouted, "Where are you, children?"

"Po Po," Shang called out, "we are on the top of the tree eating gingko nuts."

"Good children," the wolf begged, "pluck some for me."

"But Po Po, gingko is magic only when it is plucked directly from the tree. You must come and pluck it from the tree yourself."
The wolf came outside and paced back and forth under the tree where he heard the three children eating the gingko nuts at the top. "Oh, Po Po, these nuts are so tasty! The skin so tender," Shang said. The wolf’s mouth began to water for a taste.  

Finally, Shang, the eldest and most clever child, said, "Po Po, Po Po, I have a plan. At the door there is a big basket. Behind it is a rope. Tie the rope to the basket, sit in the basket and throw the other end to me. I can pull you up."

The wolf was overjoyed and fetched the basket and the rope, then threw one end of the rope to the top of the tree. Shang caught the rope and began to pull the basket up and up. Halfway she let go of the rope, and the basket and the wolf fell to the ground. "I am so small and weak, Po Po," Shang pretended. "I could not hold the rope alone." Tao said, "This time I will help."

"This time I will help," Tao said. "Let us do it again."
The wolf had only one thought in his mind: to taste a gingko nut. He climbed into the basket again. Now Shang and Tag pulled the rope on the basket together, higher and higher. Again, they let go, and again the wolf tumbled down, down, and bumped his head.

The wolf was furious. He growled and cursed. "We could not hold the rope, Po Po," Shang said, "but only one gingko nut and you will be well again."

"I shall give a hand to my sisters this time," Paotze, the youngest, said. "This time we shall not fail."

Now the children pulled the rope with all of their strength. As they pulled they sang, "Hei yo, hei yo," and the basket rose straight up, higher than the first time, higher than the second time, higher and higher until it nearly reached the top of the tree. When the wolf reached out, he could almost touch the highest branch.
But at that moment, Shang coughed and they all let go of the rope, and the basket fell down and down and down. Not only did the wolf bump his head, but he broke his heart to pieces.

"Po Po," Shang shouted, but there was no answer.

"Po Po," Tao shouted, but there was no answer.

"Po Po," Paotze shouted. There was still no answer. The children climbed to the branches just above the wolf and saw that he was truly dead. Then they climbed down, went into the house, closed the door, locked the door with the latch and fell peacefully asleep.
On the next day, their mother returned with baskets of food from their real Po Po, and the three sisters told her the story of the Po Po who had come.

Think and Respond

1. What happened to the sisters after their mother left to visit Po Po?
2. Why does Shang tell the wolf how tender and soft the gingko nuts are?
3. Do the children let go of the basket by accident or on purpose? How do you know?
4. What do you think the girls’ mother will say when she hears their story?
5. What reading strategy helped you understand this story?
Lesson 3
### Content Objectives

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
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<tbody>
<tr>
<td>Students will classify likenesses and differences across texts (Lon Po Po and</td>
<td>Students will write likenesses and differences on a Venn</td>
</tr>
<tr>
<td>teacher innovation of text)</td>
<td>Diagram</td>
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<tr>
<td>Students will recognize values/beliefs included in a text</td>
<td>Students will orally generate possible solutions to</td>
</tr>
<tr>
<td></td>
<td>teacher innovation of Lon Po Po.</td>
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</table>

### Language Objectives

<table>
<thead>
<tr>
<th>Level 5: Nearly Fluent</th>
<th>Level 4: Intermediate</th>
<th>Level 3: Speech Emergent</th>
<th>Level 2: Early Production</th>
<th>Level 1: Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
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<tr>
<td>Students will work in pairs to identify likenesses and differences using the Venn Diagram</td>
<td>Students will work in pairs to identify likenesses and differences using the Venn Diagram. They will be given sentence starters. They may use L1 and/or L2.</td>
<td>Students will work in pairs to identify likenesses and differences using the Venn diagram. They will be given sentence starters. They may use L1 and/or L2.</td>
<td>Students will work in pairs to identify likenesses and differences using the Venn diagram. They will be given sentence starters and pictures and may use L1 and/or L2.</td>
<td>Students will work in pairs to identify likenesses and differences using the Venn diagram. They will be given sentence starters and pictures and may use L1 and/or L2.</td>
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</table>

