

LING'S NEW YEAR'S SURPRISE

Written by - Janet Intscher
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 Set 8 – 175 words

Building Anticipation – Setting the Context

Ask: *Has anyone been to a parade? What parade did you go to? If you went to a parade to celebrate the Chinese New Year, what would you see? What colors would be most popular?*



Introduction

Introduce the book by showing the cover and saying:
This book is called 'Ling's New Year Surprise'. In this story, Mom, Dad, Ling, Sam, Aunty Lee, and May-May go to the Chinese New Year Parade. They see many things at the parade and Ling gets a surprise.

Give each child a book.

Take the children to selected pages and locate known words to build confidence, predict using known strategies and study illustrations to elicit details and vocabulary.

Show the illustration on page 6 and discuss what they see.

Be sure to prompt for the word *shaker*. Show the children the text on page 9 and have them predict and then locate the word *Aunty*.

After the children have had time for an independent book walk, ask them to read the text independently to find out Ling's surprise.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *What surprise did Ling get? How did she know her Dad was inside the dragon? Have the children support their response by using the text. Ask: Do you think Ling would like to be in the dragon dance? Why or why not?*

Responding Creatively – Independent Practice

Children can:

- illustrate the items on the reproducible master then cut and paste them in order to create their own parade.
- make a dragon stick puppet and perform a dragon dance. Provide appropriate music and time to practice.
- experiment with paints and pastels to create Chinese fabric patterns. (Provide real material samples or books that show traditional patterns).
- experiment with a fine paintbrush and black paint to create Chinese characters on a banner. (Provide a model of some of the characters).

Read Aloud Connections

Chin Chiang and the Dragon Dance, by Ian Wallace, Atheneum, 1984.

Chinatown, by William Low, Henry Holt and Co., 1997.

Learning About Language - Focused Teaching		
High Frequency Words	put, let's, can't.	Place these words on the word wall. Children can edit their own writing.
Letters and Letter Clusters	<i>Uu</i> - up <i>gr</i> - green <i>dr</i> - dragon, drums <i>sh</i> - shakes, shake, shouted	Ask the children to find these words in their book. Find other words that begin with these letter clusters as they read around the room.
Onset and Rimes and Word Families	see, Lee, wee, tree pop, stop, cop, mop, hop	Brainstorm a list of words that feature the rime <i>op</i> . Use the same list and change the final letter to make new words. Pop-pot, Cop-cot, Mop-moo, Hop-hot.
Word Endings	<i>s</i> - comes, shoes, firecrackers <i>y</i> - happy	Find and record the words in the book that end in <i>s</i> .
Compound Words	firecrackers, inside	Use movable letter to make these words. Make another compound word beginning with <i>fire</i> , i.e., fireman .
Contractions	let's, can't, I'm	Make a double set of word cards featuring these contractions and others the children are familiar with. Children play <i>Snap</i> with a friend.
Text Features	Apostrophe - Ling's	Write your name with a toy that belongs to you, i.e., <i>Pam's doll</i> .

Reproducible Master - Ling's New Year's Surprise

Illustrate each word and then cut and paste them in order to create your own dragon parade.

Firecracker

Drums

Dragon

Shakers