

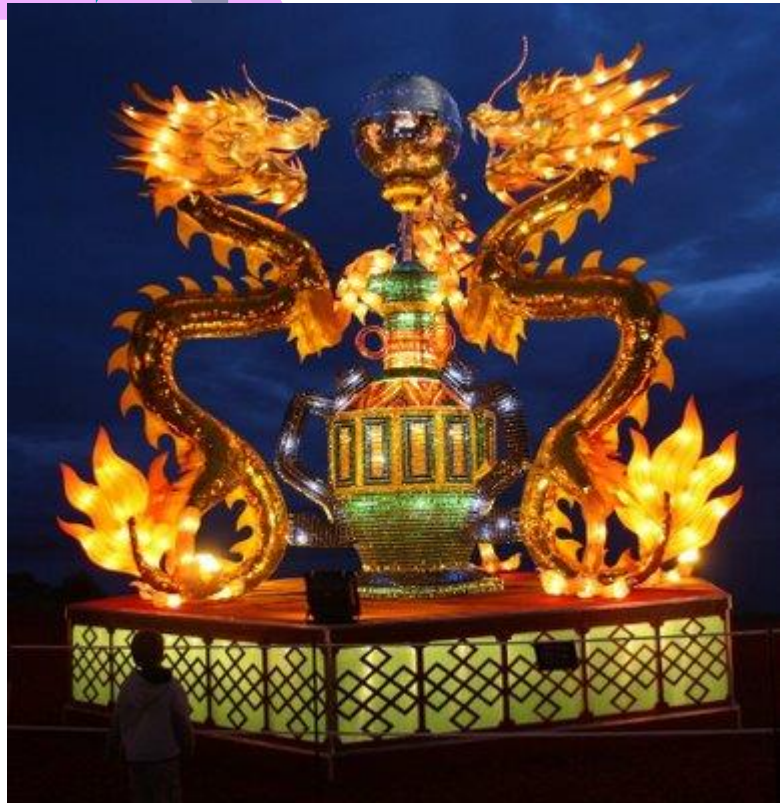
Lanterns Light My Way



During the Festival of Lanterns, children carry candle-lit lanterns in the street.

The 15th day of the New Year is known as The Festival of Lanterns and marks the end of the Chinese New Year celebrations. All types of lanterns are lit throughout the streets and often poems and riddles are often written for entertainment.

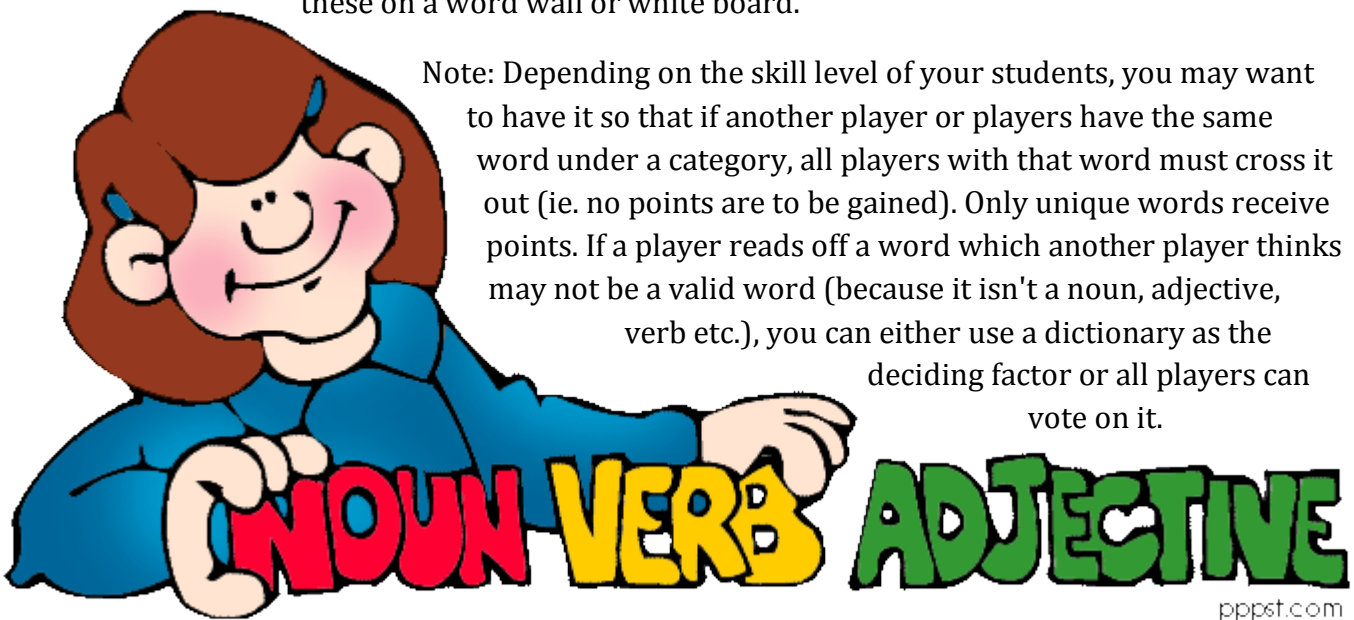
There are also paper lanterns on wheels created in the form of either a rabbit or the animal of the year (Tiger for 2010). During the Lantern Festival, the parks in the city are literally an ocean of lanterns! People travel many miles to see the lanterns. The most eye-catching lantern is the Dragon Pole. This is a lantern in the shape of a golden dragon, spiraling up a 27-meter-high pole, spewing fireworks from its mouth.



A Legend of the Origin of the Lantern Festival

As you read the following story have children listen for the different kinds of nouns, verbs, adverbs, and adjectives in the story and write them down. **[As it is a Word Document, and can be changed, what they are looking for can be also be determined by you, or modified in the included sheet, according to your students grade level SPIs]** Challenge them to find at least two examples, for example two nouns that name people, places, and things. Give examples in each category. If the story and word list do not contain words in a category, have them list other examples that might fit the story. After the story is finished, have students take turns (in a clockwise circle) reading the words they wrote down. Record these on a word wall or white board.

Note: Depending on the skill level of your students, you may want to have it so that if another player or players have the same word under a category, all players with that word must cross it out (ie. no points are to be gained). Only unique words receive points. If a player reads off a word which another player thinks may not be a valid word (because it isn't a noun, adjective, verb etc.), you can either use a dictionary as the deciding factor or all players can vote on it.



A Legend of the Origin of the Lantern Festival

One legend goes that the Jade Emperor felt lonely even though he was very rich and comfortable. When he learnt that people on Earth lived happily, even though they didn't have as much as he did, he became angry and jealous. To have his revenge on the people for their happiness he sent his beloved pet, the Magic Goose who breathed out fire, to burn up the world on the fifteen day of the first lunar month.

A little maid who served the Jade Emperor found out about the emperor's plan and quickly flew down to earth to warn people



about it. The maid also told the people a great secret. She whispered in their ears that once the Magic Goose was caged it could no longer breathe out fire.

A clever man listened to the words spoken by the little maid and got an idea. He called up his fellow people to quickly make red lanterns immediately and gather fireworks and firecrackers. Then they waited, listening for the flapping wings of the magic goose.



When the Magic Goose landed on earth, the people leaped out from hiding and the magic goose was immediately caught and locked up in a cage, before it could breathe out fire to destroy the land, houses, people, and city. People then lit their lanterns and set off fireworks and firecrackers.

As he watched the red lights flash and listened to the cracks and booms of the firecrackers, the Jade Emperor thought it was the fire set by the Magic Goose and was tricked into believing that the goose had destroyed the people and their happiness.

So now, every 15th day of the lunar new year everyone carries brightly lit lanterns with riddles to celebrate the occasion when humans tricked the mighty Emperor and to light the way to a bright and happy future.

Noun	Verb	Adjective	Adverb
Points:	Points:	Points:	Points:

Riddled with Light: Light My Way Lantern Collage



Materials:

- Tissue paper in a variety of colors
- White cardstock
- Glue sticks
- Patterns pre-printed or made for the

students to trace

Show students the pictures of the lanterns and a pre-made example of the lucky lantern collage (directions are found farther on) complete with a riddle.

What is a riddle (Adivinanzas para niños) ? Explain to students the following:

Explain that "a riddle is a question that turns into a joke. It starts with a puzzling question and ends with an answer that surprises you and usually makes you laugh. The answer is called a punch line.

Let's look at some:

- Why did the witch go to night school? She wanted to learn how to **spell** better!
- Do you have any fans in your house? No, everybody hates me!
- Why can't cheetahs hide very well? Because they're always spotted!
- Why do spiders like baseball? They're good at catching flies!
- What has an ear but cannot hear? Corn!
- What is gray, has four legs, big ears, a tail, and a trunk? A mouse going on vacation!
- Why did the orchestra have bad manners? Because it didn't know how to conduct itself!
- Why is a school like a kingdom? Both have lots of subjects!
- How do you weigh a fish? They come with scales!
- Why do you need a baseball player with you when you go camping? To pitch the tent!
- Why did Grandma knit three socks for her grandson? Because he grew a foot!

- Why did the student bring a king to class? Because his teacher told him he needed a ruler!

Ask students which one they liked the best. Why?

Ask your students if they know of any riddles.

There are different types of riddles. Some use words that have two different meanings. With riddles you often have to think about different possible meanings. Let's look at these. Have students read the riddles and think about what they think makes it funny or interesting. Model the thinking process as students read the riddles of how to best decipher their meaning.



- How do you stop a skunk from smelling? You hold its nose!
- How is a duck like an icicle? Both grow down!
- What has four wheels and flies? A garbage truck!
- Where can you see a man eating fish? A seafood restaurant!
- Will you join me in a bowl of soup? Do you think there's room for both of us?
- Why did the bear tiptoe through the campground? He didn't want to wake the sleeping bags!
- What kind of stamp do you have to stick on yourself? None. You stick them on envelopes!
- What did the doctor say to the patient who thought he was getting smaller? You'll just have to be a little patient!
- How do you stop your dog from barking in the house? Put it outside!
- Why did the golfer wear two pairs of pants? In case he got a hole in one!
- What is the easiest way to make a banana split? Cut it in half!





A Closer Look at Riddles

- How do you stop a skunk from smelling? You hold its nose!
- How is a duck like an icicle? Both grow down!
- What has four wheels and flies? A garbage truck!
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Explain to students: Good riddles rely upon creative use of metaphor, simile, and metonymy; concrete imagery; and imaginative presentation and description of an object or concept, and even better, they're games, too. Discuss the features found in the different riddles, such as those we've already discussed as well as; answers that rhyme, puns (a play on words that sound alike but have different meanings), the use of homophones (scent/sent) and homographs (wind/wind), metaphors, similes, and onomatopoeia to create them. **Go back to the riddle worksheet and have students think about which one uses these concepts. Have them find one an example of each if possible. Here are a couple of examples you can use also.**

For example:



Metaphor: A figure of speech stating two things are similar.

Riddle: "I am a passport to adventure." (Answer: A book)

Simile: A comparison using 'like' or 'as.'

Riddle: "I reflect like a mirror." (Answer: water)

Onomatopoeia: Words whose sound suggests its meaning.

Riddle: "We buzz, buzz, buzz." (Answer: bees)

Let's make a riddle

Explain to students we are going to write our own riddle as a group. Brainstorm a topic that the riddle could be about.

Pick a subject and then think of all the words that could go with it. For example the subject could be a chicken. Brainstorm all of the words that come to mind about a chicken.