### Speaking

<table>
<thead>
<tr>
<th>Level 5: Nearly Fluent</th>
<th>Level 4: Intermediate</th>
<th>Level 3: Speech Emergent</th>
<th>Level 2: Early Production</th>
<th>Level 1: Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will orally discuss</td>
<td>Students will orally discuss with a</td>
<td>Students will orally discuss</td>
<td>Students will orally discuss</td>
<td>Students will orally discuss with</td>
</tr>
<tr>
<td>with a partner, a possible solution to the innovation on Lon Po Po. They will be given sentence starters and be expected to express their ideas in complete sentences using the sentence starters.</td>
<td>partner a possible solution to the innovation on Lon Po Po. They will be given sentence starters and a word bank and be expected to express their ideas in short phrases using the sentence starters.</td>
<td>with a partner a possible solution to the innovation on Lon Po Po. They will be given sentence starters with a word bank and visuals and be expected to express their ideas through pantomime.</td>
<td>a partner a possible solution to the innovation on Lon Po Po. They will be given sentence starters with a word bank and visuals and be expected to express their ideas through pantomime.</td>
<td></td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
<td>SYNTAX</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Classifying</td>
<td>Comparing likenesses and differences between Lon Po Po and teacher</td>
<td>They are similar because they both________________________________________</td>
<td>Have a wolf as a character, Have kids that are left alone, Have a wolf that pretends to be a grandmother, Have a wolf that tricks the kids into letting him into the house</td>
<td>Present perfect verb tenses, Present verb tenses</td>
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</tbody>
</table>
|               | and teacher
|               | Innovation of story using Venn Diagram                                    |                                                                              |                                                                              |                               |
|               |                                                                           | They are different because________________________________________________ | They take place in different countries, There are different kids, The wolf gives different reasons for his sharp claws and bushy tail, the problem is solved in a different way | Present verb tenses           |
| Synthesizing  | C rally extending the story innovation begun by the teacher to create a plausible ending | I think that the problem is solved when____________________________________ | The real grandmother (nona) comes to the house, One of the aunts (zias) feeds the wolf so much he explodes, One of the aunts (zias) or grandmother (nona) pinches the wolf's cheeks and hugs him so much, he runs away. | Present verb tenses           |
|               |                                                                           | I think this because_______________________________________________________ | The story said the grandmother (nona) and the aunts (zias) were always feeding the children so much, The story said that the grandmother (nona) and the aunts (zias) were always pinching the children's cheeks and hugging them until they suffocated. | Linking verbs, Transitive verbs |

Lon Po Po

Functional/Notional Chart

Lesson Three
I. Warm Up/ Introduction: (5 min)

A. Teacher introduces the idea that she's been thinking about how the story, Lon Po Po, would be different if she was telling it from her experiences growing up in an Italian household.

B. Elicit students' ideas about how the story might be different if they were telling the story. If students have difficulty starting, use the "framing main ideas" page to help them (appendix 3, page 1).

1. Do this using the Round Robin method. Put students into (mixed language proficiency level) groups of four. Each group is given a piece of chart paper and one marker. Students are given one minute to pass the marker around as many times as they can. Each person contributes ideas to the chart.

2. Post charts and have groups share ideas.

The Round Robin activity is a quickly paced activity. It is ideal as a warm up activity because it gets students instantly involved in the lesson. Since it is a small group activity, students are able to support one another and there is less risk involved in contributing ideas. Heterogeneous grouping allows for students at the early stages of language acquisition to benefit from the modeling of those with stronger L2 skills.

