

Name      \_Emily Quandt\_\_\_\_\_

Date       \_March 18<sup>th</sup>, 2005\_\_

### Trade Book Sheet

Title of book:   \_Lion Dancer\_\_\_\_\_

Author's name:  \_Kate Waters and Madeline Slovenz-Low\_\_\_\_\_

Publisher:   \_Scholastic\_\_\_\_\_    Copyright year:  \_1990\_\_\_\_\_

Reading level:  \_540L\_\_\_\_\_    Genre:   \_Multi-cultural non-fiction\_\_\_\_\_

#### Synopsis of story:

Ernie Wans lives in Chinatown with his family. They are preparing for the Chinese New Year. Ernie and his sister Jenny go to a public school but on the weekends they go to a Chinese school. They also learn martial arts and their father's kung fu school. Ernie is going to perform his first Lion Dance this year. His family has new clothes for the celebration and has a feast. The children receive red envelopes with money in them from family members and members of the community. Ernie practices for his Lion Dance and is nervous. On the morning he is to dance, there are many people there to watch. There are firecrackers going off and it is loud. They dance up and down the streets to bring good luck. After his dance Ernie is tired.

#### Standard:

2.3.1 Compare plots, settings, and characters presented by different authors.

#### Activity:

The students would have previously read the book "Lanterns and Firecrackers." Then we would have read "Lion Dance." These two books present the same idea about the Chinese New Year. One is fiction and one is non-fiction. We would discuss the difference between fiction and non-fiction. Then we would make three large Venn diagrams. They would be labeled plot, setting, and characters. The students would be given five minutes to brainstorm the differences in these two stories for each of the three elements. Then as a class we would discuss what we found. The students would share their

answers and I would write them on the large Venn diagrams. We would then discuss the similarities and differences and talk about why the authors explained the Chinese New Year in a certain way. I would then have the students make their own dragons. We would use chop sticks, construction paper, and a picture of a dragon to make our accordion dragons. The students would be able to color and cut out their dragons and once they were glued together and finished I would hang them up.

Standard:

3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:

- show awareness of the knowledge and interests of the audience.
- establish a purpose and context
- include the date, proper salutation, body, closing, and signature.

Activity:

The students will have read the “Lion Dancer” and we would have talked about the Chinese New Year. We would discuss all the fun things that go on during the celebration and the different experiences Ernie had. Then I would have them write a persuasive letter to their parents trying to convince them to let them go to New York for the Chinese New Year. They would have to remember that they are writing to their parents, so to persuade them they will need to have good reasons why they should go. They will have to include the date, salutation, body, closing, and signature. They will be required to have at least three reasons why they should be able to go. Before writing the letter we would brainstorm as a class reasons why it would be beneficial to go to the Chinese New Year celebration. They will be able to use these ideas plus others they come up with on their own. Their letters would go home to their parents so the students will be more inclined to make a well written persuasive letter.