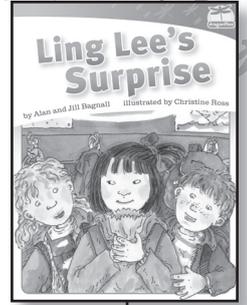


Ling Lee's Surprise

by Alan and Jill Bagnall

illustrated by Christine Ross



Overview

A girl brings a mystery package to school to share with her class. Ling Lee becomes the focus of attention as her gift is revealed. This story has an underlying theme about valuing other cultures, gaining confidence, and developing a sense of belonging.

Suggested purposes

This text supports the comprehension strategies of making and confirming predictions and summarising the main ideas. This text is particularly suitable for monitoring children's integration of reading strategies at the end of the Blue level.

Text features (Focus on only one or two per session.)

- the initial consonant blends – *br, cl, pl, sm, st, sw*
- the digraphs –ch – *China, teacher*; -sh – *goldfish, she, show*; -th – *mother, the, there*; -thr – *three*
- the present-tense verbs – *holds, opens, says, sits, smiles, takes*
- the -y ending – *carefully, happy, story, very*
- the -ou sound – *our, out, round*
- the variety of adjectives – *beautiful, big, brown, little, paper, plastic*
- the compound words – *classroom, goldfish*
- the use of direct speech
- the use of changing perspective over pages 5 to 8 as Ling Lee reveals her surprise
- the familiar classroom scenes

Setting the scene

Have you ever brought anything special to school? How did you feel when you showed it to the class? (Keep in mind the policy of your school – some schools prefer students not to bring special things from home.)

Show the students the cover. *What do you think the girl has got in the bag? What makes you think that? What do you think the other children are saying to her? Where is the story set?*

The first reading

Ask the students to read the title. Observe how they apply their decoding skills. Establish that Ling Lee is a Chinese name. Read the names of the authors and the illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions. Turn to the title page. Listen to the students read the title again.

Page 2 – Orientate the students to the present-tense syntax. *Where is Ling Lee going? Who is she with? How is she feeling? How do you know?*

Listen to the students read the text themselves, observing their use of strategies and supporting them as necessary.

Page 3 – *How is Ling Lee holding the bag? Why does she hold it carefully? What could it be?*

Pages 5 to 8 – Note the use of close-up illustrations as Ling Lee gradually reveals her surprise.

Page 7 – The students may need support with the word “beautiful”. Refer to the illustration and draw out the idea that the students are captivated by the goldfish. Encourage them to focus on the first syllable – *They think the goldfish is “be ...”* (pause to let the students come in with the word). Encourage them to cross-check. *Does that make sense? If the word was “beautiful”, how would it end?*

Page 8 – The students may read “around” for “round”. *Which one is it? How do you know?*

Page 9 – *Why did Ling Lee bring the goldfish to school? What is good luck?* Some students may confuse the word “three” with the high-frequency word “there”. You may need to draw attention to their differences on the board.

Page 11 – Note the students’ attention to the punctuation.

Page 12 – *How does Ling Lee feel now? What would be good luck for you?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their integration of strategies and their fluency and expression. Those students who are managing this well and show a good understanding of the story are probably ready to move on to the Green level. A running record will help to confirm this.
- Focus on any of the initial consonant blends that the students may have been unsure of. Locate the words in the text and make a list of other words that start the same way.
- Focus on the digraph “ch” (or “sh” or “th”). Show the students how they can use their knowledge of the digraph as an initial sound to decode words where the “ch” is in another position (as in “teacher”).
- Discuss the “s” ending for present-tense verbs. Find examples in the text.
- Find the words that end in “y” and review the idea that, in these examples, “y” has an “ee” sound. List other examples on the board.
- Find the compound words in the text. Talk about how it’s easier to work them out when they’re split into shorter words. Remind the students about the strategy of looking for the part of a word they know when they are faced with unfamiliar words.
- Focus on the words in the text that have the “ou” sound (“our”, “out”, and “round”). Help the students to list other examples of words that include this sound (“house”, “flour”, “shout”, “ground”). You could talk about how “ow” can also have this sound.
- Find the adjectives. Draw out the idea that the adjectives provide greater detail and help to bring the story to life.
- Ask the students to tell you about their experiences of starting school. Refer back to the illustrations and the hesitant child (on pages 5 and 10–11) and talk about how people feel when they are new to a class.
- Explore the idea of good luck. *What is good luck? What brings you good luck?*
- Using the sequence cards for this book, reassemble the story with the students.

Suggestions for further activities

- Ask the students to retell the story in their own words.
- Read a Chinese folk tale to the students. The Dragonflies fluent titles *The Clumsy Tiger* and *The Competition* are both folk tales from China.
- Locate China on a world map.
- Read traditional stories and rhymes, such as *Three Blind Mice* or *The Three Little Pigs*, where the concept of “three” is important.
- Hide objects in a paper bag and get the students to ask questions to work out what the hidden objects are.
- BLM word activity: practise using digraphs

The students can look at the words inside the fish and colour the words that have the digraphs “ch”, “th”, “sh”, and “thr”.

- BLM comprehension activity: read and complete sentences

The students can read the adjectives at the top of the page. They can read the sentences and use one of the adjectives to complete each sentence. They can then write the words in the spaces and check in the story to see if they are correct.