The whole class will benefit from everybody's ideas during the shared portion of the activity.
II. Objectives: (3 min)

A. Have a student read objectives for the day, which are written on the board.

B. Have another student paraphrase.

Focusing students' attention on the objective of the day increases motivation and engagement by making clear what is expected of them. Having them written on the board sends the message that instruction is purposeful. Paraphrasing objectives serves the purpose of checking for understanding and modeling and practicing language skills.

III. Teacher Modeling: (15 min)

A. Teacher tells her version of the Lon Po Po story. (appendix 3, page 2), stopping just before the solution.

Speech is slowed to an adequate pace. Teacher uses clear articulation and frequent pauses and repetition to emphasize key points. Teacher uses facial expressions, gestures and dramatization to make speech comprehensible. Teacher also refers to pictures, map of Sicily (appendix 3, pages 3, 4 and 5) as she speaks.

B. Teacher demonstrates how to fill in the Venn diagram (appendix 3, page 6), showing the comparisons between her story and Lon Po Po.

She compares each idea with the ideas from Lon Po Po, showing how they are the same and different. She writes the sentence frames on the
board. "They are similar because they both______. They are different because they both______. And points to these frames when comparing the stories. These provide the language structure that some students will need in order to be successful with this experience.

IV. Guided Practice (25 min)

A. Students will complete the Venn Diagram, comparing and contrasting the two stories. This assignment will be differentiated according to language proficiency levels. (see PI's for this lesson and appendix 3, pages 7, 8, and 9).

Using supplementary materials, such as graphic organizers, enable learners to organize complex content to make it more understandable. Adapting the assignment makes it accessible to all learners. Some students will work in pairs, some will have visual prompts and sentence starters. These scaffolds give students an entryway into the content and a chance to apply the content and language knowledge they are learning.

B. Teacher will circulate and give feedback.

Giving students opportunities to interact with the teacher and to get specific feedback on their learning is a vital part of language and content learning. This is the chance to engage in extended and elaborated talk with students on a one-to-one basis or in small groups.

C. Teacher will bring whole class back together to discuss how the problem might be solved if she were telling the story.

To do this, talk about how the beliefs and values of a culture influence the solution. Compare the solution in Lon Po Po to Little Red Riding Hood.
This is what I might say:

"I've also been wondering about how the problem (point to word on Venn diagram) in my version of the story would be solved. In China (map), the oldest daughter (picture) was smart enough (gesture) to out-trick the wolf. I know that in Chinese culture, these traits, intelligence (being smart or clever), and being the oldest, are important. So- I wonder if that is why the problem was solved that way in that story? What do you think? Let's think about Little Red Riding Hood for a minute. Do you remember how that story was solved? (Elicit that the woodcutter came and saved her). What do you think that says about the beliefs and value of that culture? (do a think-pair-share first) and then whole class. Try to get to the idea that perhaps since it was a man and he used physical strength that that might be what is valued in that culture.

Then- talk to them about what it was like in my family and see if they can figure out a logical solution:

"In my family, our life was ruled by the grandmothers (the nonas), the zias (the aunts), and the mothers. They were the center of the family. They were always trying to feed us. They told us stories, warned us to be good or else, pinched our cheeks and suffocated us with their hugs. We were always trying to escape from the hugging and the cheek pinching and the lecturing. Sometimes, we even tried to escape from the food. There was always too much food."

D. Students will orally discuss with a partner, ideas for a possible ending to teacher's innovation of Lon Po Po story. This is differentiated for levels of language proficiency (see PI's and appendix 3 pages 10, 11, 12 and 13)

Teacher circulates to listen for plausible ideas and guiding students to justify responses.
E. Teacher leads a whole class discussion, weaving in ideas that she heard while circulating. In doing so, she makes clear the links between the actions of the characters and how those reflect the beliefs/values of the culture. This is an important way in which setting influences plot.

F. Teacher goes back to Venn Diagram and completes it with student input by comparing solutions (teacher's innovation as compared to *Lon Po Po*). Students fill out their graphic organizer as well.

