

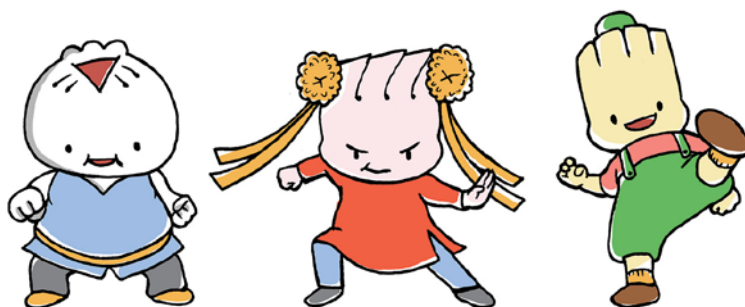


# LESSON PLANS FOR TEACHERS & PARENTS

BOOK ONE:

**PAPA I'M STILL NOT SLEEPY**

爸爸, 我还不睡



# 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 4<sup>th</sup> 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!

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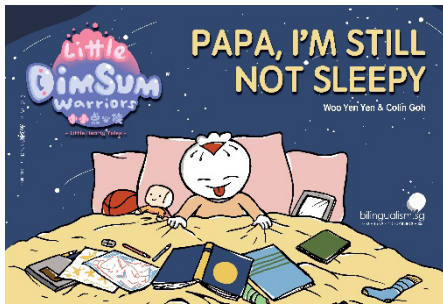
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Book Title:

# PAPA I'M STILL NOT SLEEPY

爸爸, 我还不睡

## Lesson 1: Active reading

Grade levels: K-2

### Overview:

Students will read actively by tapping into their prior knowledge about their own bedtime routines. They will also use new vocabulary in their discussions.

### Materials:

- *Papa, I'm Still Not Sleepy*
- Handout: "Papa" Vocabulary List

### Opening:

- What do you do when you don't want to go to sleep?
- What are some things you do to try not to go to sleep?
- What do parents do to try and get you to go to sleep?

(Write down the words that students are using on the board, especially if they match the vocabulary list)

### Vocabulary Walk:

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

#### Characters:

Chashao Bao (Baozi), Emperor Red Bean Bao (Papa), Empress Custard Bao (Mama)

#### Synopsis:

Papa Bao tries to put Little Chashao Bao to sleep, but Little Chashao Bao has many tricks up his sleeve!

Prepare students by going through the list of vocabulary in the book. (Overleaf)

(Please select the words you think are appropriate for your class.)

# Handout: “Papa” Vocabulary List

	English	Chinese	Pinyin
NOUNS	Bed	床	chuáng
	Story	故事	gù shì
	Pillow	枕头	zhěn tou
	Boots	靴子	xuē zi
VERBS	Playing	玩	wán
ADVERBS	Again	又是	yòu shì
ADJECTIVES	Stinky (usually an adjective, but in the book, “Stinky” is the name of a character and thus used as a noun)	臭臭	chòu chòu
	Different one	别的	bié de
	Thirsty	口渴	kǒu kě
GREETING	Goodnight	晚安	wǎn ān
SOUND EFFECTS	Tap tap	磕磕	kē kē
	Bleep bloop	哔卞	bì bǔ
SOUND EFFECTS	Brush brush brush	刷刷刷	shuā shuā shuā
	Boing Boing Boing	蹦蹦蹦	bèng bèng bèng
	Whap	啪	pā
	Click	咔嚓	kā chā
	Glug glug	咕噜咕噜	gūlū gūlū
	Kiss	亲	qīn

(Note: it is especially fun to ask students to make the sound effects during the read-aloud)

### Pre-reading:

Do a picture walk through the first few pages and ask students to make predictions such as:

- Do you think Baozi wants to go to bed?
- Do you think Papa wants Baozi to go to bed?
- Do you think Papa is going to be successful in getting Baozi to bed?

### Read aloud:

Teacher can act in the different voices during the read-aloud and students can make the sound effects.

### Evaluation (Checking for understanding):

Teacher checks for understanding with the following quiz.

(Students can raise their hands for YES answers so that everyone participates.)

1. Papa wants to get Baozi to go to sleep. (YES)
2. Baozi really wants to go to sleep. (NO)
3. Baozi is playful.(YES)
4. Baozi wants Papa to carry him. (NO)
5. Baozi wants Papa to read him a story. (YES)
6. Papa reads Baozi a very exciting book. (NO)
7. Papa and Baozi are similar to each other. (YES)

### Discussion questions:

- Are you like Baozi in any way?
- Are your parents like Papa Bao in any way?
- Do you think Baozi is a good bao?
- What would you have done if you were Papa Bao?

## Lesson 2: Reading with expression

Grade: 2-4

### Overview:

Students will form groups to read/perform “Papa, I’m still not sleepy”.

### Materials:

- *Papa, I’m Still Not Sleepy*

Besides the three characters, students can also appoint a director.