- chicken
- rooster
- chick
- wing
- cluck
- hen
- comb
- loud
- crow
- fox
- peep
- squawk
- beak
- coop
- egg
- down
- crow
- feather

Have students think of the words and decide if they have any other meaning. List them out and brainstorm if there is another meaning.

Chicken	No other meaning
Rooster	No other meaning
Crow- the noise it a rooster makes	A bird
Hen	No other meaning
comb	Also and item used to brush hair
Down- a feather	Also a motion
Peep- noise	Peep- also to take a look

Once you have a list of terms with the homonyms noted and definitions attached, tell the students we are going to write a riddle for each homonym from the list. The idea is to write a question that seems like it will be about baseball or chickens but which really turns out to be about the other meaning of the word, or vice versa:

Why do spiders like baseball?

They're good at catching flies!

Here are some possible chicken riddles

- Why did the chicken make it's nest on top of the car? She knew they'd be moving!
- What is a chicken after it is five days old? Six days old?
- How does a chicken mail a letter? In a hen-velope?

Using the Rhyming Worksheet have students write next to the words in their list, other words that rhyme or sound some-thing like them.. For example, here are some words that could go with the chicken words:

* Words that rhyme:

- chick - stick, flick, trick

- cluck - truck, stuck, pluck
- wing - ring, sing, king

* Words that contain the sound of a chicken word:

- eggs - extravagant (eggs-travagant)
- coop - recuperate (re-coop-erate)
- peck - impeccable (im-peck-able)

Have students use some of their rhyming words to write a riddle answer. For example, an answer could be “tricky chicky”. Now all you need is a question. The question has to hint at what the answer will be. Here’s one question that could go with the answer “tricky chicky”:

What do you call a chicken magician?

A tricky chicky.

Now have students use some of their “sound-alike” words for answers to other riddles. Then write riddle questions to go with them. Here are some to go with the chicken words:


- **Why did the tired hen go home?**
- **She needed to re-coop-erate.**
- **Why don’t chickens wear jewelry?**
- **They think it’s too eggs-travagant.**



Once you've gone through several examples of each type have students work individually, or in pairs, depending on their skill and confidence level, have them make up as many riddles as they can. After children/pairs write their own riddle, have them exchange it with a partner or another group. Students can volunteer to share their favorite.


Riddle Answer:



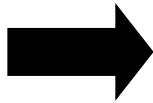
Riddle Question: 


Riddle Answer:



Riddle Question: 


Riddle Answer:



Riddle Question: 

Riddle Answer:



Riddle Question: 

Lighting them Up



Once their riddles are complete. Tell students they will be making their own lantern collage to bring them luck in the coming year. Tell them they can decorate their lanterns with things that might bring them luck, their Chinese year symbol, dragons, tigers, rabbits, writing, plum blossoms, oranges, gold coins, etc. Have students cut out shapes for their lanterns and glue them to their sheet of white cardstock and decorate it. Have students describe what their decorations mean.

Paper Plum Blossoms

These simple yet elegant paper flowers are perfect scattered across the lantern collage or in student's doily lanterns. Just like poinsettias are for Christmas, plum blossoms are important for Chinese New Year. If flowers bloom on Chinese New Year's Day, it will be a prosperous year. There are some ancient trees in Hubei, China aged more than 1,600 years old that are still flowering today. Plum blossoms are symbols of nobility, beauty, courage, resilience, longevity and hope. They also represent strength in adversity, e.g. people who excel when faced with difficulties or find opportunities in the presence of threats. Though plum trees bloom in winter, they are regarded as a harbinger of spring.



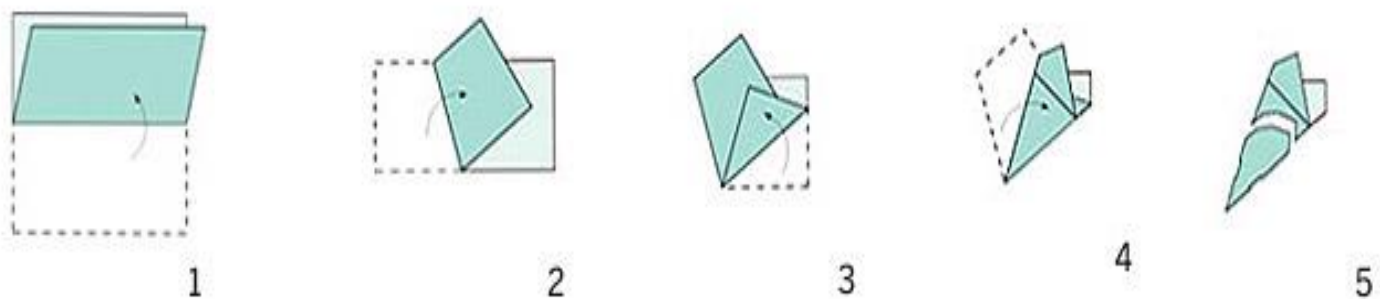
Materials Needed:

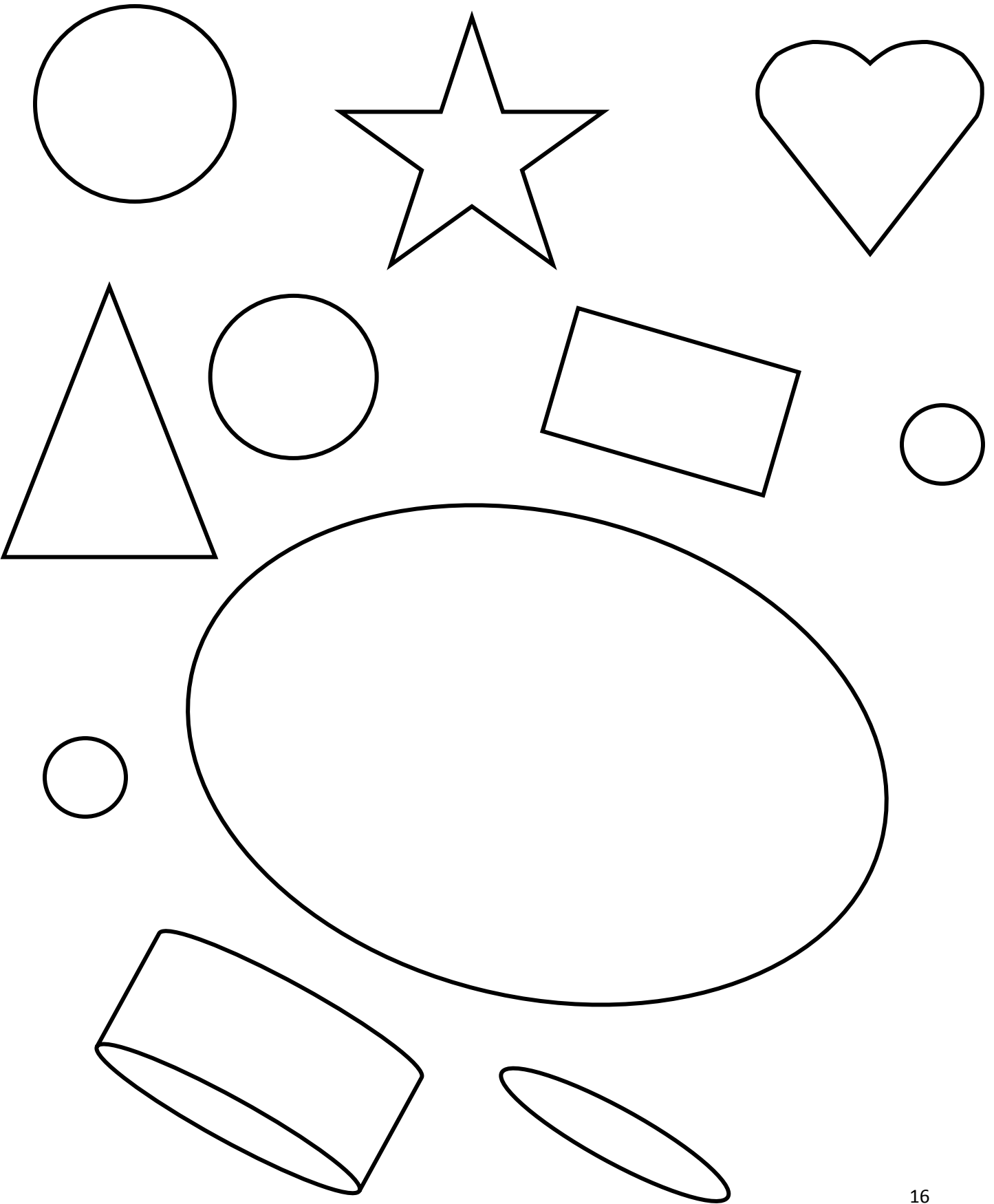
- Scissors
- Tissue Paper
- Glue

The complete steps from diagramed on Marthastewart.com [<http://www.marthastewart.com/273275/paper-cherry-blossom-display>] are as follows.

To create five-petal blossoms, start by cutting pink or red tissue paper into 3 1/2-inch and 4 1/2-inch squares. Fold a square into a flat cone, following steps 1 to 4.

Using scissors, make four angled cuts to remove the top of the cone as in step 5. With scissors, cut out a small rectangular sliver on each side of the cone. Snip off a tiny bit of the pointed tip of the cone, and unfold and shape the paper to yield a blossom, and glue it on the lantern collage.





Lace Lanterns

Note: Other methods call for actual crocheted doilies, which are a lot more expensive and can be hard to find. We will be using paper doilies.

Materials:

- Modge Podge or Liquid White glue
- Water (if using liquid white glue)
- Thin balloons (regular party balloons)
- Paintbrushes
- Paper doilies (red would make a traditional red lantern)
- String
- A place to hang the lanterns from
- Flameless tea lights (optional, but fun)

A tip to remember is if using thin doilies then you'll need a thin balloon, or thick balloon = using thicker doilies.

To begin this project, have students blow up the balloon and hang it by a string a bit below eye level (this is not required but it does make it easier to hold onto and glue onto).

Then, to make the adhesive, you can either use Modge Podge or use the more wallet-friendly/conserving method of mixing a little bit of Elmer's glue with water so it becomes a liquidy form. This conserves glue and also makes it a lot easier for students to coat each paper doily with a paintbrush.

Note: Using sugar starch is NOT advised because it takes forever to dry, makes the paper fragile and watery, and really just does not dry in the same effect.)



Next, give each student a paintbrush and have them put a little watery glue on the balloon, put the doily on top, then coat the whole thing with a layer of glue. They should use just enough so that it sticks flat to the surface. If they want to coat it thickly, advise them to be careful. This method will ensure that the paper doily doesn't fall off, but it also can make the doily rip from all the wetness and takes longer to dry.

When adding additional doilies, have students make sure they're overlapping them at least on the corners to make sure that when it all dries, there are no gaping holes that prevent the lamp from maintaining a circular shape. They can either make a fully covered balloon or a $\frac{3}{4}$ covered balloon (like lantern in the picture) to create their lantern.

After they've finished covering the whole balloon, allow to dry completely, still hanging.

Tip: Make sure students take a few moments to occasionally push their fingers on the blank spaces of the balloon **once it is nearly dry** to make sure that the paper isn't sticking to the balloon anymore. That way, when it pops, the doilies don't shrink with the balloon itself.

Once finally dry, you're ready to pop the balloon and pull the remnants out through the opening at the top. Then put in a flameless tea light so that the spaces in the doilies make cool light patterns on the walls and put in your lantern riddle!