IV. Closure: (5 min)

Students will write in their journal about how they think family (cultural) beliefs and values can change a story.
I sheltered instruction in this lesson first by changing the way Harcourt suggested to teach the objective. I wanted to contextualize it for my ELLs and to make it more relevant to their lives. The original lesson plan incorporates several different stories for teachers to use while modeling the skill of comparing and contrasting. Stories that I found meaningless and unrelated to Lon Po Po. Each of those stories would have required time to build additional background knowledge to make them comprehensible to the students. I felt that this would add another level of confusion to my students. So, I wrote my own innovation of the Lon Po Po story, controlling the text for purposes of comparison. I found their use of different graphic organizers to compare and contrast confusing. I would stick with just the Venn diagram.

Harcourt's models of thinking for compare and contrast (original text p 116, appendix, page____) are superficial. That they wrote that both stories had "happy endings" is so trivial compared to what one can take from this story. So, I did not use those examples. Instead, I went to the State Language Arts Standards and chose the content objective: "recognize values, ethics and beliefs included in a text." This is an especially important content objective as it is a foundation for teaching students to draw conclusions about such things as character motives and traits, conflict and solution, and setting. It is also a perfect opportunity to draw on the rich cultural capital in the room, showing the students that their own background and experiences are a source of knowledge and strength in understanding the interrelationships among character, setting, and plot development. So, though Harcourt did not emphasize this objective for this story, I did. Because being able to recognize how values and beliefs can influence a story at multiple levels is a fairly abstract concept, but such a vital one if students are to truly appreciate the craft of storytelling, using their own strong cultural identities and experiences to help them understand it only makes sense. I begin this process by modeling using a story innovation of Lon Po Po from my own cultural background.
I would follow this lesson up with lessons that would involve having the students think about/ interview their families about values and beliefs and guide them through the process of writing their own innovations on the Lon Po Po story. Extension ideas include writing their own innovations based on their families. I’ve included a beginning cloze sheet for planning such an innovation (Appendix, page _____). Compiling a classroom book would build shared history. Inviting parents into a celebration of the sharing of the book would enrich it even more. The possibilities are endless!

Other ways in which this lesson is contextualized include modeling of the process of thinking about how the stories are alike and different, and how to represent that on a graphic organizer. I had students work in groups to create opportunities to negotiate meaning. I used visuals while telling my story to highlight and develop vocabulary.

I was careful to make speech comprehensible by telling my innovated story with exaggerated facial expressions, gestures and dramatizations. I used labeled visuals to help students to understand the story. I framed main ideas for them.

Students had multiple opportunities to engage in conversations. They worked in small groups to generate ideas about how Lon Po Po would be different if they were telling the story at the start of the lesson. They worked in small groups to consider similarities and differences between my innovation and Lon Po Po. These experiences required extended conversation. The teacher would be circulating during this time to question students and further their thinking and discussion.
Lon Po Po

Lesson Three

Compare and Contrast

Framing Main Ideas

Lon Po Po and Innovation

Directions to Teacher: Use these sentences if students are having difficulty thinking of ways in which the story would be different if they were telling it (warm up activity). This illustrates the thinking that went into developing my innovation. Note: this can also be used later as a planning guide when they write their own innovations.

It would not be in China

I would not call my grandma, Po Po

The wolf would not have said he had an awl for claws

My grandma didn’t make shoes

Hemp string for a basket

My grandma didn’t make baskets

It would be in Sicily

I would call her, Nona

The wolf might have said he had a knife to cut pasta dough.

She made pasta dough.

The wolf might have said he had yarn to make a blanket

She made blankets.
Once, long ago, there lived a little girl and her three brothers in a little house far away in the mountains, on an island called Sicily. Sicily is an island off the coast of Italy. All of her cousins and aunts and uncles and her grandma, her nona, and grandpa, her nono, great aunts, her zias, and great uncles, her zios, got together every Sunday for a huge feast. There were mountains of pasta, vegetables, cheeses and breads. Meats of all kinds would be piled onto my plate. And that would be followed by enormous bowls of fruit and finally, the most incredible desserts filled with cream and light as a feather pillow. And if I didn’t eat at least my weight in food, the zias would smack me and yell at me that I was “too thin” and that I was going to get sick and they’d force me to eat more. I could hardly stand up when it was over. The nonas and zias were always hugging us kids and pinching our cheeks, too. And they were big women. So their hugs felt like a bear attack and the cheek pinches would leave a mark for hours. We did whatever we could to stay clear of them.

