

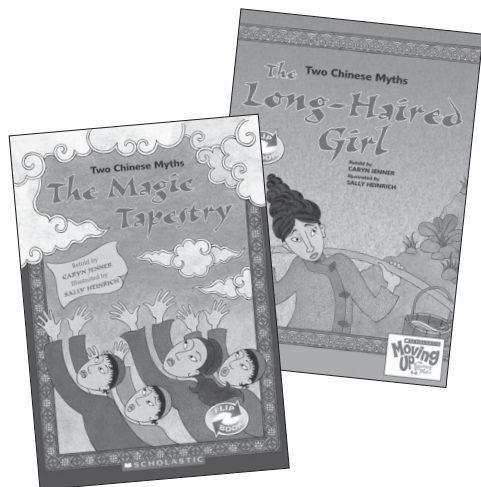
TWO CHINESE MYTHS

THE MAGIC TAPESTRY

THE LONG-HAIRED GIRL

Retold by Caryn Jenner

Illustrated by Sally Heinrich



TEXT TYPE: Fiction: Narrative—Folktales
GUIDED READING LEVEL: P

SUMMARY: This flip book is comprised of two stories set long ago in China. The Magic Tapestry tells the story of a mother, a talented weaver, who works for three years to create a beautiful tapestry. Just as the tapestry is completed, it blows away in a strong gust of wind. Desperate for its return, the mother sends her three sons on a dangerous journey to retrieve it. In The Long-Haired Girl a water spring located in a small village mysteriously dries up and the villagers soon begin to suffer. To restore the water supply and save her village, Long Hair must face the fearsome Mountain God.

TEXT FEATURES

- flip book format

VISUAL LITERACY

- supportive illustrations

TEXT SUPPORTS

- illustrations provide historical information related to clothes, homes
- familiar form of folktale
- clear, sequential plots

POSSIBLE TEXT CHALLENGES

- morals/lessons are not explicitly stated
- some difficult words (for both word recognition and meaning, e.g., ‘dismay,’ ‘tapestry,’ ‘illuminated,’ ‘banyan’)

FOCUS COMPREHENSION STRATEGY

- self-monitoring

FURTHER COMPREHENSION STRATEGY

- making connections: text to text

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- sharing ideas
- scene sketch (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using knowledge of prefixes to word solve

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- self-monitor reading comprehension by asking questions before, during, and after reading
- activate ‘fix-up’ strategies
- identify features of a folktale
- compare similarities or differences between folktales

ASSESSMENT TOOLS

Select from the following:

- Self-Monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (The Magic Tapestry)

Analyzing and Predicting

Self-monitoring and Making Connections: Text to Text

Self-monitoring

Word Solving and Building

BEFORE READING

Activate and build prior knowledge

- Have students examine the front and back covers of the book. Instruct students to briefly scan through the text. Discuss the flip book format. Ask: *What type of stories will these be? Why do you think the author has decided to present these two stories as a flip book?*
- Activate prior knowledge related to folktales. A folktale is a story often told orally. Folktales often feature animals, magic, tests, tricks, and ‘reversals of fortune.’ These tales are often based on superstition. List these on a class board and ask students to keep them in mind as they read. Observe where they can spot a feature of a folktale as the stories progress. Encourage students to make connections. Ask: *What folktales have you heard or read? Have you heard of or read any tales that contain some of the features mentioned?* Begin an anchor chart to record students’ existing and new knowledge related to the features of a folktale. A KWL chart would allow students to identify ‘What I Think I Know About Folktales,’ ‘What I Wonder About Folktales,’ and ‘What I Have Learned About Folktales.’