Ang Pow Lucky Red Envelope

(also known as "red packets" "Ang Pow" "laisee" "lai see" "hung bao" or "Hung-Bao")

The story of "ang pow" dates back to the Sung Dynasty in China. A village called Chang-Chieu was at the time terrorized by a huge demon. No one was capable of defeating it, not even their bravest warriors or greatest politicians and speakers. However, a young orphan, armed with a magical sword inherited from his ancestors, fought the evil demon and eventually killed it. The villagers were thrilled and happy and the elders gave the brave young man



a red envelope filled with money in thanks for his courage in saving them. Since then, the ang pow has become a part of traditional Chinese customs. The amount contained has to be in even numbers. Even numbers are lucky and odd numbers are perceived as denoting loneliness. For example, it could be two dollars, ten or twenty dollars. The number of coins or notes in the ang pow may take advantage of the Chinese homophones (words that sound the same but have different meanings). For instance, you can give an amount ending with eight (8), as it sounds like fortune (luck) in Chinese, or nine (9), which sounds like the word for long life. Four (4) is not a good number to give as it sounds like death.



Acts of Courage: Ang Pow Heroes and Heroines

Give students the challenge to write stories as a single, pair, or small group of students about how they rose to the level of heroes through tremendous acts of courage and earned their ang pow. What acts of courage did they perform to save their village?

Ask the students what they think a hero is: A hero inspires people. A hero does something worth talking about, but a hero isn't just famous or a celebrity. A hero is someone who lives a life that is worthy of imitation. A hero is a role model. A hero changes things for the better. A hero creates new possibilities. A hero has vision and the will and determination to make their vision real. A hero is willing to make sacrifices – to give up things – in order to earn the results they want.

Challenging the Heroes:

On the included “Ordinary, No Extraordinary!” sheet, and/or as a group, have students write down a list in each column of nouns, adjectives, adverbs and verbs they might ordinarily put in a story. Then, in the next other columns, have students look in a thesaurus for vivid synonyms to those words that could be used instead, to spice up their stories. Students will use the word banks they create through this process to help write their stories.

Stretching the Truth:

Have students use the following techniques to create their stories, modeling each technique as you discuss it.

- Story stretching involves taking an ordinary scene and exaggerating first one element and then another, until the whole situation is really outlandish and silly. First, you replace one element, like where you live or If you start with a wagon being pulled by a horse, for example, the horse can become a zebra. Then you see if that helps you see a way to create a related replacement of another element, and the wagon something more elaborate, like a chariot. Then what does that suggest? And on it goes until step by step it becomes one of those strange Seussian contraptions with big and little wheels, and umbrellas in odd places. Soon, there is no obvious link back to the beginning, but you have created something wonderful that would have been hard to do from a blank sheet of paper.

Action!: To have students **see** this happen, put all the students in a circle, or a long line. One player starts a little gesture, with or without a little sound.. The next player takes it over and makes it bigger. The last player does the whole thing to the extreme. Tips: Make sure the players stick to the original gesture/sound, and don't just do their own thing. We should be able to see the movement grow organically.

Incorporate the money! Tell students that in order to earn their money in their ang pow envelopes [directions for construction in the following project] they have to accomplish five brave tasks and incorporate.

- (1) A main character with a specific task,
- (2) A problem that is solved in a humorous or outrageous way,
- (3) Exaggerated details that describe things larger than they really are, and
- (4) Characters who use everyday language.
- (5) And use vivid verbs, nouns, and powerful adverbs and adjectives, from their lists and others, to fizz up the action, paint word-pictures, and evoke feelings in their readers and rivet readers' attention.

After they finish their first draft, have students do their revisions according to their grade level skills, those listed in the SPIs, looking up synonyms for words they used frequently, checking grammar and punctuation, editing for conciseness, etc.

Ang Pow Bonus:

With remaining time, illustrate their story. With such acts of artistic courage, they can earn their reward. More ang pow for their envelopes, which they will make in the next project, which can be used for special treats and favors in the future, or today.

Ordinary? No, Extraordinary!

Noun	Vivid Synonym(s)	Verb	Vivid Synonym(s)	Adjective or adverb	Vivid Synonym(s)



What's wrong with white?



When giving money on festive occasions like birthdays or holidays, you should never put money in a white envelope or you would upset the recipient! Money wrapped in white envelopes is given when the occasion is sad, like funerals, when a gift of money is given to help with the funeral costs. This is called 'Pak Kum' money for the family of the departed.

My Lucky Red Valentine

Materials:

- Envelope patterns
- Red Construction Paper
- Glitter
- Glue
- Crayons
- Stickers
- Sample decorated Ang Pow Envelopes

To make their own:

1. Have students use the included blank envelope pattern to cut out an envelope shape from red construction paper
2. Have them fold A, B, and C along the dotted lines.
3. Then the students can tape or glue A to B. Then glue C to A and B.
4. As New Year falls right next to Valentines day in 2010 have students write a special Valentine's or New Year's wish



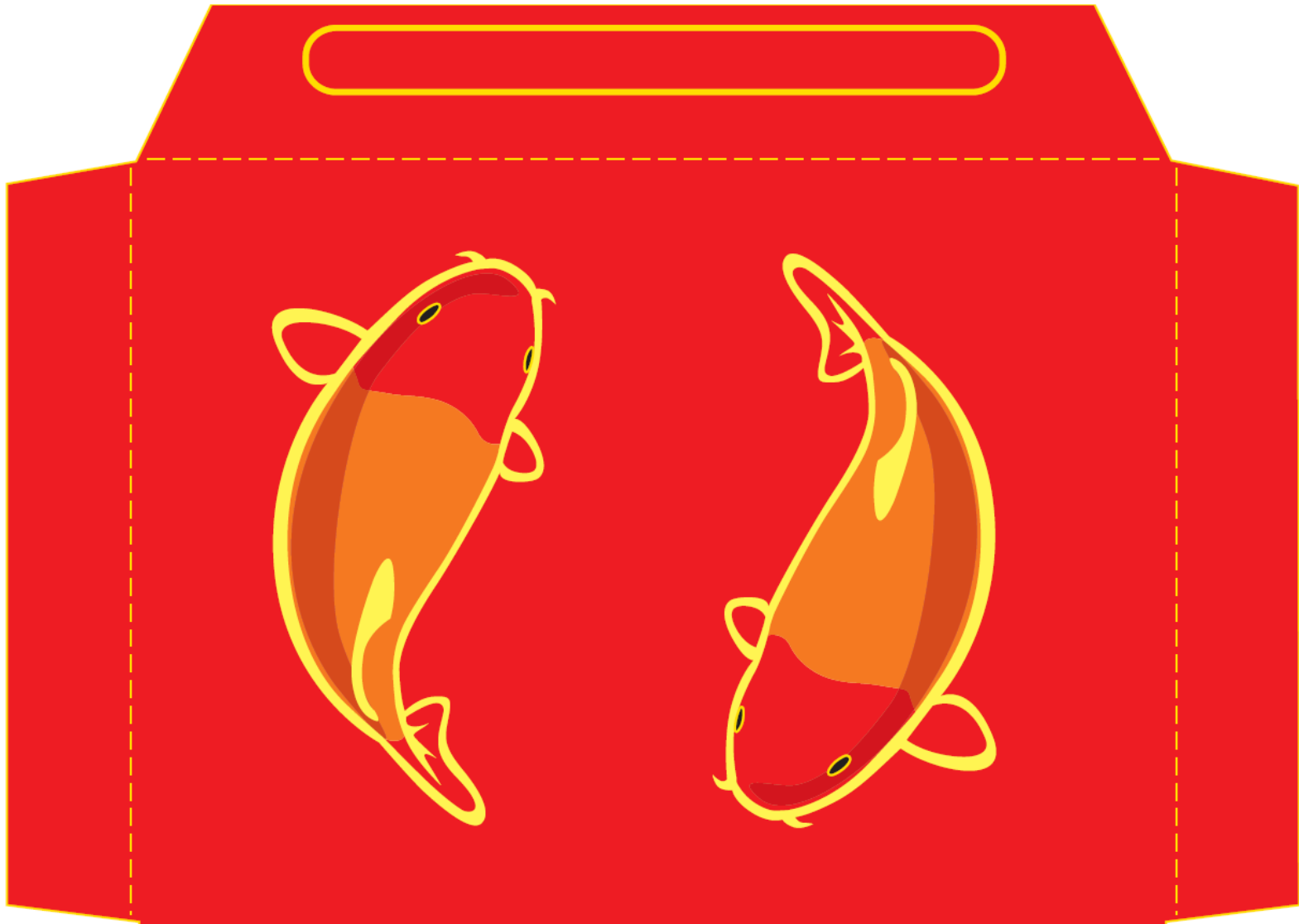
on a note and place it in the envelope. Tell them they'll be giving their valentine luck for the New Year.

5. Have students fold the flap and seal it with a sticker.

Option: Surprise your students by giving them a small treat or surprise inside envelopes you made for them.

For the Dadcando Koi envelope we have supplied both the inside and the outside, so you will need to print both sides of your printer paper with this printable. It's easy, just print one side and then take the paper, turn it over and print the other side with the other printable. The Chinese writing says Bless Happiness and Prosperity, and the repeat pattern Chinese background lettering says is the word for OX, and that is because 2009 was the Chinese Zodiac year of the ox. These words should be on the outside of the finished envelope and the image of the swimming fish should be a surprise on the inside, and what better picture to find lining your envelope than the Koi Carp, the symbol of surplus and additional savings, enough to last you the rest of the year.

All dadcando Paper Envelope printables and templates are completely original and can be found only on dadcando. You will need one set of their instructions (<http://www.dadcando.com/a3RHA2425jrwi24n2/Making/Envelopes/PDFs/Env1-Instructions-USL.pdf>) and the printable of the Envelope you want to make. Make sure that your printer is not automatically resizing the image, these printables are designed to fit the page with no resizing.