One Saturday, the children were left alone at home. An old wolf lived nearby and saw that they were alone. He was very hungry. So, disguising himself as their nona, he went to the door and knocked. Because her brothers weren’t so smart, they let the wolf in, believing he really was their nona.

The little girl was suspicious, though. She noticed the wolf’s claws and said, “Nona, what is it that you have that is so sharp?”

The wolf replied, “It is a knife to cut the pasta dough I will make for you.”

Still suspicious, the girl, asked, “but what is that fur, Nona?”

“It is yarn, so that I can make a blanket to keep you warm.”

DON’T GO BEYOND HERE IN TELLING THE STORY- STUDENTS WILL WRITE THEIR OWN ENDING. I’VE INCLUDED MY VERSION TO SHARE AFTER THEY’VE DISCUSSED AND SHARED THEIRS.

The little girl didn’t buy any of it. She figured out the wolf’s trick and was thinking about what to do when the through the door burst open.

Through the door came one of her Zias. She had seen the wolf coming into the house. This particular Zia tended to be kind of nosy. She
was always looking out the window to see what was going on at the little girl's house. She grabbed the wolf and gave him one of her famous bear hugs, pinched his cheeks until they glowed red and fed him until her exploded from all the food he had eaten. And that is how she saved the little girl and her brothers from the big bad wolf.
Sicily is an island. A huge feast.

Mountains of pasta
Nona and the Zias were always hugging us and pinching our cheeks.
It's a knife to cut pasta!

It is yarn, so that I can make you a blanket.
Lon Po Po
Lesson Three
Task 3.1
Sentence Starters for Venn Diagram
Speech Emergent, Level 3

Directions: You will work with a partner to complete the Venn diagram, deciding what is the same and what is different about my story and *Lon Po Po*. You may use the sentence starters below to help you.

**Teacher’s Story:**

The setting is in __________

The characters are: _______ _______ __ __

**Lon Po Po Story:**

The setting is ______

The characters are ________ ________ __________

In both,

There is a _____________ (character)

The children are _______________

The wolf pretends ________________

The wolf tricks ________________
Lon Po Po
Lesson Three
Task 3.1
Sentence Starters for Venn Diagram
Early Production, Level 2

Directions: You will work with a partner to complete the Venn diagram, deciding what is the same and what is different about my story and Lon Po Po. You may use the sentence starters below to help you. You may also use your first language, if that helps you.

**Teacher's Story:**

The setting is in ____________

The characters are: ______, ______, ______, ______

**Lon Po Po Story:**

The setting is ______

The characters are ______, ______, ______

In both,

There is a _____________ (character)

The children are ________________

The wolf pretends ________________

The wolf tricks ________________
Lesson Three
Task 3.1
Sentence Starters for Venn Diagram
Pre production, Level One

Directions: You will work with a partner to complete the Venn diagram, deciding what is the same and what is different about your story and Lon Po Po. You may use the sentence starters and icons below to help you. You may also use your first language, if that helps you.

**Teacher's Story:**

The setting is in ____________

The characters are: ___________ ___________ ___________ ___________

**Lon Po Po Story:**

The setting is ____________

The characters are ___________ ___________ ___________

In both,

There is a _______________ (character)

The children are _______________

The wolfpretends_________________

The wolf tricks_________________
Sentence Starters for story solution

Directions: Think about how this story might end. You may use any of these to help you begin to plan your ideas the ending (solution) to this story. You may also come up with your own ideas. You must be ready to share your ideas with the class using complete sentences.

