

## **The Story**

Steve's house burned down and his parents didn't survive the fire. Orphaned Steve lived with his grandfather in Chinatown. Steve claims that Chinatown is "one big nightmare" (Yep 1) and he is also fearful of his grumpy grandfather. Steve loved to paint but his paintbrush was so worn the hairs wouldn't make a point and he didn't have the courage to tell his teacher he couldn't afford a new one. Steve came home late and finally built up the courage to tell his grandfather. His grandfather pulled out an old suitcase and found a paintbrush to give to Steve. Steve was in shock his grumpy old grandfather gave him a paintbrush, and this wasn't any ordinary paintbrush. This paintbrush had magic powers and a personality. With this magic paintbrush, Steve, his grandfather, and people around them learn about each other and Chinatown. Through the adventures of stepping into paintings they learn what it means to live in Chinatown, to be happy, and brought the multigenerational family together.

## **The Plot**

Steve was fearful of Chinatown, his neighbors, and his own grandfather. The tenement Steve, his grandfather and Uncle Fong lived in was old and run-down. Steve forgot what his parents looked like and he missed them extremely. Every time Steve spoke about his parents, his grandfather would get angry. Through the adventures of stepping into the paintings Steve learns that his grumpy grandfather cared about Steve and he too missed Steve's parents. Steve wants to talk about his parents to keep them alive in a way and grandfather agreed. The greedy landlord who forced Steve to give up the magic paintbrush, painted a luxurious hotel. Wishing for too many things, the landlord Mr. Pang got trapped in his own wish when Mr. Blue and the servants force him into an extravagant lifestyle. As they

watched Mr. Pang eat fancy food forcefully the family laughed and Mr. Blue returned the magic paintbrush to Steve. The next day, Steve, his grandfather, and their roommate Uncle Fong went for the rescue. The family made Mr. Pang sign a contract stating he would fix up the apartment building. Mr. Pang signed it and the very next day, an army of workers came in fixed up the run-down building. Workers came to the family's room but they didn't let them in. Shutting the door, the family joined the lady on the moon for a feast. The family learned that magic cannot be tamed like riding a unicorn. Steve learned that Chinatown's were made not born. He was no longer fearful of Chinatown.

### **Analysis of the book's theme**

The Magic Paintbrush is a science fiction novel of fantasy and magic. Chinese American characters with rich characterization. Steve grieves over his parent's death as he lives in a strange place. His grumpy grandfather makes him feel even more alone as he refuses to speak of Steve's parents and scolds Steve often. The multigenerational family soon begins to realize their emotions are similar and they are expressed differently. His grandfather came from China and became a "Chinatownner." Steve, being born in the United States learns of the meaning of being Chinese American. Through magic and wishes made carefully Steve painted grandfather and Uncle Fong's old village in China, Dragon Back. Grandfather shared a story myth of The Lady on the Moon. Through these different settings the reader is exposed to Chinatown, an open space village in China, and a mythical place. The Magic Paintbrush carries many themes of being Chinese American, adjustment to a new home and place, elders passing down culture, adoption and/or orphanage, relationships, multigenerational family, and even child savior. Grandfather provided the tool of the magic paintbrush which leads to a better relationship with his grandson, allows Steve to adjust to his new home, and allows the family to gain a better understanding of happiness which isn't money or possessions.

## **The Author: Laurence Yep**

Laurence Yep was born on June 14, 1948 in San Francisco, California. Laurence Yep is second generation Chinese American. His father, Yep Gim Lew moved to the United States when he was ten years old and his mother, Franche Lee grew up in the Midwest and East Coast. Laurence has an older brother who is ten years older than him named Thomas. His parents own a grocery store in San Francisco called Tom's which his father's American name. Laurence and his family lived in a small apartment right above Tom's. The neighborhood was primarily African American. Laurence and his brother did many chores at the grocery store as his parents worked long hours. His father was very athletic and taught both sons how to play many sports. Laurence wasn't very athletic but rather enjoyed reading books. Laurence and his family would often take the cable cars to visit family in Chinatown. Laurence also went to Catholic school in Chinatown. Many of the students were able to speak both English and Chinese. Laurence never felt American enough because of his appearance and he never felt Chinese enough because he couldn't speak the language. He always struggled with his place of belonging growing up. During his senior year in high school his English teacher told the class to write a piece for a national magazine. Although he didn't win he realized that he loves writing.

