

**Expected outcomes**

- All children can use some devices for creating cohesion in, and linking, paragraphs; they can also use pronouns to replace nouns.
- Most children can also use commas and pronouns to ensure clarity.
- Some children can use a greater variety of pronouns.

**Curriculum objectives**

- To increase their familiarity with a wide range of books, including traditional stories and books from other cultures and traditions.

**Resources**

Photocopiable page 'One Rice Thousand Gold' from the CD-ROM; individual whiteboards and pens

## Week 2 lesson plans

This week the children read and discuss traditional Chinese stories and find out what these tell us about Chinese values and customs. They practise reading stories out loud, using intonation, tone and volume to make the meaning of the text clear. They investigate the purpose of traditional stories – and examine a story in detail to see how well it fits its purpose. Children also explore story characters through role play and practise and perform a story. Sentences from the texts provide opportunities for revising relative clauses and the use of commas for clarity.

### I: A traditional Chinese story

#### Introduction

Introduce the story 'One Rice Thousand Gold' and explain that it is a traditional story from China. Ask: *What is meant by a traditional story?* (An old story that has been passed on from one generation to another, so the authors of most traditional stories are unknown.)

#### Whole-class work

- Give out the photocopiable page 'One Rice Thousand Gold' from the CD-ROM. Tell the class that they are going to follow the story while some of them read parts aloud. Ask: *What is important when reading aloud?* (Reading clearly, and loudly enough to be heard, but not too loudly. For some parts this needs to be varied. It will sound more interesting if you change your voice for narrative or dialogue or for different characters.) Ask: *What should the audience do?* (Look at the reader, listen quietly, look as if you are listening.) If they want to show their appreciation of the reading, they should wait until the end.
- Select readers for each paragraph, who should mark where they are to begin and end reading. Arrange the class with the readers facing them and so that they can all see them. They can then start reading. Before they begin, point out the footnotes on pronunciation.
- After reading, ask: *If the story didn't mention China or the name of the emperor, would you be able to tell that it is not a British story? How? What would help you to tell that it is from China?*
- Ask the children for the titles of other traditional stories they know. List these on the board and ask, for each one: *What do you think this story was told for, apart from to entertain?* Ask: *Is there anything similar about the reasons why the stories were told and passed on from generation to generation?* (To teach, pass on the values of the culture, encourage good/wise behaviour, and so on.)
- Ask: *What do you think was the purpose of 'One Rice Thousand Gold'?*

#### Group work

- Ask the children to spend a couple of minutes discussing what the story tells us about Chinese values and customs and, once they agree, to write this on their individual whiteboard. Warn them when you are about to stop them. They should ensure they have their answer written. It has to be brief to fit on the whiteboard.

#### Review

- Ask the children to show their whiteboards. Ask: *So, how well did the story fulfil its purpose?* (If the answers are very similar, then it did.) Ask: *What do we call this kind of meaning for a story?* (Moral.)