Introduce supports and challenges

- Explain that good readers self-monitor comprehension by asking questions before, during, and after reading. Self-monitoring involves metacognition (readers thinking about their own thinking). The first step in tracking one’s own comprehension is being aware that there is a problem in need of a solution. Self-questioning helps readers to develop this awareness.
- Explain the concept of ‘Thick and Thin’ questions to your students (Thick and Thin questions are described in the book ‘Strategies That Work: Teaching Comprehension to Enhance Understanding,’ by Stephanie Harvey and Anne Goudvis. The strategy is described on page 89.). Thick questions often deal with bigger concepts. They are open-ended questions which promote reflection and evaluation. Thin questions deal with specific facts. Answers to thin questions usually have one specific answer.
- Direct students to page 11 of the story. Locate the word ‘disappeared.’ Challenge students to identify the prefix in the word. Discuss with students how this prefix impacts the meaning of the word. Record this word on a two-column chart using a colour coding approach. For example, you might code the prefixes in blue, and the root words in red. You may wish to brainstorm other words with this prefix, and add them to the chart.

Self-monitoring

Set a purpose for reading

- Encourage students to ask themselves Thick and Thin questions as they read the folktale. Provide sticky notes for recording questions. You may wish to provide larger size sticky notes for thick questions, and smaller size sticky notes for thin questions. Alternatively, you may wish to provide two different colours of sticky notes. The different sizes or colours of sticky notes will allow students to categorize their questions appropriately.
- Emphasize the importance of asking questions and using ‘fix-up’ strategies, such as rereading, visualizing the text, thinking about puzzling questions, slowing down, or looking at the illustrations. Asking the teacher for help if students are unable to effectively use other fix-up strategies is also an important fix-up option to remember.

Provide for early finishers

- Ask early finishers to sort their questions into two piles: answered and unanswered questions. Can another early finisher help with unanswered questions?

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *What question did you ask yourself? Did you spot the point where you stopped understanding? Which part was confusing for you? Which fix-up strategy helped you to answer this question?*

Observe

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students stopping when comprehension breaks down and asking questions to clarify meaning, students recognizing a problem such as a tricky word, and activating fix-up strategies.

AFTER READING

Revisit the purpose for reading

- Ask students to share any unanswered questions they have with the rest of the group. Post these questions on a Thick and Thin questions chart. Instruct students to find a partner, select one question from the chart, and share an oral response using the Think-Pair-Share strategy (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*).

Self-monitoring

- Revisit the importance of self-monitoring comprehension during reading. Ask: *How did asking yourself questions help you to understand the text? What did you do when you had a harder time understanding what you were reading? What fix-up strategies did you use?*

Check on outstanding challenges

ESL NOTE: Prepare a Venn diagram as a visual aid on chart paper, with one circle labelled 'First son,' another labelled 'Second son,' and a third circle with 'Third son.' Compare and contrast the three brothers. Illustrate the outcomes of each of the brother's actions, showing that there is an underlying moral in this tale. Ask students to give examples of lessons learned and how this would apply to everyday life.

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a puzzling question.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *I noticed when Farzana read the word 'jasmine,' she stopped and asked herself what the word might mean. Farzana was able to read the sentences around the word to find some clues about the meaning of jasmine. She then used a dictionary to check on what she believed the meaning of the word was. This is an excellent example of carefully thinking about a puzzling piece of text and finding an answer using fix-ups that work well for you.*

Second Session (The Long-Haired Girl)

BEFORE READING

Activate and build prior knowledge

- Revisit the KWL chart started in the first session and ask: *How does the first folktale we read compare to the ideas we posted on our KWL chart? Have we learned any new information about folktales? Do you have any further questions about folktales?*

Introduce supports and challenges

- Direct students to page 2 of the story. Locate the word 'dismay.' Ask students to identify the prefix in the word. Using the colour coding technique from the first session, add this word to the prefix chart created earlier. Locate other words in this story which have the same prefix, e.g., 'disbelief,' 'disobeyed.' Discuss how these prefixes impact the meaning of the words they modify.

Self-monitoring

Word Solving and Building

Self-monitoring

- Read aloud page 1 of the story. Model how a reader might wish to stop, reread, and ask questions to clarify meaning, e.g., *I am wondering why she has such long hair. How will her long hair affect the events in the story? Has what I have read so far made sense to me?* Record these or any other modelled questions you've chosen on the Thick and Thin questions chart.