Laurence experienced major culture shock when he arrived at Marquette University, Milwaukee and majored in Journalism. He made many friends including Joanne Ryder a literary magazine editor. Laurence earned bad grades because his writing was more fictional than factual; he wasn't too good as a journalist. Laurence grew homesick more and more every day, as he lived in a place he felt was a decade behind San Francisco. He decided to write a story. He wrote a science fiction story called *The Selchey Kids* and he mailed his story to a science fiction magazine, *World's Fifth*. The story was about San Francisco falling into the sea during the earthquake. This was the first story Laurence had published and the story was included in the *World's Best Science Fiction of 1969*. Laurence only stayed in Milwaukee for two years and moved back closer to home and attended University of California at Santa Cruz.

He graduated from University of California at Santa Cruz in Literature in 1970. Joanne joined the children's department at Harper & Row and suggested to Laurence to

write a science fiction children's novel. In 1973 Sweetwater was published. Laurence decided to pursue in teaching and studied at the State University of New York at Buffalo earning his Ph.D. in English Literature in 1975. Laurence continues to write today. He taught at University of California at Santa Barbara, Santa Cruz and Berkeley. Laurence has received many awards for his most famous novel Dragonwings. Dragonwings received the Newbery Medal Honor Book award, the International Reading Association Children's Book Award, and the Boston Globe Book Award just to name a few. Dragon's Gate also won the Newbery Honor Book Award. Laurence Yep is best known for his children's literature and young adult fiction.

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### **About the Illustrator Suling Wang**

Suling Wang lives in San Francisco and works as a web designer, interactive designer, animator, commercial illustrator and children's illustrator. Wang graduated from Stanford University with a Bachelor of Science Mechanical Engineering in June 1992. Shortly after she attended the Academy of Art College graduating with a Bachelor of Fine Arts Illustration in July 1995. Wang is an independent artist who balances her time working on commercial illustration projects and also licensing art with interactive design. She has worked with Old Navy, Children's Place, and Papyrus.

### **Bibliography of Suling Wang**

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT: LESSON PLAN FORM

TEACHERS' NAME: CYNTHIA ASHTON		CREDENTIAL AREA:
GRADE LEVEL OF LESSON: SECOND THROUGH FOURTH GRADE	SUBJECT: HISTORY-SOCIAL SCIENCES/ LITERATURE	DATE: MAY 7, 2013
Unit Theme/Topic: CHINESE AMERICANS: CALIFORNIA CULTURAL DEVELOPMENT		
Lesson Title/Topic: THE MAGIC PAINTBRUSH		
<u>OUTCOMES</u>	<ol style="list-style-type: none"> <li>1.) Be able to compare and contrast daily lives.</li> <li>2.) Be able to identify cultural and religious traditions and contributions of immigrants.</li> <li>3.) Be able to describe American immigration, internal migration, and settlement.</li> <li>4.) Be able to understand the building of the transcontinental railroad and the contribution of Chinese workers.</li> <li>5.) Be able to explain how the Gold Rush transformed the economy of California, especially San Francisco.</li> <li>6.) Be able to discuss immigration and migration to California between 1850 and 1900, including the conflicts like the 1882 Chinese Exclusion Act.</li> <li>7.) Be able to decode multisyllabic words.</li> <li>8.) Be able to read aloud narrative and accurately and have proper pacing, intonation, and expression.</li> <li>9.) Be able to read sentence and understand meanings of unknown words by context.</li> <li>10.) Be able to use glossary or dictionary to look up meanings of unknown words.</li> <li>11.) Be able to read and understand grade-level appropriate material.</li> <li>12.) Be able to answer questions with prior knowledge and demonstrate comprehension by identifying answers in the text.</li> <li>13.) Be able to extract information from the text, including problem and solutions.</li> <li>14.) Be able to comprehend basic plot and distinguish form (e.g., friction).</li> <li>15.) Be able to determine theme or author's message.</li> <li>16.) Be able to identify narrator.</li> </ol>	