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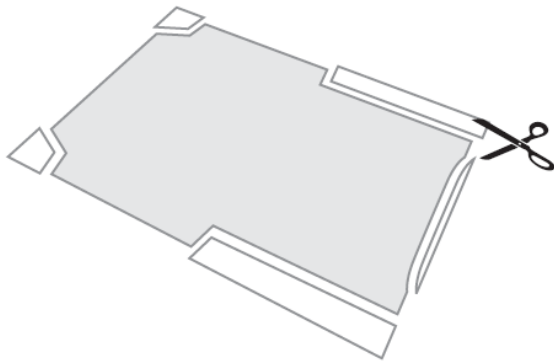
GLUE HERE

CUT - FOLD - STICK - FILL - SEND - MAKE SOMEONE HAPPY

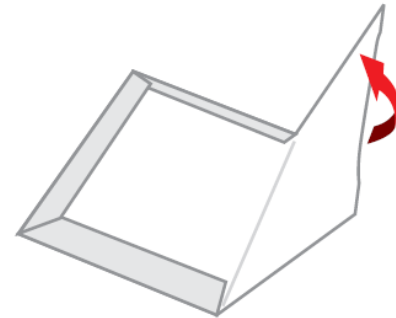
恭喜发财



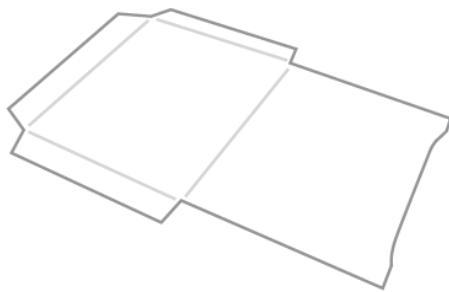
Envelopes



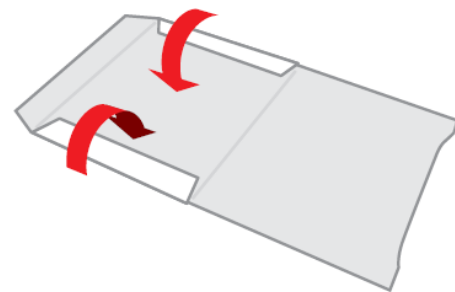
1. PRINT OUT THE PATTERN YOU LIKE ON AN A4 PIECE OF PAPER AND CAREFULLY CUT OUT AS MARKED, USING SCISSORS OR A CRAFT KNIFE



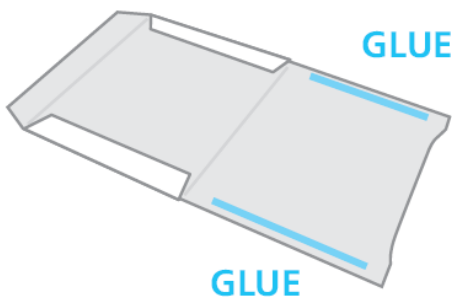
2. PLACE PAPER PRINTED SIDE DOWN AND FOLD EVERY FOLD TO THE DOTTED LINES PRINTED ON YOUR PATTERN



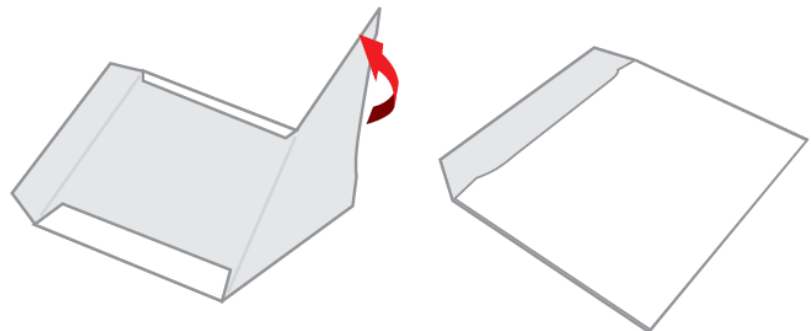
3. UNFOLD COMPLETELY



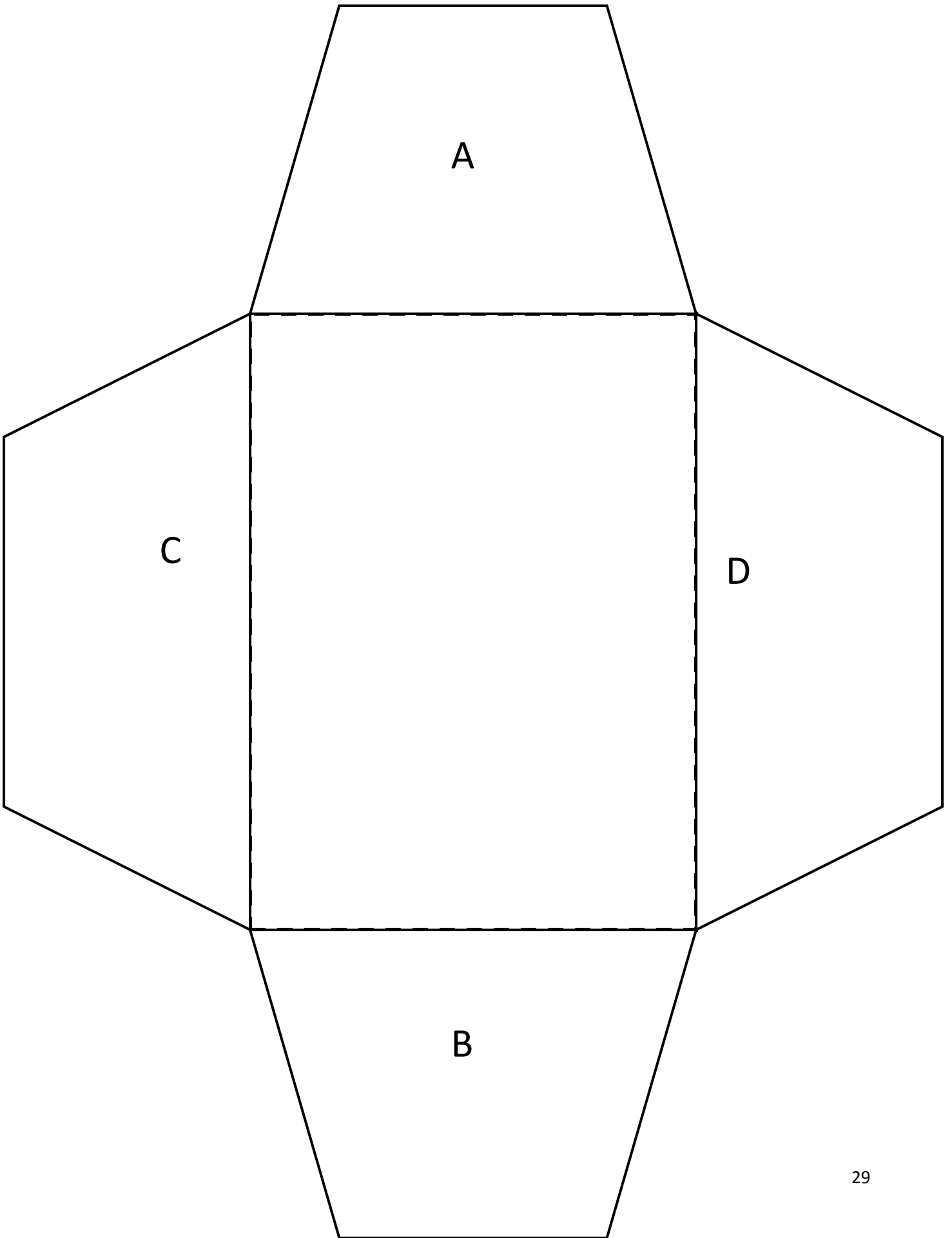
4. YOUR ENVELOPE IS GOING TO HAVE A PRINTED INSIDE, SO TURN OVER SO THAT PRINTED SIDE IS FACE UP AND FOLD THE SIDE FLAPS IN



5. PUT SOME GLUE WHERE MARKED. USE A GLUE STICK, A LIGHT DAB OF PVA, PAPER GUM OR DOUBLE SIDED STICKY TAPE, BE CAREFUL NOT TO GO OUTSIDE THE BOX MARKED ON THE PATTERN. **IF YOU ARE SENDING THROUGH THE MAIL BE SURE TO USE A STRONG GLUE.**



6. FOLD OVER THE BACK OF THE ENVELOPE AND PRESS ON TO THE SIDE FLAPS. YOUR ENVELOPE WILL FIT AN A4 SHEET FOLDED IN QUARTERS, AN A5 SHEET FOLDED IN HALF OR A HAWAIIAN SHIRT



Dancing Dragons

The Dragon is part of many Chinese cultural celebrations. The Chinese dragon is one of the most important mythical creatures in Chinese mythology. To the Chinese, the Imperial Dragon or Lung, is considered to be the primary of four benevolent spiritual animals, the other three being the phoenix, the unicorn and the tortoise.

Chinese people think of themselves as the children of Dragons. Having unrivaled wisdom and power the dragon symbolized the Emperors of China themselves, who were actually called dragons. Hsi, China's first emperor, was said to have a dragon's tail.

Shen Nung, his successor, was supposed to have been the son of a dragon. The Chinese Emperor sat on a dragon throne, rode in a dragon boat and slept in a dragon bed.

To distinguish the Chinese imperial dragon from all other dragons, only the Imperial

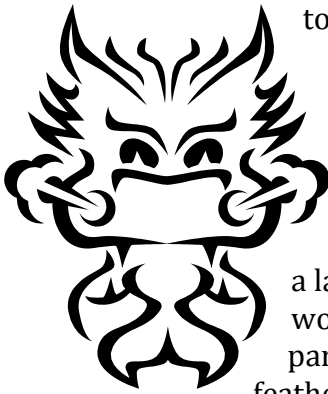


Image Credit: Dinky. Chinese Dragon by DNK Anais. Deviant Art. <http://dnk-anais.deviantart.com/art/Chinese-Dragon-119728554>. Copyright 2009. All Rights Reserved.

Dragon bore five claws. The Chinese dragon is considered to be the most powerful and divine creature and is believed to be the controller of all waters. The dragon symbolized great power and was very supportive of heroes and gods.

The ancient Chinese believed that dragons were real and possessed amazing powers. Chinese dragons did not usually breathe fire and people didn't think they were evil beasts or monsters. They were viewed as being wise and caring, possessing personalities, and had magical powers. Dragons only turned into beasts/monsters if people made them angry. One of the most famous dragons in Chinese mythology is Yinglong "Responding Dragon", said to be the god of rain. Many people in different places pray to Yinglong in order to receive rain. In Chinese mythology, dragons are believed to be able to create clouds with their breath.

Dragons were a symbol of power, strength, success, luck and honor. The dragon represents prosperity, good luck and good fortune. Traditionally the dragons are considered as the governors of rain falls in Chinese culture. They have the power to decide where and when to have rain falls.



A Chinese dragon mask is the reigning symbol of good luck for the New Year. This mask is an important part of the Chinese culture and especially Chinese New Year parades.

A traditional dragon mask may feature a yawning jaw, or it may portray a large round mouth. The Chinese dragon mask must stand out, so it is little wonder that the mask itself is often very bright. A dragon mask used in parades is often very elaborate. Brightly colored in red, gold and blue, with feathers and fur highlights, a large mask is quite a sight.

Fun Facts:

Chinese dragons are made up of 9 various pieces and parts from other animals:

- The head = a camel.
- The neck and tail = a snake.
- The body = Scales: Koi (fish) 117 scales total - 81 infused with yang, the good, and 36 infused with yin the bad. This evens out the dragons temper and personality.
- The paws = a tiger.
- The claws = 5 on each paw from an eagle.
- The ears = an ox.
- The horns = a deer.

- The whiskers = a rat.

Interestingly, the dragon was given ears but legends state that they actually heard through their horns. Other legends recount the dragon's ability to change shapes, to become invisible, and even glow in the dark. Also, the farther a dragon went from home, the more feet disappeared. If he went too far, he had no feet at all. Luckily the closer he got to home, his feet came back!

There are 4 distinct dragon purposes and personalities in ancient Chinese legends:

* The Fire Dragon = these dragons are natural elements that include the and lightening. The Fire Dragons but the most friendly and all.

the color red and help to guard the wind, fire, the sky, are short-tempered, talkative of them

* The Earth Dragons = are green and they are for guarding the earth, crops mountains. Earth Dragons knowledge involved in cooperating with

the color responsible and possess the the value of others.

* The Metal but the color the precious Metal Dragons refuse to accept failure and succeed because of that, they also tend to be selfish, not caring about the feelings of others.

Dragons = what else gold. They guard all of metals and gems. Though

* The Water Dragons = appropriately colored blue, and guarding rain, waterfalls, wells, seas, and all sources of water. Water Dragons can accept defeat, get along with all people, and possess the knowledge required to rebuild after something breaks.



Julio Eulafí
2006

Aside from the dragons previously listed, there were also 4 main "Dragon Kings" associated with having control over water-related weather occurrences:

- * The Dragon of the East Sea = ruling the East China Sea.
- * The Dragon of South Sea = ruler of the South China Sea.
- * The Dragon of the West Sea = ruling the Indian Ocean and beyond.
- * The Dragon of the North Sea = overseeing Lake Baikal.

