

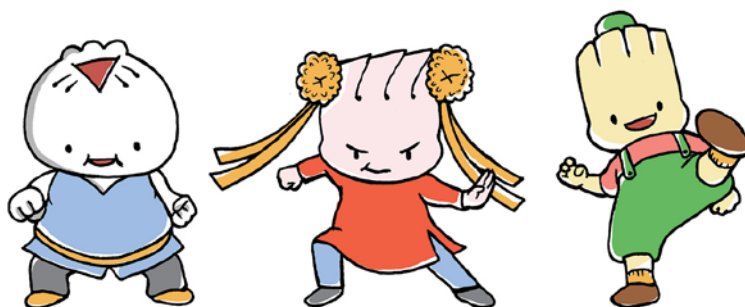


LESSON PLANS FOR TEACHERS & PARENTS

BOOK THREE:

GIVE ME A NAME

给我一个名字



Hello, teachers and parents! 你好!

We created the Little Dim Sum Warriors® series of storybooks and apps to:

- support bilingual learning with engaging narratives, characters and humour; and
- develop multi-modal literacy skills, i.e. how text and images can be combined to tell stories;

We devised this series of lesson plans to accompany the reading of the books. They contain a range of activities that you can adapt for your lessons, including:

- Active reading
- Mechanics of writing
- Connection to self
- Connection to the world
- Creative expression

The lessons can be adapted for literacy in Chinese or English or across two languages. You can also scale the lessons from **K through to 4th grade**, depending on the needs of the classroom.

These lesson plans are inspired by the progressive education principles of John Dewey, the pioneering education philosopher, and are premised on the following assumptions:

- Children come to the learning encounter with their own individual interests, powers, knowledge and capacities;
- Children learn collaboratively;
- Children learn multi-modally ;
- Critical and creative thinking are far more important in preparing children for the future than abstract knowledge alone.

We hope your kids (and you!) find the activities useful and fun!

DR. WOO YEN YEN

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Book Title:

GIVE ME A NAME

给我一个名字

Lesson 1: Active reading

Grades: K-4

Overview:

Students will read actively by tapping into their own experiences with handling disagreements. They will also use new vocabulary in their discussions.

Materials:

- *Give Me A Name*
- Handout: "Name" Vocabulary List

Opening:

(Focusing on collaboration)

- Have you ever had to work together with another person or make something with another person?
- Did you have any disagreements?
- What might be a good way of handling disagreements?

(Focusing on food)

- Have you ever tried smelly tofu 臭豆腐 Chòu dòufu?
- If Smelly Tofu were a character in your story, what kind of character would she be?

Vocabulary Walk:

Introduce the book, the characters and the synopsis of the story.

Characters:

Xiajiao, Shaomai, Smell Tofu

Synopsis:

Xiajiao and Shaomai have a crazy argument over what kind of character Smelly Tofu should be.

Prepare students by going through the list of words in the book.

(Please select according to what's appropriate for your class):

Handout: "Name" Vocabulary List

	English	Chinese	Pinyin
NOUNS	character	人物	rén wù
	tofu	豆腐	dòu fu
	mole	痣	zhì
	toothpicks	牙签	yá qiān
	armpits	腋窝	yè wō
	forest	森林	sēn lín
VERBS	give	给	gěi
	squirt	·喷	pēn
	understand	明白	míng bái
	try	试	shì
	draw	画	huà
ADVERBS	enough	够了	gòu le
ADJECTIVES	smelly	臭	chòu
	hungry	饿	è
	fresh	新鲜	xīn xiān
	upset	难过	nán guò
SOUND EFFECTS	Toot toot	嘟嘟	dū dū
	Toing! Toing! Toing!	咚英! 咚英! 咚英!	duǒ yīng! duǒ yīng! duǒ yīng!
	Toing-oing-oinggg	咚嗡嗡嗡嗡	dōng wēng wēng wēng wēng
	Blort	瀑啦	pù la

Read aloud:

Teacher reads aloud using different voices for Xiajiao and Shaomai, and most important for this book: the sound effects! (Students will enjoy making the sound effects.)

Discussion questions:

- Have you ever had smelly tofu?
- Which Smelly Tofu do you prefer? Xiajiao's character or Shaomai's character?
- Who was right? Xiajiao or Shaomai?
- They had a disagreement. What do you think of the way that they resolved their disagreement? Is that a good way to resolve a disagreement?
- How do you usually resolve a disagreement?