<p><b>California Academic Standards Addressed:</b></p>	<p><u>History-Social Science Content Standards for California Public Schools</u></p> <p>2.0 Students differentiate between things that happened long ago and things that happened yesterday.</p> <p>2.1 Trace the history of a family through the use of primary and secondary</p> <p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>4.0 Students explain how California became an agricultural and industrial power, tracing the transformation of the California Economy and its political and cultural development since the 1850s.</p> <p>4.1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> <p>4.3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p><u>English-Language Arts Content Standards for California Public Schools</u></p> <p>Reading 3. 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading</p> <p>Reading 3. 2.0 Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).</p> <p>Reading 3. 3.0 Literary Response and Analysis: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).</p> <p>Writing 3. 1.0 Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>
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<b>Materials Used:</b>	<ol style="list-style-type: none"> <li>1.) Novel of <u>The Magic Paintbrush</u> by Laurence Yep for each student.</li> <li>2.) Pencil, red pen, markers, color crayons, water colors, paint brushes, and water cup.</li> <li>3.) Paper, construction paper, scissors, glue, string, and any other available art supplies.</li> <li>4.) Worksheets attached.</li> <li>5.) PBS Program (see attachment from website).</li> <li>6.) Poster board.</li> </ol>
<b>Lesson Outline:</b>	

<i>DAY 1; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
3 minutes <u>Introduction to class.</u>	Introducing students of new Chinese American fiction novel to the class, <u>The Magic Paintbrush</u> during silent reading and at home.	Students will receive novels and ask to write their name and room number on inside front page and on their bookmark.
20 minutes. Reading the first chapter <i>Failure</i> .	Read the <i>Welcome To This Book</i> page and <i>Target Words and Reader Tips</i> . Ask students to write a sentence using all of the target words.  Ask the class for volunteers to read, write list of readers on the white board. Instructs students when name is called upon to read two paragraphs. Teacher begins to read first page, then calls of student's names on the list randomly to read.	Students will attentively listen and follow text. Students who are called upon to read will read two paragraphs.  Students will attentively listen and follow text. Students who are called upon to read will read two paragraphs.
15 minutes. Reflection and homework.	Ask the class who is the protagonist of the story? What is Steve's problem? Who are the characters in the story? Ask students to write 2-4 sentences of their thoughts about the first chapter <i>Failure</i> on the same piece of paper they wrote sentences of the target words. Once students answer questions on the piece of paper students will turn in their paper.	Students will answer the questions. (Protagonist is Steve, the 8 year-old; Steve's problem is his paintbrush is too old and needs a new one. Characters include Steve, the teacher, Grandfather, and Uncle Fong.) Students then will write two to four sentences on the same piece of paper of their sentence of the target words.
3 minutes. Homework.	Assign homework of reading the second chapter <i>Grandfather's Suitcase</i> .	Students will note in their planner to read <i>Grandfather's Suitcase</i> .