Though The Dragon Kings still enjoy the worship of many Chinese people as the rulers of weather and water-related events, the dragon is no longer viewed as a real creature. Though it is still forbidden to disrespect or disfigure any depiction of a dragon in China.

Tissue Paper Dragons [Mural Optional]



Tissue paper is so much fun to work with and despite it being flimsy and light, the organic nature of this project tends to be satisfying and not at all frustrating.

The only challenge here is to have the children think visually, not worry about creating a perfect dragon and basically, have fun with the cool textures of tissue paper and the starch.

Materials:

- Paper
- Paint brushes
- Tissue paper
- Cups/Bowls
- Liquid starch
- Oil Pastels

The process is simple. Have students tear tissue paper and brush liquid starch (laundry aisle of grocery store), watered-down Mod-Podge or even watered-down glue to paper. To start, tear a piece of tissue paper in the shape of a dragon head. Of course, everyone's shape will look different. Now, dip a paint brush into a bowl of liquid starch (yes, the kind you find in the detergent aisle of the grocery store) and apply a little bit to the paper where you



intend to place the head. Set down the “head” and brush again with the starch. Continue along this route with the body, tail, legs, spikes, many feet, etc. Smooth down any dry or rough patches with more starch. After the piece dries, the kids use oil pastels to create an outline, add details like scales and teeth and/or background.



Muralizing!
Assemble your dragons together to create a mural. Simply create an appropriately Chinese background (mountains, plum trees, etc) and cut out dragons to paste onto your huge mural.

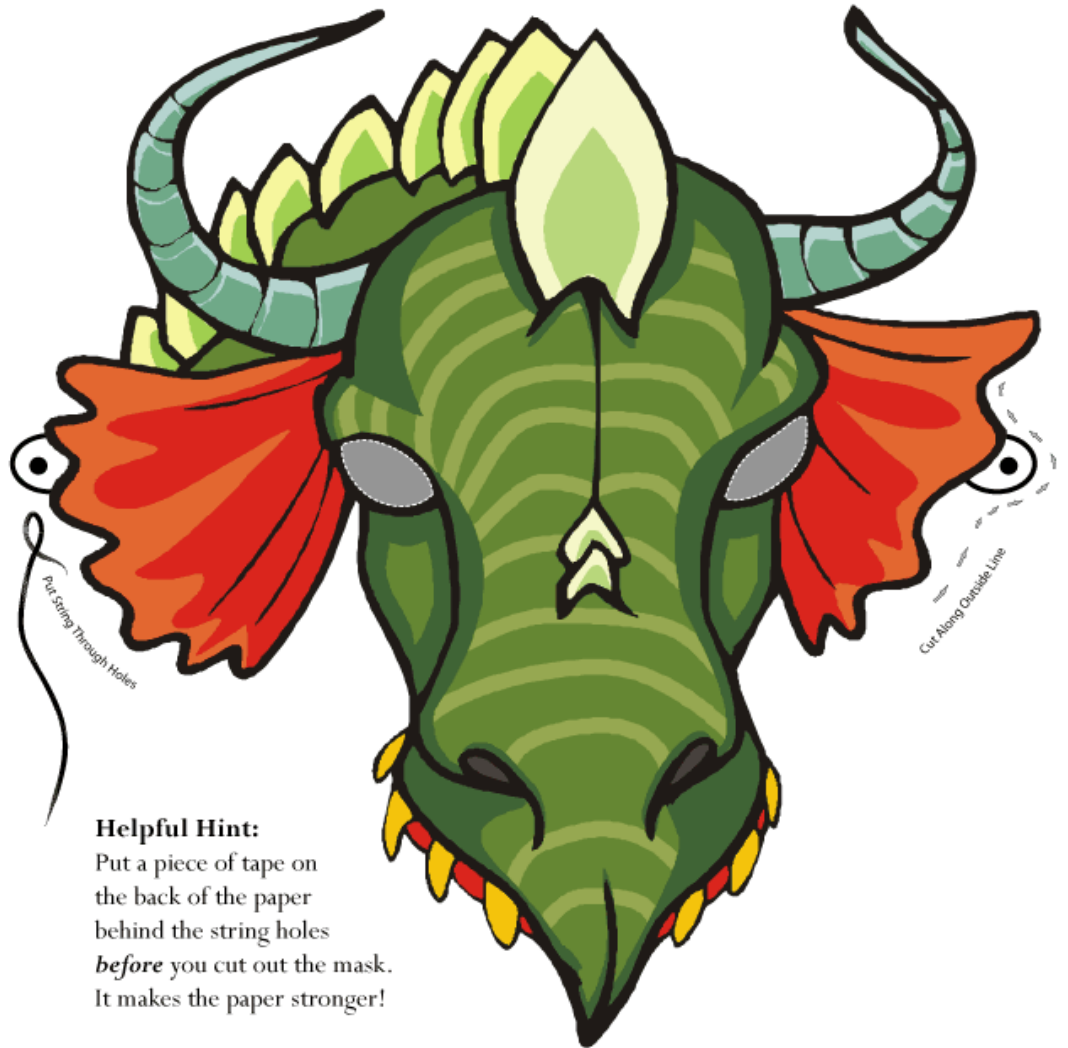


To create the background:

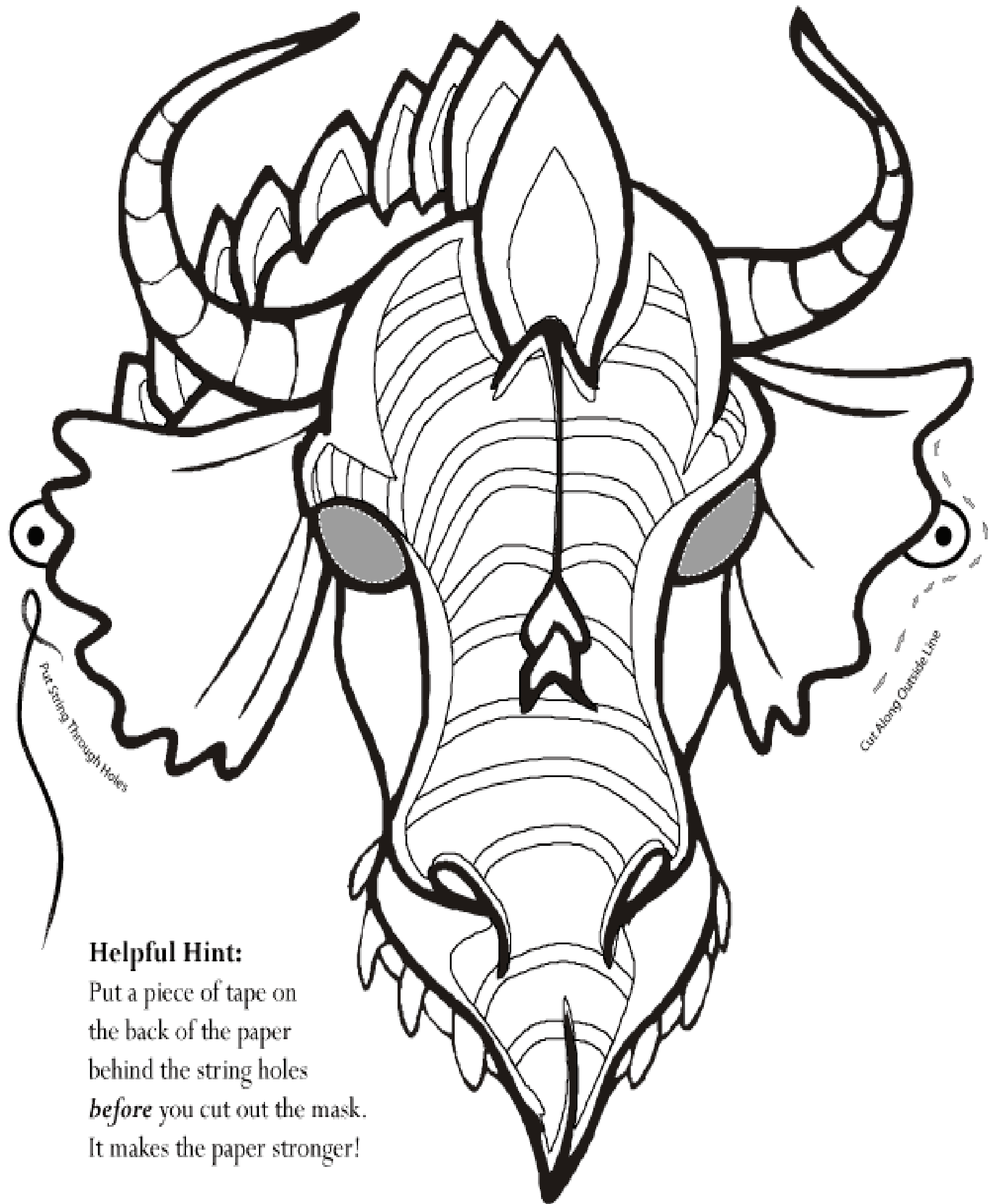
Introduce Chinese geography by inviting students to make landscape paintings. First share the images of places like the Himalayan Mountains and the Great Wall in Alison Behnke's *China in Pictures* (Lerner, 2002). Next share the scroll paintings at www.thavibu.com/china. Help kids follow these steps to make their own mural: 1. Dip a brush pen into water, blot on a towel, dip the pen into ink or dark paint, and blot again. 2. Paint on white paper. Do not sketch first; landscapes are traditionally done quickly. This is a quick, satisfying and colorful project. Can't ask for more!

Masking the Man & Unmasking the Dragon

With extra time have students use the included template to make a Dragon mask using crayons, colored pencils, glitter in the colors according to the dragon powers and personality they'd like to have. They can always make their dragon their own and mix types and personalities into a brand new kind of undiscovered dragon.