(If students have access to the free Dim Sum Chums 1 app, they can listen to the existing recording, and then record their group’s voices.)

### Activities:

1. Students will form groups of three.
2. Teacher will introduce the process of the lesson through words like “casting”, “first read”, “rehearsal”, “self-evaluation”, “performance”, “audience”, “rubric”.
3. Casting: Groups will start the casting process, deciding the actors for the characters. Remember to assign someone to make the sound effects!
4. First read: Groups will read through the text once and make notes for where their expression can be improved.
5. Rehearse performance and/or record: students rehearse and then record their performance on the Dim Sum Chums 1 app.
6. Self-evaluation: Groups evaluate their own performance based on the rubric.
7. Performance: students perform or record their final performance for final evaluation.
8. Discussion of performances:
  - Which areas did each group do well in?
  - Which areas might they improve upon?
  - The audience can also evaluate the performing groups.

Rubric for live or voice-over performance

	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)
<b>Pronunciation, clarity</b>	Reads/ performs with very clear and correct pronunciation	Reads/ performs mostly clearly and with correct pronunciation	Reads/ performs with a few unclear parts and and incorrect pronunciation
<b>Fluidity</b>	Reads/ performs with very good pace with suitable pauses.	Reads/ performs at a good pace with mostly suitable pauses.	Reads/ performs at a good pace with some lapses and hesitation.
<b>Volume</b>	Reads/ performs at a very suitable volume.	Reads/ performs at a mostly suitable volume with a few inaudible parts.	Reads/ performs at a volume that is difficult to hear.
<b>Intonation, expression</b>	Reads/ performs with very suitable emotions. The audience is always engaged in the reading.	Reads/ performs with mostly suitable emotions. The audience is mostly engaged with the reading. Occasional monotone or exaggeration.	Reads/ performs mostly in a monotone or with exaggeration. The reading lose

## Lesson 3: Connection to the world

Grades: 1-4

### Overview:

In this lesson, students will read aloud to a caregiver at home and interview them for their experiences trying to get children to sleep. They will record their findings and share them with the class. In-class discussions can be conducted in small groups so that all students get to share their findings. Students will also learn data gathering and data recording skills through this activity.

### Materials:

- *Papa, I'm Still Not Sleepy*

### Interview training:

Introduce the interview project and how journalists and researchers use interviews to find out answers.

- The teacher will ask students if they have ever interviewed another person.
- The teacher will demonstrate interviewing a student in the classroom.
- The teacher will demonstrate an example where the interviewer talks too much, and one where the interviewer is listening carefully and taking notes.
- Students discuss the questions: "Who is a better interviewer?" and "Why?"

Teacher can go through a pre-prepared interview protocol such as the one below with students, or alternatively, students can work in groups to generate interview questions.

### Handout (interview protocol):

Read the book, "Papa, I'm Still Not Sleepy" to your caregiver (parent, grandparent, nanny, relative).

After reading the book, interview your caregiver with the following questions:

- How did you used to put me to sleep?
- Was it easy or difficult?
- What would you do to put me to sleep?
- Were there songs that you sang to me?
- Did you go to sleep willingly when you were a kid? What were you like then?

Students can take notes with writing, drawings, sketches or even an audio recorder.

They could also collect their baby pictures to share with the class.

### Data-sharing:

Students bring the data back to discuss with the class how their experiences were similar or different from Baozi's experience in the book, and with each other's experiences as well.

Data generated can be used for creative writing in the next session.



## Lesson 4: Creative Writing Project

Grades: 1-4

### Overview:

In this lesson, students can use the data and vocabulary generated in the previous lesson to create one of two guides:

1. Baozi's illustrated guide to: "How To Put Kids To Sleep"
2. Baozi's illustrated guide to: "How NOT To Go To Sleep For As Long As Possible"

Just like in the book, this can be an illustrated guide using comic book panels.

Illustrated instructional guides are used a lot in our everyday lives. Examples include:

- Guides for airplane safety - <https://hushkit.files.wordpress.com/2012/04/safetycardside22.jpg>
- Recipe guides - <https://rjzaworski.com/2012/09/home-bakers-illustrated-guides>
- How to walk like a ninja guide: <https://imgur.com/gallery/Uekaf>

### In-class activity:

Discuss in pairs how to structure the guide.

Include discussions of what text and illustrations to include in each panel.

(A page with sample panels may be found overleaf.)

### Rubric for illustrated guide:

	Description	Points	Notes
<b>Ideas</b>	Students have expressed fun, creative and interesting ideas.	0 1 2 3 4	
<b>Organization</b>	Students have organized information clearly, moving clearly from one point to the next. The text is easy to read.	0 1 2 3 4	
<b>Expression</b>	Students use suitable words that communicate ideas clearly.	0 1 2 3 4	
<b>Conventions</b>	Students uses accurate punctuation and capitalization.	0 1 2 3 4	
<b>Illustrations</b>	Students use suitable illustrations to communicate ideas.	0 1 2 3 4	