<p><i>DAY 2; TIME</i></p>	<p><i>TEACHER ACTIONS</i></p>	<p><i>STUDENT ACTIONS</i></p>
<p>50 minutes. History of Chinatown.</p>	<p>Tell students that we will be touching bases on Chinese American contributions to the United States. Introduce key words, immigrant, citizenship, and segregation. Introduce the class to the PBS program with a quote provided on PBS Chinatown Resource Guide website. “Heard one by one, their voices may seem small, quiet. But multiplied many times over, generation after generation, you start to hear an insistent chorus. It says ‘We want to be here...we want to improve the lives of our children...we want to dream American dreams.’” Put students into groups of four and have students discuss meaning of the quote. Provide a large piece of paper for each group, ask students to write their names. On the piece of paper there will be sections of discussion, occupation, response to discrimination, obstacles, thoughts and questions. Tell students to write their thoughts under section of discussion. Present the PBS Chinatown program; show half of the film. Pause the video before the 1905 earthquake, have students discuss and write down answers in sections. Continue the film until half of the program and stop. Allow students to discuss in groups and write thoughts or answers in sections. Tell students will finish other half of the program tomorrow. Collect large pieces of paper. (See attachment A1).</p>	<p>Students will be in groups and discuss the quote given to them. Students will receive large piece of paper and will write their names on it. Students will write their thoughts under the section discussion. Students will attentively watch the PBS program. When teacher pauses the program, students will discuss and write down answers in appropriate sections. Return the large piece of paper to the teacher.</p>
<p>25 minutes. Silent Reading.</p>	<p>Ask students about <i>Grandfather’s Suitcase</i> chapter. (What happen in this chapter? What did grandfather think of the picture? What was in the suitcase?) Ask students to read for 20 minutes and read the third chapter <i>The Magic Paintbrush</i>. Assign students to finish reading chapter three if not finished during class &amp; chapter four <i>Heart’s Desire</i>.</p>	<p>Students will answer questions asked. Students will read for 20 minutes. Students will write in their planner of reading assignment.</p>

<i>DAY 3; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
50 minutes. PBS Program.	Pass out the large piece of paper to each group. Instruct each group to review their notes from the day before. Ask students questions like: what are the occupations of Chinese? Did they change through time? Did Chinese people face discrimination? How did they respond? View the second half of the program. Once finishes allow time for discussion and for students to fill out any answers they can place in the sections.	Students will review notes on large piece of paper. Students will answer questions and view program. Students will write answers in appropriate sections.
25 minutes. Pop quiz.	Students will receive a pop quiz for chapters one through four. (See attachment A). Students are allowed to use their books because questions require support from text. Give students ten minutes to complete. Tell students to put down their pencils and pick up a red pen. Go over each question and allow students to answer. Allow students to write down correct answers or additional answers with read pen. Turn in pop quizzes; students will receive full credit even if answers are in red.	Students will take the pop quiz using their books to look up support in text. Students will take their red pen and correct or add additional answers as needed. Students will turn in pop quiz.
25 minutes. Reading aloud.	Read the chapter five <i>Home Cooking</i> . Ask the class for volunteers to read, write list of readers on the white board. Instructs students when name is called upon to read two paragraphs. Teacher begins to read first page, then calls of student's names on the list randomly to read. Student's names are not the same from the first day.	Students will attentively listen and follow text. Students who are called upon to read will read two paragraphs.

<i>DAY 4; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
25 minutes. Sharing of PBS answers and questions.	Pass out the large piece of paper to each group and a large strip of paper. Ask a student to read the quote again. Have students further discuss the quote and review their poster. Tell students with their group to answer the following question in one to two sentences and write WE WANT TO BE HERE at the end in red. How do Chinese Americans contribute to American culture? Provide one example. Have each group write their sentence on the large strip of paper. Have each group present their large strip of paper. Collect large strip of paper and display in classroom.	A student will read the quote again. Groups will discuss quote. Groups will answer question in one to two sentences and write on large strip of paper. Each group will present their large strip of paper.
20 minutes. Vocabulary.	Write vocabulary on the white board students will write down list on piece of paper. (See attachment B). Read each vocabulary word that is used in <u>The Magic Paintbrush</u> and PBS program in a sentence. Ask students for the meaning. Ask students to look at the glossary at the back of the book and read the definition. Ask for volunteers to read the definition.	Students will read the vocabulary list on the white board and write it down. Students will volunteer to guess on the meaning of vocabulary. Students will volunteer to read definition.
50 minutes. Spelling magic vocabulary activity.	Pass out white construction paper and white crayon to each student. Have students write their favorite vocabulary word on the construction paper. Ask students if you were to have a magic paintbrush what would you paint? Ask students to raise their hands to share. Give each student a water paint template, paintbrushes, and a water cup. Allow students to paint their answer on the white construction paper. The vocabulary words the students wrote will appear like magic! The artwork will be collected in the back to dry.	Students will pick their favorite vocabulary word and write it on the construction paper. Students will come up with their answer and paint it. Students will see their vocabulary word appear like magic!
10 minutes. Homework	Allow students to discuss in small groups of the story. Assign chapter six <i>The Radio</i> as homework.	Students will discuss story. Students will write in their planner.