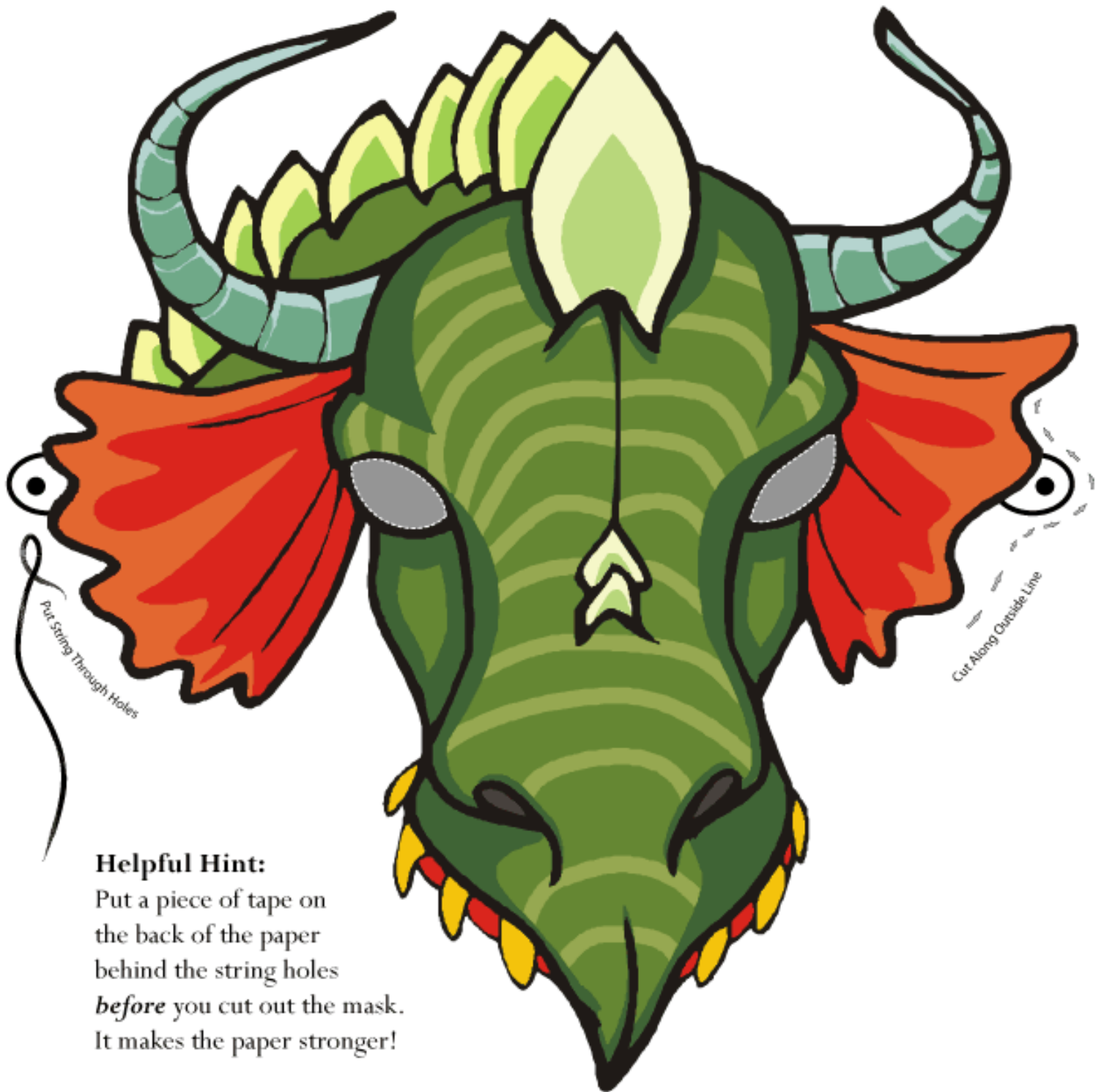




Helpful Hint:

Put a piece of tape on the back of the paper behind the string holes *before* you cut out the mask. It makes the paper stronger!

Chinese Dragon Mask



Helpful Hint:

Put a piece of tape on the back of the paper behind the string holes *before* you cut out the mask. It makes the paper stronger!

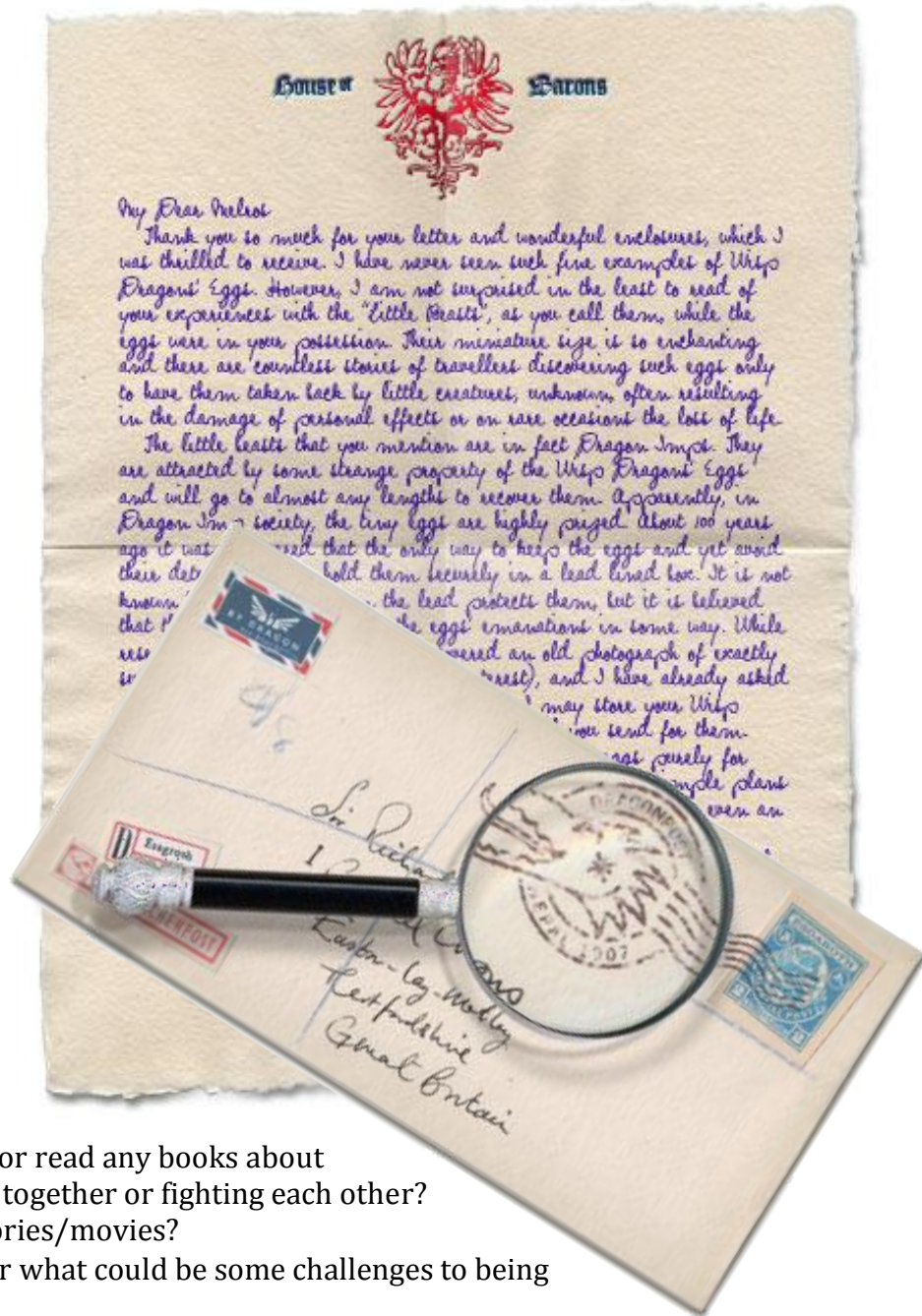
Lost Letters and Dragon Hunters

The following included images are from www.dadcando.com and this project was inspired by and modified from several of the projects on their site. They have 100s of fantastic projects to make with your kids, to suit all skill and age levels and projects to suit any ability from children working alone to projects that will be fun to do together and all illustrated with their famous beautiful instructions. All materials and images are copyrighted and all Rights Reserved. © C.Barnardo 2007, 2008, 2009 dadcando ® is a registered trademark.

Almost nothing is better than receiving an interesting looking letter from a far off friend, bearing exotic stamps. What would life be like if, like the Ancient Chinese believed, dragons really roamed the earth? Have students imagine they found a letter from a Dragon Hunter and what it might say.

Discussion Points:

- Imagine what life would be like if dragons roamed the earth.
- Have they seen any movies or read any books about Dragons and humans living together or fighting each other? What happened in those stories/movies?
- If you were a Dragon Hunter what could be some challenges to being a Dragon Hunter?
- What if hunting dragons was illegal?
- What if you found a friendly dragon?



- Chinese dragons are made up of 9 various pieces and parts from other animals, what are the dragons in your world like?
- Where would you live?
- How would you hide?
- How would you hunt dragons?
- What kind of weapons might you need?
- What kinds of abilities or powers could the dragons have?
- How would you protect yourself against their strength/power/abilities?
- What experience about dragon hunting might you want to write about? Who would a Dragon Hunter write to? The government who had him/her locked up for illegal dragon hunting, your friend, your Dragon Hunter trainer who taught you, your parents?

After your group brainstorming session, pass out the graphic organizer sheet and structural worksheet. They can be printed on both sides of the same page. Have students brainstorm their own ideas and write down their thoughts on the graphic organizer and continue to develop their ideas on the worksheet. Once students have brainstormed their ideas, work with them to model a friendly letter

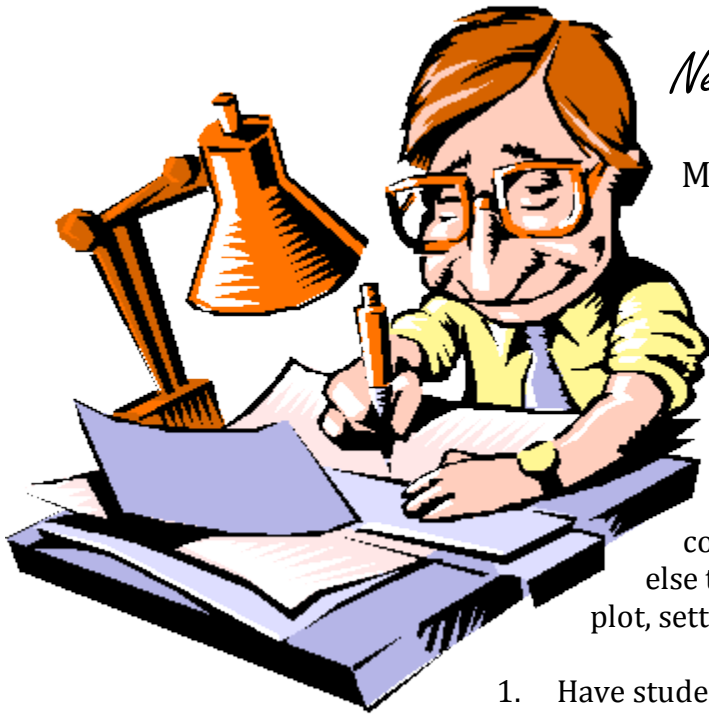
Discuss the following points on friendly letter structure.

1. A friendly letter has a date, salutation (greeting), body, closing, and signature.
2. Usually the first paragraph of the body will consist of an introduction which will give the recipient an idea about why you're writing to them with a short summary of the main topic of your letter. If you don't know the person you are writing to, you may want to introduce yourself in this introductory paragraph as well.
3. The next few paragraphs will usually consist of the message you want to get across along with any details you may want to convey.
4. The last paragraph will usually be the conclusion where you wrap everything up. You can sum up your main idea in this paragraph, thank the recipient for their time, wish the recipient well, and/or ask any questions.



And then have students:

- Finish their brainstorming for ideas.
- Write a first draft of their letter.



Next: The Editor's Corner

Materials:

- Red Pens

Once students have completed their first draft discuss the following with them: Writers and story tellers have editors who make sure that a story is the best it can be, drawing out the best in the story, giving suggestions on where a story could go, where it could be improved, and what else they would like to know about the characters, plot, setting, etc of a story.

1. Have students trade letters with another student.
2. Give each pair of students red pens.
3. Groups or students get points for correcting each other's papers and lose points for marking things up only to make the page red.
4. Each group or student gets to edit another groups letter (or multiple letters) and give suggestions and ask questions.

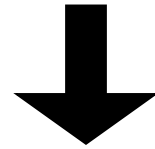
Then: Have students write a second/final draft, after revising and correcting the first for punctuation, content, vivid word use, unneeded information, etc.

Once students have a final draft: As a group, follow the included directions for making the tattered (and authentic envelope) and book of stamps to house their letters.

Finally, students will trade letters with a student at another site, reading their partner's letter, and then writing back as themselves.

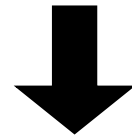
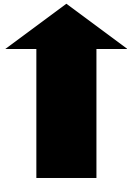
What is the **main idea** of your experience or story?