The girl was____________

Suddenly,____________

The door burst open_________

There was a loud noise __________

One of the ________________
Lon Po Po
Lesson Three
Task 3.2
Speech Emergent, Level 3

Directions: Think about how this story might end. You may use any of these to help you begin to talk about what you think is the ending (solution) to this story. You may also come up with your own ideas. Use the word bank to help you.

The girl was__________

Suddenly,__________

The door burst open__________

There was a loud noise _______

One of the ____________
Lon Po Po
Lesson Three
Task 3.2
Early Production, level 2

Directions: Think about how this story might end. You may use any of these to help you begin to talk about what you think is the ending (solution) to this story. You may also come up with your own ideas. Use the word bank to help you. You will share your ideas with the class. You may use pictures and one or two words for your ideas.

The girl was ____________

Suddenly, ____________

The door burst open ____________

There was a loud noise ____________

One of the ____________

pasta  pinched cheeks

hug  suspicious  zia

suffocated  exploded
Suspicious Look

Pinching Cheeks
Too Much Pasta

A Suffocating Hug
Directions: Think about how this story might end. You may use any of these to help you begin to talk about what you think is the ending (solution) to this story. You may also come up with your own ideas. Use the word bank to help you. You will share your ideas with the class. You may use pictures and act out your ideas.

The girl was ___________

Suddenly, _______________

The door burst open ___________

There was a loud noise ___________
One of the ________.
Too Much Pasta

A Suffocating Hug
Suspicious Look

Pinching Cheeks
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<th>SHELTERED STRATEGIES</th>
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<th>Lesson 2</th>
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<tr>
<td>I.B. Develop Vocabulary</td>
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<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
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<td>I.D. Model (Instructions, Processes)</td>
<td>5,7,9</td>
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<tr>
<td>I.E. Create Opps. To Negotiate Meaning/ Check Understanding</td>
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<td>II. Make Text Comprehensible</td>
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<td>III.C. Use of Word Walls</td>
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<td>III.D. Frame Main Ideas</td>
<td>9</td>
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<td>III.E. Check for Understanding</td>
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<td>IV. Engage: Opportunities for Output</td>
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<td>IV.A. Use Teacher Questioning and Response Strategies</td>
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<td>IV.B. Practice Instructional Conversations</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
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<td>8</td>
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<td>VI. Give Students Voice</td>
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<td>VI. A. Challenge students to produce extended talk</td>
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<td>VI. B. Model Language for Oral and Written Production</td>
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<td>8</td>
<td>4,6</td>
</tr>
<tr>
<td>VI. C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>5,7,9</td>
<td>6</td>
<td>4,6</td>
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### Grammar and Function Chart

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<th>Grammar</th>
<th>Lessons</th>
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<tr>
<td>Nouns, &quot;wh&quot; questions, descriptive clauses, noun phrases</td>
<td>Lesson one</td>
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<td>Verb clauses, past tense verbs, irregular past tense verbs</td>
<td>Lesson two</td>
</tr>
<tr>
<td>Present perfect verb tenses, linking verbs, transitive verbs</td>
<td>Lesson three</td>
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</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lessons</th>
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</thead>
<tbody>
<tr>
<td>Generating questions, interpreting information</td>
<td>Lesson one</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Lesson two</td>
</tr>
<tr>
<td>Classifying, synthesizing</td>
<td>Lesson three</td>
</tr>
</tbody>
</table>
Original Lessons
A Lesson Well Learned
by George Shannon

There once lived a wise teacher in China who loved to retreat to a cave and read. Still, students frequently gathered at the cave, eager to learn new lessons. One day two students grew very tired of waiting.

"Master," they called, "it is long past time for our lesson."

The teacher smiled and said, "Your lesson for today is to see if you can find a way to get me to leave my comfortable cave."

The first student tried to convince the teacher that dragons that had to be seen to be believed were fighting on the other side of the hill. But the teacher didn’t leave his cave. The second student cried out that the emperor’s family was passing their way and that if they didn’t run out and bow they’d be arrested. Once again the teacher refused to leave his cool, quiet cave. The two students tried and tried as best they could, but finally shook their heads.