<i>DAY 5; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
30 minutes. Vocabulary drilling exercise.	Write each vocabulary word on the white board. Together as a class, read the vocabulary word and then spell it out. Example; DEMONSTRATE D-E-M-O-S-T-R-A-T-E DEMONSTRATE. Do this with each vocabulary word two to three times. Erase the words on the white board. Have all the students stand and have a mini-spelling bee. Students will sit if they spell a word incorrectly, the last few standing wins. Assign crossword puzzle assignment and vocabulary quiz for tomorrow. (See attachment C).	Students will chant vocabulary words on the white board. Students will participate in mini-spelling bee. If spell word incorrectly students will be honest and sit down. Students will receive crossword puzzle and write assignments in planners.
20 minutes. Free write.	<i>The Radio</i> chapter is about death. Talk about family death to share with the class along with Steve's death of his parents. Read from the book from the seventh paragraph of page 40 to third paragraph of page 41. Emphasis "‘Sure,’ Steve said, ‘but as long as I remember them, they’re still alive in a way’" (Yep 41). Talk of how death is part of life. Ask students if they agree with Steve. Also ask "if a love one or someone close to you passes away how you would live your life for the ones who passed?" If students are comfortable they may free write about someone who passed away in their free write. Allow for 15 minutes and must write a minimum of 5 sentences. After done, give each student will receive an envelope and seal it. Students will receive their free write at the end of the year. Also state if any student needs to talk to someone that you, the teacher is open to talk.	Students will listen carefully and write their answer of free write on a piece of paper. Students will seal their envelopes.
20 minutes. Silent reading.	Ask students to read chapter seven, <i>The Lady on the Moon</i> for 20 minutes. Those students who did not finish must finish at home tonight and read chapter eight, <i>Mighty Mr. Pang</i> .	Students will silently read chapter seven and if not finish read at home along with chapter eight.



<i>DAY 6; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
20 minutes. Sharing of paintings.	Pass back students spelling magic paintings. Allow each student to present their picture of what they would draw if they had a magic paintbrush. Then they will spell their favorite word without looking to the class.	One by one students will present their spelling magic paintings and spell aloud vocabulary words.
15 minutes. Vocabulary Quiz.	Go over each line of crossword and allow students to read sentences and answers. Collect crosswords puzzle and ask students to take out a piece of paper. Start vocabulary quiz, once finished collect.	Students will volunteer to read answers. Students will take the vocabulary quiz and turn it in.
20 minutes. Literarily review.	Students will receive a worksheet of literarily review for <u>The Magic Paintbrush</u> . (See attachment D). Summarize chapters one through seven. Speak of the general theme (the main idea or message) of the story, which is living in a new place. Ask students what are other themes are in the story. Ask students to fill out the worksheet. After 10 minutes review the worksheet as a class.	Students will attentively listen and fill out the worksheet. Students will participate in review of worksheet.
20 minutes. Silent Reading.	Ask students to read chapter nine <i>The Life of Luxury</i> for 20 minutes. Those students who did not finish must finish at home tonight.	Students will silently read chapter nine and if not finish read at home.

<i>DAY 7; TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
30 minutes. Poetry activity.	Groups will receive large piece of paper with notes from PBS program. Review history of PBS program. Assign students to write a poetry regarding one of the two topics: Contribution of immigrants to American society, particularly Chinese workers of the transcontinental railroad or how the Gold Rush transformed the economy, particularly San Francisco. Instruct students to write a rough draft in class and allow for discussion. Collect rough draft and give feedback to students for final draft.	Students discuss topics and write a rough draft in class and return for teacher feedback.
15 minutes. Laurence Yep biography activity.	Give each student a Laurence Yep biography. Give in class time to color picture. (See attachment E).	Students will read biography and to color the picture.
10 minutes. Homework.	Open floor for discussion of the plot of the novel in small groups. Assign chapter ten, <i>The Rescue</i> as homework.	Students will discuss among themselves about plot of the novel. Students will write in planner.