Topic Sentence:



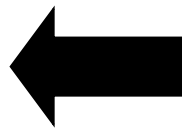
Closing Sentence:

What do you **see** during this experience?



What do you **hear** during this experience?

Describe how you **feel** during this experience:



You, Hunter of Dragons!

Who are you writing to? Sample Suggestions: Your friend, your Dragon Hunter trainer who taught you, your parents.

Your Topic Sentence: Sample Suggestion: Let me tell you about this amazing experience I had!

- What do you want to explain about this experience?
- Think about this experience. What is it you see?
- What is it you feel? Describe it using vivid adjectives. Are you fearless, are you just a little scared, or are you absolutely terrified, shivering with dread, running in panic?
- What is it you hear? Describe it using vivid adjectives. Is it just warm, or is it so hot you can feel your skin blistering from the heat?
- Adjectives to describe what you see around you. Is it hot and dusty, no water in any direction, is it freezing cold, a world made of ice and snow?

Your Closing Sentence: Sample Suggestions:

- And that is how I was able to survive my first Dragon Hunt!
- So, please, come help me before...
- And that was how I discovered...
- Now, I have my own...

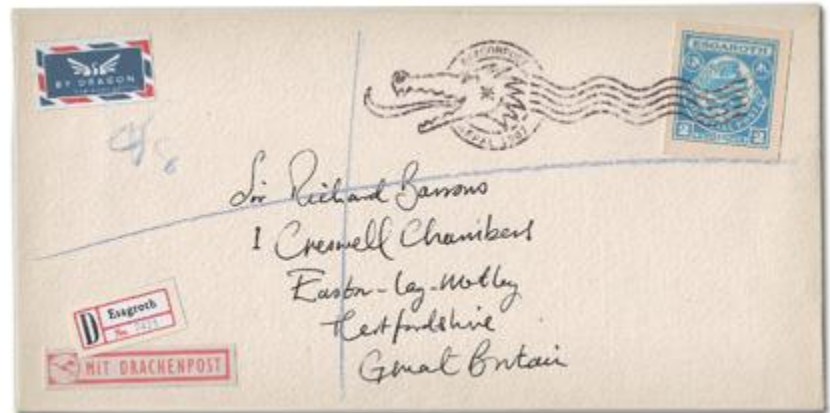


Julio Eulafí
2006

Making an old envelope and postage booklet:

If you have an old one then that's good, but it doesn't have to look old to start with, because we are going to age it a bit as part of the project.

For the stamps: All you have to do is cut them out (all very old stamps were unperforated and just cut out) and stick them on your parcel and envelope models.



Aging the Envelope:

Now, dirty the envelope up a bit. Use a soft lead pencil to draw on your finger tips and then smudge some pencil lead round the edge of the envelope. If you want a really tatty look, wipe a wet teabag round the base of a tea cup and use the cup to make part of a ring on the envelope, as if someone had carelessly rested their cup on the front, or used the envelope as a coaster at some point in the past.



stamps on it as if it were a normal envelope, in the top right corner.

Travel Stickers: Then have students make up the Dragonmail sticker booklet, using the instructions. This part of the project is really easy and you learn how to make a simple little booklet that looks really cool, but if

you only want the stickers then you don't even have to make up the booklet.



Note: Tell students that when they tape the Dragonmail stickers on their envelope, they don't line them up too carefully. Usually, the people sending letters are in a hurry or



careless, because stickers on old envelopes are always stuck on haphazardly, so for the most authentic look, you shouldn't stick them on so that they line up with the edges of the envelope.

In your stickers sheet, for each booklet, you get a few each of three different Dragonmail stickers and a four special Dragon Registered Mail stickers.

Now have students write an old fashioned looking address on the letter (remember they didn't have post or zip codes in the 1800s). For a really original look, you will need to draw a cross right across the front of the envelope and squiggle a number over or near one of the stickers. Have students use a soft blue colored pencil and just draw a couple of straight confident lines across the envelope, like the ones in the picture shown on above.

Postmarks: For the final finishing touch, have students cut out the dragon postmark / franking image and tape it on to the front of the envelope so that it goes over part of the stamp or stamps, just like a real postmark. If they lack the skill to be able to cut between the lines at the end they can tape it next to the stamp and use a pen, pencil, or marker to extend the lines over their stamp.



SKILL LEVEL 7yrs +
EQUIPMENT double sided sticky tape
 or self adhesive inkjet
 printer paper sheet
TIME 10 minutes

SPECIMEN No. 12
 Name/Note: **Kaplin Scarlet**
 Date: **Oct 15th 1872**
 Code: **exp: 12-/345**

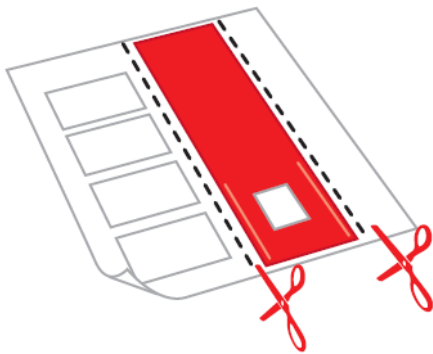
Title: *Imperial Post
 Dragon Stamps*





QUICK REFERENCE	
SKILL LEVEL	8yrs +
EQUIPMENT	Scissors, office stapler
TIME	15 minutes

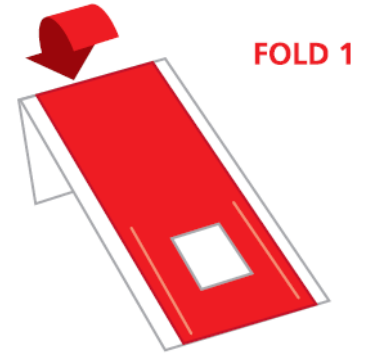
SPECIMEN No. 672	Title: <i>Dragon Airmail Envelope Labels</i>
Name / Name: Kaptin Scarlet	
Date: Oct 15th 1897	
Code: exp: 23-/004	



1. PRINT OUT THE ENVELOPE BOOKLET LABEL SHEET AND CUT THE RED BOOKLET COVER FROM THE SHEET

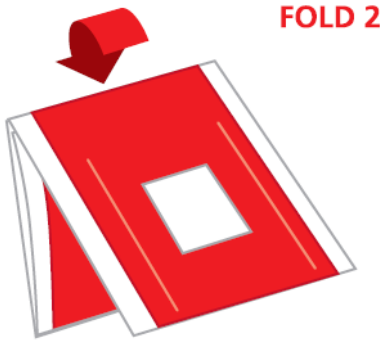


2. NEATLY TRIM THE ENDS OFF SO THAT THERE IS NO WHITE SHOWING AT EITHER END OF THE STRIP



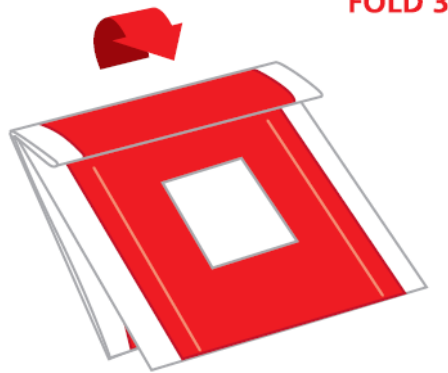
FOLD 1

3. FOLD THE END OVER WHERE FOLD 1 IS MARKED. MAKE SURE YOUR FOLD IS NICE AND SQUARE



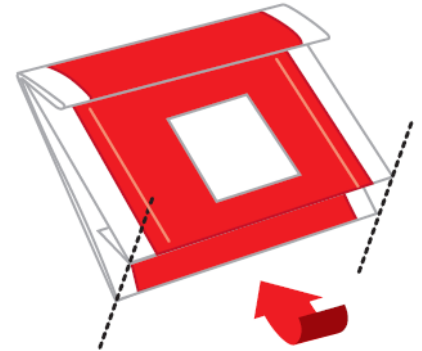
FOLD 2

4. FOLD OVER AT FOLD MARKED 2, AGAIN, MAKE SURE THE FOLD IS NICE AND SQUARE

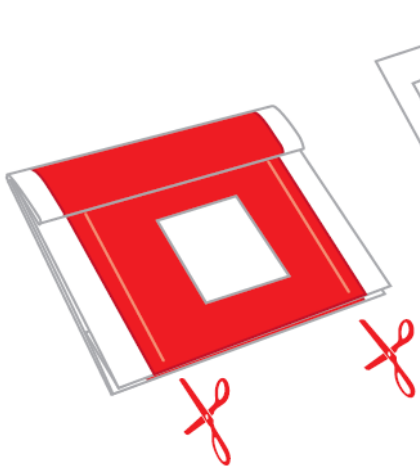


FOLD 3

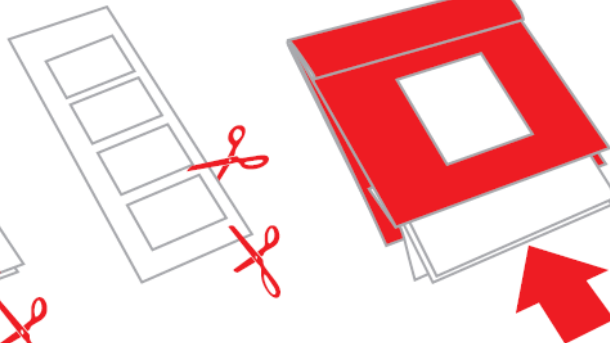
5. FOLD THE SPINE OVER FORWARDS AT THE FOLD MARKED 3, MAKING SURE THAT THE RED LINES UP AND THE FOLD IS SQUARE



6. FOR THE FINAL FOLD, TUCK THE FRONT COVER OVER CAREFULLY SO THAT THE EDGE OF THE FRONT COVER LINES UP WITH THE FOLDED EDGE OF THE BACK COVER



7. HOLDING THE SPINE TIGHTLY TO STOP THE PAPER MOVING, TRIM THE BOOKLET TO THE LIGHT RED LINES ON THE FRONT



8. NEATLY CUT OUT THE BOOKLET PAGES FROM THE OTHER HALF OF THE ENVELOPE BOOKLET LABEL SHEET CUTTING EACH ON TO THE GREY LINE, STACK NEATLY AND INSERT THEM ALL IN THE BOOKLET AS FAR AS THEY CAN GO, SO THAT THEY ARE CENTRED



9. WITHOUT MOVING THE PAGES STAPLE BOOKLET TOGETHER FROM THE FRONT IN THE CENTRE OF THE SPINE. TO USE THE STICKERS, CUT THEM OUT OF THE BOOKLET AND GLUE THEM DOWN OR PUT DOUBLE SIDED STICKY TAPE ON THE BACK OF EACH PAGE AND THEN CUT OUT THE LABEL YOU WANT



QUICK REFERENCE	
SKILL LEVEL	8yrs +
EQUIPMENT	Scissors, office stapler
TIME	15 minutes

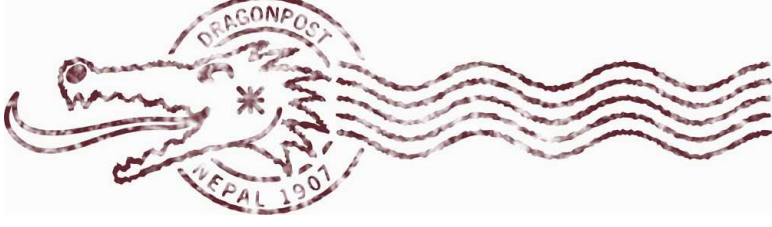
SPECIMEN No. 672	Title:
Name: Kaplin Scarlet	<i>Dragon Firmmail</i>
Date: Oct 15th 1897	<i>Envelope Labels</i>
Code: exp: 23-/004	



ENVELOPE LABEL BOOKLET SHEET



D Esagroth Nr. 7425	D Esagroth Nr. 7425
D Esagroth Nr. 7425	D Esagroth Nr. 7425
D Esagroth Nr. 7425	D Esagroth Nr. 7425
D Esagroth Nr. 7425	D Esagroth Nr. 7425



Superstitions and Myths

What are they and where did they come from?