Lesson 2: Sound effects in writing

Grades: K-4

A note from the authors:

Dear readers,

We used a lot of sound effects in this story because we love them!

They are a very important element in comics and graphic novels because they convey sounds that regular dialogue can't. Comics without sound effects would be like watching a super-hero movie where all the explosions are silent.

We always enjoy trying to write sound effects in text so that someone else can "hear" the same sound that we hear. This can be a real challenge sometimes. Does an explosion really sound like "Ka-boom"? We are also sometimes inspired to create stories because of weird sounds!



In this lesson, we hope you will let sounds spark your imagination!

Yours sincerely,

Yen Yen and Colin

Opening:

- What happens if we read *Give Me A Name* without the sound effects?
- What difference does it make?

Group activity: Guess what activity makes this sound?

- Break into groups of three.
- Have each group think of three actions and verbally reproduce the sounds.
- Each group presents their sound and how they think the sound should be spelled. The class tries to guess what activities they were thinking of.

Group activity: Letting sounds spark our imagination

- Each group returns to come up with a sequence of 5 sounds to make a story. The sounds are written on a sheet of paper.
- The groups exchange the list of sounds.
- Each group comes up with a collaborative story using the 5 sounds from the other group in sequence.
- The stories can be written/ drawn on comic book panels, acted out and presented in class. During the presentation, each group will show the class the list of sounds they were given to get the class thinking, and then they will present their sound-based story.

Conclusion:

Introduce the concept of "onomatopoeia" and a big list of sounds such as this:

<https://thinkwritten.com/onomatopoeia/>. Students might use them in their own writing.

Lesson 3: Creating characters/ descriptive writing with adjectives

Grade: 1-4

A note from the authors:

Dear readers,

We have friends who really don't like Smelly Tofu 臭豆腐, and also friends who love it and don't think it's smelly at all; they happily eat it fried, boiled and steamed. Likewise, we love to eat durians, but also know many people who can't stand their smell. That's why we created the character of Smelly Tofu, because people can see the same thing, but see very different traits. When characters have both likeable and unlikeable traits, that makes them more complex and interesting.

We hope you will have fun creating your own food character whom people might have very, very different reactions to!

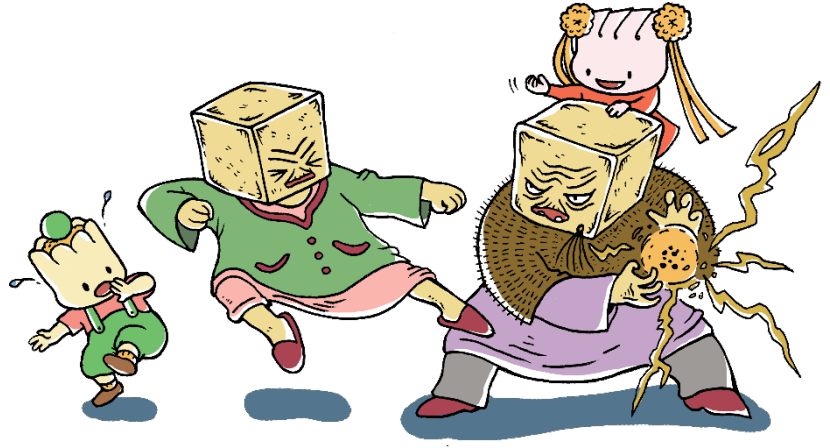
Yours sincerely,

Yen Yen and Colin

(Worksheet overleaf)

Group Activity:

What are the different words and ways that are used to describe Smelly Tofu?



Xiajiao's Smelly Tofu

What are the character's traits?

What does the character look like?

What does the character do?

What does the character smell like?

Shaomai's Smelly Tofu

What are the character's traits?

What does the character look like?

What does the character do?

What does the character smell like?

- Teacher introduces the concept of “adjectives”, i.e. “describing words”.
- Teacher leads students in discussing what food item they might want to make a character of (it’s even better if the artifact can be in the classroom for students to see).
- Students fill in a worksheet with descriptions of the character (depending on age, the descriptions can in the form of pictures or pictures with text). Encourage students to be as outlandish and creative as possible with their descriptions.

Option for older kids: students can also write their own descriptions and then switch the written text with a partner to have the partner draw 4 panels based on the descriptions like in *Give Me A Name*.

My character is _____