"We’ve failed," said the first student. "There’s no way we can get you to leave the cave."

"But wait," said the second. "I’m certain we can get you to do this instead."

As the student explained, the teacher hurriedly left his cave before he realized that he’d been fooled.

"It worked!" the student cheered. "We did get you to leave the cave."

"So you did," said the teacher, and praised the student for his cleverness.

What did the student say that made the teacher leave his cave?

HOW IT WAS DONE

The student said he was certain that if the teacher was sitting outside the cave, they could get him to go inside. In order for the teacher to prove them wrong, he had to leave the cave.
LISTENING COMPREHENSION

- How did the first student try to use curiosity to get the wise man to leave the cave? (Possible response: He told the wise man that there was an amazing dragon fight that the wise man just had to see.) PROBLEM/SOLUTION

- What emotion did the other student try to use on his first try? How do you know? (Possible response: Fear; he tried to use the threat of being arrested as a way to scare the wise man into moving.) PROBLEM/SOLUTION

- How did the wise man's pride cause him to be fooled? (Possible response: He wanted to prove that the second student was wrong. This made him forget the original lesson.) MAIN IDEA

- What do you think is the purpose of this folktale? (Possible responses: to entertain; to teach a lesson about being too proud) AUTHOR'S PURPOSE

Question of the Day

DEVELOP ORAL LANGUAGE

- Display Transparency 171, covering all but the first question. Ask a volunteer to read the question aloud.

- Response Journal Explain to students that they should think about the question throughout the day and write their responses in their journals. Tell students to be prepared to discuss the answer or answers to it by the end of the day or at another time you choose.

- You may want to repeat this process daily for each of the four remaining discussion questions.
**Summarize**

**REVIEW THE STRATEGY**

Remind students that good readers are constantly checking to be sure that they understand what they read. Point out that pausing to summarize, or briefly retell the most important events, can help them better understand a story.

**TEACH/MODEL**

Use the folktale "A Family Dinner" on Transparency 173 to model the strategy.

**MODEL**

This is how I would summarize this story: Two pigs are invited to dinner at their older brother's brick house. After they arrive, a wolf tries to trick them into letting him in by saying he's their mother. The oldest pig figures out the trick and gets rid of the wolf.

**SKILL ↔ STRATEGY CONNECTION**

Point out that stopping to summarize what has happened in a story will help students understand how events in different stories are alike and different.

**PRACTICE/APPLY**

Remind students to stop every few pages to summarize important events in a story. For opportunities to apply and reinforce the strategy during reading, see pages 103 and 111.

**OBJECTIVE**

To understand that summarizing while reading can help a reader recall and keep track of story events.

**Strategies Good Readers Use**

- Use Decoding/Phonics
- Make and Confirm Predictions
- Create Mental Images
- Self-Question
- Summarize
- Read Ahead
- Reread to Clarify
- Use Context to Confirm Meaning
- Use Text Structure and Format
- Adjust Reading Rate
Have students read page 116 in the *Pupil Edition*. You may wish to use this model to explain some of the information in the chart:

**MODEL** A wolf that pretends to be a grandmother is one important thing that "Lon Po Po" and "Little Red Riding Hood" have in common. One way in which the stories are different is that Lon Po Po has three sisters, while Red Riding Hood is alone.

Ask students how comparing and contrasting "Lon Po Po" with "Little Red Riding Hood" helped them to better understand the basic plot in both stories.

### PRACTICE/APPLY

Students can work in pairs to take turns retelling what they did yesterday after school. Then have partners create a chart to compare and contrast their afternoon activities. **PERFORMANCE ASSESSMENT**

![Visit The Learning Site](www.harcourtschool.com)

See Skill Activities and Test Tutors: Compare and Contrast.

### Diagnostic Check: Comprehension

If ... students have difficulty...

Then ... write names or things on slips of paper. Have partners choose a slip, list likenesses and the other...