<i>DAY 8, TIME</i>	<i>TEACHER ACTIONS</i>	<i>STUDENT ACTIONS</i>
40 minutes. Poetry activity.	Return rough drafts with feedback. Instruct students to write a final draft and ask for teacher approval. Approved final draft will be glued onto construction paper and decorated as student pleases. Collect all poems and make an accordion book to keep in the class and share with other classes.	Students will write final draft ask for approval and decorate their poem. Turn in poem once finished.
35 minutes. Class reading.	Read the final chapter of the book, <i>Dancing on the Moon</i> . Ask the class for volunteers to read, write list of readers on the white board. Instructs students when name is called upon to read two paragraphs. Teacher begins to read first page, then calls of student's names on the list randomly to read. Student's names are the remaining of those who did not read other two times.	Students will attentively listen and follow text. Students who are called upon to read will read two paragraphs.
20 minutes. Literarily review.	Return Literarily review to students ask students to fill out the front portion if they wish to do so and look at the back and fill out the sheet. Allow ten minutes for small group discussion. (See attachment D).	Students will finish literarily review worksheet.
30 minutes. Project assignment.	Compare the lives of early immigrants of Chinese to modern day Chinese Americans like Steve. Explain to students of how America is a land of immigrants which mean the American culture is a mixture of many heritages. Different groups of people contribute to American society. Assign students an interview project. (Please see attachment F). Give students one week to make a poster of their family's journey and their contribution to American society. Students will present projects in class.	Students will receive project assignment sheet with directions. Students will present projects in one week.

MASTERY OF OBJECTIVES	<p>The teacher will use a check list that states if the students were able to;</p> <ul style="list-style-type: none"> <li>• Identify contribution of Chinese Americans to American society.</li> <li>• Read aloud with proper pacing, intonation, and expression.</li> <li>• Identify meaning of words through text.</li> <li>• Extract text to support statements.</li> <li>• Comprehended plot.</li> <li>• Identify message of author.</li> <li>• Have active participation.</li> <li>• Were able to listen and follow directions.</li> </ul>
LEARNING OUTCOMES	<p>Skills of relating the Chinese American culture to student's own culture and knowledge of Chinese Americans contribute largely to American society. Engage students with activities by making history and the story relatable. Making students feel involved, allowing students to be further realize they themselves and their families are part of American culture and society. Learning outcomes not only satisfy California Standards, but also emphasize America is built off of the sweat of immigrants. Identifying, we are all American.</p>
FOLLOW-UP	<p>Further within their studies, students will learn of deeper histories of America and can compare or contrast to the Chinese American experience.</p>
NUMBER OF DAYS	<p>Eight days, thirteen if include final project.</p>
NUMBER OF HOURS	<p>10.7 hours (646 minutes).</p>

<p>LIST OF REFERENCES</p>	<p>Asian American History: Takaki, Ronald R. <u>Strangers from a different shore: a history of Asian Americans</u>. Boston: Little, Brown, 1989. Print.</p> <p>Chinese American History: Chang, Iris. <u>The Chinese in America: A Narrative History</u>. New York: Penguin Books, 2004. Print.</p> <p>Asian American identity: Lee, Joann Faung Jean. <u>Asian Americans in the twnty-first century: oral histories of first- to fourth- generation Americans from China, Japan, India, Korea, the Philipines, Vietnam, and Laos</u>. New York: New Press, 2008. Print.</p> <p>Murphy-Shigetmatsu, Stephen. <u>When half is whole: multiethnic Asian America Identities</u>. Palo Alto: Standford University Press, 2012. Print.</p> <p>Asian American orphans, economic status, and other topics. Min, Pyong Min. <u>Asian Americans: Contemporary Treads and Issues</u>. Thousand Oaks: Pine Forge Press, 2006. Print.</p>
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