Self-monitoring

Set a purpose for reading

- As in the first session, provide each student with sticky notes. Encourage students to record the questions they are thinking about as they silently read to the end of *The Long-Haired Girl*. As done previously, you may wish to provide larger size sticky notes for Thick questions, and smaller size ones for Thin questions. Alternatively, you may wish to provide two different colours of sticky notes.
- Encourage students to use a range of fix-up strategies to answer puzzling questions that might arise. For example, students can slow their reading down, talk to another group member about their problem or question, or think about what strategies work well for them when faced with difficulties in understanding.

Provide for early finishers

- When students finish they can revisit the questions they have recorded on sticky notes. Ask early finishers: *Have you found answers for any of your questions? Which questions are you still wondering about? Can you reread parts of the text to locate clues for answering your questions?*

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Always provide a comprehension prompt that highlights the focus strategy (self-monitoring), e.g., *Did you understand that part? How does asking yourself questions help you? I'm glad you put a sticky note here to show that part was tricky for you. Did you solve the problem? If not, can I help in some way?*
- Give feedback on student successes and an area that they may need attention.

Observe

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

- Note any successful reading strategies you observe, e.g., *Homaro referred to the illustrations when he came across the word 'turnip.' Unsure what it meant, he guessed that it was some kind of plant or vegetable by analyzing the illustrations. He then went on-line to see if he could discover its meaning and found that he was right! This is a good example of using the visual features in the text for clues in understanding. Well done, Homaro.*

AFTER READING

Self-monitoring

Revisit the purpose for reading

- Revisit your purpose for reading by discussing some of the student questions generated before and during reading. Ask students, *Which questions can we answer? Which questions are more challenging to answer?* After reading ask, *Are there any new questions we could add to our Thick and Thin questions chart?*
- Have students work in partners. Ask each partnered group to select one Thick question posted on the chart and record it in the middle of a plain piece of paper. Provide a few minutes for students to brainstorm and write down their responses. Invite each group to share their brainstorming answers with the rest of the group. Were these answers helpful? Did they address the questions satisfactorily?
- Revisit the importance of self-monitoring reading comprehension by asking questions before, during, and after reading. Ask: *How does asking questions help you to understand the story? Which fix-up strategies helped you to answer the questions you recorded on the sticky notes?*

Check on outstanding challenges

- Do any questions remain unanswered in the Thick and Thin question chart? If so, discuss with students what fix-up strategies can be used to give a better understanding with regards to these questions.
- Do students feel as though they have learned more about the features of a folktale? Go over your KWL chart and discuss what might be entered for the last column, 'What I Have Learned about Folktales' after reading *The Long-Haired Girl*.

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *As Joan was reading this page, I noticed how she stopped to ask herself a question. She realized that she did not understand this tricky part, and decided to reread the text in order to gain a better grasp on what she felt she missed the first time reading it.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

Making Connections: Text to Text

- Using the BLM provided in this teaching guide, ask students to compare and contrast the two stories in this flip book with a Venn diagram. Encourage students to consider the ideas noted on the various charts and lists created in class as they compare and contrast the folktales.

Artistic

Self-monitoring

- Encourage students to reflect on a part of the story where they were able to answer a question by visualizing the text. Invite students to sketch and share the picture they created in their minds.

Oral/dramatic

Self-monitoring

- Invite students to form small groups and select a scene from one of these tales to share with the rest of the class in the form of a short sketch. Encourage students to give appropriate non-verbal cues in their performance. Impart the importance of non-verbal communication while trying to express the emotions and ideas put forth in these stories. Model a facial expression to denote the Mountain God's anger to serve as an example of non-verbal communication.

Comparing Two Tales

Name: _____

What similarities or differences do these two folktales have? Using this Venn diagram write down both the connections and differences you've noticed between the stories in 'Two Chinese Myths.' You can use ideas listed on the class board, the KWL chart, the Thick and Thin questions chart, and of course your own observations!