**ADDITIONAL SUPPORT**

- **BELOW-LEVEL**

- **ADVANCED**

- `'
You know that comparing and contrasting means thinking about how things are alike and different.

In some ways, the stories "Lon Po Po" and "Little Red Riding Hood" are alike. In other ways, they are different.

### Characters

<table>
<thead>
<tr>
<th>&quot;Lon Po Po&quot;</th>
<th>&quot;Little Red Riding Hood&quot;</th>
<th>Both Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>three sisters</td>
<td>girl with red cape</td>
<td>wolf</td>
</tr>
</tbody>
</table>

### Setting

<table>
<thead>
<tr>
<th>&quot;Lon Po Po&quot;</th>
<th>&quot;Little Red Riding Hood&quot;</th>
<th>Both Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>China; in the country</td>
<td>in the woods</td>
<td>long ago</td>
</tr>
</tbody>
</table>

### Plot

<table>
<thead>
<tr>
<th>&quot;Lon Po Po&quot;</th>
<th>&quot;Little Red Riding Hood&quot;</th>
<th>Both Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother goes away</td>
<td>girl goes to visit grandmother</td>
<td>wolf pretends to be grandmother</td>
</tr>
<tr>
<td>wolf comes to door</td>
<td>girl figures out that wolf is trying to trick her</td>
<td>happy ending</td>
</tr>
<tr>
<td>sisters trick wolf</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PRACTICE/APPLY

Students can work in pairs to take turns telling what they did yesterday after school and contrast their afternoon activity.

### PERFORMANCE ASSESSMENT

Technology

Visit The Learning Site:

www.harcourtschool.com

Activities and Test Tutors: Compare and Contrast.

### Diagnostic Check: Comprehension and Skills

If . . . students have difficulty comparing and contrasting,

Then . . . write names of related pairs of people, places, or things on slips of paper and place them in a container. Have partners choose a slip of paper. One partner should list likenesses and the other should list differences.

### ADDITIONAL SUPPORT ACTIVITIES

BEGINNING

Extend, p. 523

ADVANCED

Extend, p. 523
OBJECTIVE
To classify likenesses and differences across texts

SKILL TRACE
COMPARE AND CONTRAST
- Introduce: p. 361
- Reteach: pp. 510, 512, 554, 75
- Review: pp. 58, 938, 941, 116
- Test: Theme 1 Vol. 2
- Maintain: p. 2221

Focus Skill
Compare and Contrast

REVIEW THE SKILL
Access prior knowledge. Ask students to compare and contrast two things. (Possible response: How are two things alike? How are they different.)

TEACH/MODEL
Tell students that thinking about how the same events in two stories are alike and different helps them understand what they read. Summarize the story “The Pigs,” including the main characters, the multiple main events. Then read aloud the story “A F:un il y T h e T hr c r:

- Display Transparency 172 and have volunteers fill in entries in the Venn diagram.
- Work with students to summarize the likenesses and differences between the two stories.

PRACTICE/APPLY
To practice the skill while reading “Lon Po Po,” Building Background on page 94K and then

For opportunities to apply and reinforce the skill:

During reading: pages 100, 104, and 110
**Focus Skill**

**Compare and Contrast**

**REVIEW THE SKILL**

**Access prior knowledge.** Ask students what it means to compare and contrast two things. (Possible responses: To compare means to tell how two things are alike; to contrast means to tell how they are different.)

**TEACH/MODEL**

Tell students that thinking about how the setting, characters, and events in two stories are alike and different can help them better understand what they read. Summarize the folktale "The Three Little Pigs," including the main characters, the multiple settings, and the main events. Then read aloud the story "A Family Dinner" on Transparency 173.

- Display Transparency 172 and have volunteers read aloud the entries in the Venn diagram.
- Work with students to summarize the likenesses and differences between the two stories.

**PRACTICE/APPLY**

To practice the skill while reading "Lon Po Po," use the instruction in Building Background on page 94K and then begin a Venn diagram.

For opportunities to apply and reinforce the skill, see the following pages:

**During reading:** pages 100, 104, and 110