Do you or your students have any superstitions you believe in? What about when you spill salt? Should you walk under a ladder? What is going to happen if a black cat crosses your path or a mirror breaks? What do you do when someone sneezes? What will happen if you find a four leaf clover or if you blow out all the candles on your cake in one breath?



People believe in superstitions all around the world. The Chinese have superstitions that are very important on New Years. The following are a few examples. Have students read the following superstitions, completing them with a sentence that supports the topic sentence and its ideas. Then read the students the real reasons why people believe what they do.

Chinese New Year Superstitions

There are certain customs and superstitions that many Chinese follow to during the New Year festival BECAUSE _____..

1. Exploding firecrackers on Chinese New Year's Eve is the Chinese way of _____.
2. On the stroke of midnight, every door and window in the house has to be opened _____.
3. Many people also don't eat meat on the first day of Chinese New Year festival because _____.
4. Some may eat a whole fish because _____, or a chicken with its head and feet intact, which _____.
5. Any noodles in your bowl should be left uncut because _____..
6. A home is thought to be lucky if a plant blooms on New Year's Day because _____..
7. On New Year's Eve, all brooms, brushes, dusters, dust pans and other cleaning equipment are put away. Sweeping or dusting should not be done on New Year's Day because _____..
8. After New Year's Day, the floors may be swept. Beginning at the door, the dust and trash on the floor are swept to the middle of the room, then placed in the corners and not taken or thrown out until the fifth day. At no time should the dust or trash in the corners be walked on upon because _____..
9. Dust and dirt must always be swept inwards and then carried out and All dirt and rubbish must be taken out the back door because _____..

10. All debts had to be paid by this time. Nothing should be lent on this day because

11. Everyone should refrain from using foul language and bad words because

12. References to the past year are also avoided because

13. You can't cry on New Years Day because

14. On New Year's Day, one should not wash hair because

15. Red clothing is preferred during this festive occasion because

16. Children and unmarried friends, as well as close relatives are given little red envelopes with crisp one dollar bills inserted because

17. The first person one meets and the first words heard are significant because

18. Everyone, even the sick, should get dressed and sit in the living room because

19. Do not use knives or scissors on New Year's Day because

Chinese New Year Superstitions

There are certain customs and superstitions that many Chinese adhere to during the New Year festival to bring them luck during the New Year.

20. Exploding firecrackers on Chinese New Year's Eve is the Chinese way of sending out the old year and welcoming in the new
 21. On the stroke of midnight, every door and window in the house has to be opened to allow the old year to go out and the new year to come in, if you don't you will have bad luck.
 22. Many people also don't eat meat on the first day of Chinese New Year festival because it is believed that this will ensure a long and happy life.
 23. Some may eat a whole fish which represents togetherness and having many things, or a chicken with its head and feet intact, which symbolizes wealth.
 24. Any noodles in your bowl should be left uncut, as a sign of long life.
 25. A home is thought to be lucky if a plant blooms on New Year's Day, as this foretells the start of a good year.
 26. On New Year's Eve, all brooms, brushes, dusters, dust pans and other cleaning equipment are put away. Sweeping or dusting should not be done on New Year's Day for fear that good fortune (luck) will be swept away.
 27. After New Year's Day, the floors may be swept. Beginning at the door, the dust and trash on the floor are swept to the middle of the room, then placed in the corners and not taken or thrown out until the fifth day. At no time should the dust or trash in the corners be walked on upon, or that will ruin that years luck BECAUSE
-
28. In sweeping, there is a superstition that if you sweep the dirt out over the threshold, you will sweep one of the family members away. Also, to sweep the dust and dirt out of your house by the front entrance is to sweep away the good fortune of the family; it must always be swept inwards and then carried out, then no harm will follow. All dirt and rubbish must be taken out the back door.
 29. All debts had to be paid by this time. Nothing should be lent on this day, as anyone who does so will be giving money to other people all the rest of the year.

30. Everyone should refrain from using foul language and bad or unlucky words. Negative terms and the number 4, sounding like the word for death, are not to be uttered. Death and dying are never mentioned and ghost stories are totally forbidden.
31. References to the past year are also avoided as everything should be turned toward the New Year and a new beginning.
32. If you cry on New Year's Day, you will cry all through the year. Therefore, children are tolerated and are not chastised less they cry.
33. On New Year's Day, one should not wash hair because it would mean that good luck for the New Year could be washed away.
34. Red clothing is preferred during this festive occasion. Red is considered a bright, happy colour, sure to bring the wearer a sunny and bright future. It is believed that appearance and attitude during New Year's sets the tone for the rest of the year.
35. Children and unmarried friends, as well as close relatives are given little red envelopes with crisp one dollar bills inserted, for good fortune.
36. The first person one meets and the first words heard are significant as to what the fortunes would be for the entire year. It is a lucky sign to see or hear songbirds or red-coloured birds or swallows.
37. It is considered unlucky to greet anyone in their bedroom so that is why everyone, even the sick, should get dressed and sit in the living room.
38. Do not use knives or scissors on New Year's Day as this may cut off fortune.

Glossary of Terms

- **Adjective:** An adjective modifies (describes or says something about) a noun or pronoun.
- **Adverb:** An adverb modifies (describes or says something about) a verb, or an adjective, or another adverb. The adverb is usually formed by adding an -ly ending to an adjective.(soft=softly, quiet=quietly, strong=strongly, etc.)
 - **EXAMPLE—modifying a VERB (verb+adverb):**
 - sang beautifully
 - drove carefully
 - studied well
 - ran quickly
 - screamed loudly
 - sobbed quietly

- EXAMPLE—modifying an ADJECTIVE (adverb+adjective+noun):
 - outrageously expensive dress
 - incredibly rich dessert
 - luxuriously appointed sports car
 - really difficult exam
- EXAMPLE—modifying an ADVERB (verb+adverb+adverb):
 - ran incredibly quickly
 - screamed unbelievably loudly
 - drove very carefully
 - studied really well
- **Subject complement:** the word which completes the meaning of the sentence.
- **Action Verbs:** The active or action verb tells what action the subject does and answers the question, “What did [the subject] do? Remember that 99 percent of the time, an action verb is one which can be demonstrated (run, walk, sing, talk, cry, laugh). Unlike linking verbs, sentences with ACTIVE VERBS will not allow any changing of positions, without ruining or changing the sense of the sentence:
 - Jean hit the ball.
 - The ball hit Jean. (Notice this changes the entire meaning of the sentence.)
 - The class read three books.
 - Three books read the class.
 - Beth bought a new car.
 - A new car bought Beth
- **Linking verbs-**Linking verbs are verbs that do not show action; instead, they connect the subject of the verb to additional information about the subject. These verbs usually can’t be demonstrated. Linking verbs include the following: forms of the verb “to be”: am, is, was, were, will be, had been, etc. & verbs of “sense”: seem, appear, look, smell, taste, sound, etc. in many cases, the LINKING VERB works like an EQUAL SIGN to show that the subject and the subject complement are equal. The part of speech which completes the meaning of a linking verb will be either a noun or an adjective. When the main verb in a sentence is a linking verb and the

A Note on Bad vs. Badly

Students who want to speak English correctly have trouble deciding when to use bad or badly. Before we can discuss this question--there’s always a catch--we must talk about the two types of English verbs. Action verbs show any action which one can readily demonstrate or visualize. Linking verbs show a state of existing or being. They are hard to visualize or demonstrate. Linking verbs include all forms of the verb “to be” and “sense” verbs which relate to the five senses. Using correct English, you would say the following:

- His stereo sounds **scratchy** (adjective).
- This milk tastes **rancid** (adjective).

You should not say, “His stereo sounds scratchily” or “This milk tastes rancidly.” because the complement of the linking verb must be either a noun or an adjective, never an adverb; likewise, you cannot say, “I felt badly about hurting his feelings.” Feel is a linking verb and must take an adjective (bad) as its complement. The correct sentence is “I felt bad about hurting his feelings.” Otherwise you are saying your sense of touch has somehow gone wrong.

complement is a noun, THE SUBJECT AND THE COMPLEMENT ARE EQUAL. Look at this sentence:

- Susie is head cheerleader.

We can CHANGE THE POSITION of the subject and the complement in this sentence, making the complement the subject and the subject the complement:

- The head cheerleader is Susie.

In other words, Susie = cheerleader.

- A HINT: If a student can't decide whether a verb is active or linking, have them try to substitute one of these words--am, is, was, were--in the sentence.
 - Mary APPEARS snobbish.
 - Mary IS snobbish.
 - Mr. Smith LOOKED unhappy yesterday.
 - Mr. Smith WAS unhappy yesterday.
 - The speaker SEEMED nervous before the crowd.
 - The speaker WAS nervous before the crowd.
- In the sentences above, appears, looked, and seemed are linking verbs, based on this substitution.
- **Regular verbs-** These are verbs that can easily be conjugated- accept- accepted, accepting etc. They follow a pattern. To form the past tense of a regular verb ending with a vowel (a, e, i, o, u), add a d to the word. To form the present/past perfect tense, add a d plus a helping verb (have, had, or has).
 - For example, the verb share ends with the vowel e.
 - share = present tense
 - shared (share + d) = past tense
 - had shared (had + share + d) = past perfect tense (have is the helping verb)

If the regular verb ends with a consonant, add ed for the past tense. Add ed plus a helping verb for the present/past perfect tense.

- For example, the verb pour ends with the consonant r.
 - pour = present tense
 - poured (pour + ed) = past tense
 - have poured (have + pour + ed) = present perfect tense
- **Irregular verbs-** A verb that's past tense is not formed with the past tense of -ed. It doesn't follow the regular forms of conjugation and unlike regular verbs, irregular verbs do not follow a pattern. You must memorize them.
 - For example, the irregular verb see has three principal parts: see, saw, seen.
 - I see the stars= present tense
 - I saw the stars= past tense

- I have seen the stars= present perfect tense

For a list of irregular verbs and a few tricky regular verbs that students often misuse go to:

http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resources/Grammar_Handouts/verb_list_irregular.pdf

- **Imagery:** Imagery involves one or more of your five senses (hearing, taste, touch, smell, sight). An author uses a word or phrase to stimulate your memory of those senses.
- **Metaphor:** Comparing two things by using one kind of object or using in place of another to suggest the likeness between them. Ex. Her hair was silk.
- **Onomatopoeia:** Naming a thing or an action by imitating the sound associated with it. Ex. buzz, hiss, roar, woof.
- **Hyperbole:** Big exaggeration, usually with humor. Ex. Mile high ice cream cones.
- **Personification:** Giving something human qualities. Ex. The rock screamed in pain when we stepped on it.
- **Simile:** A figure of speech comparing two unlike things that is often introduced by like or as. Ex. The sun is like a yellow ball of fire in the sky.
- **Alliteration:** The repetition of usually initial consonant sounds in two or more neighboring words or syllables. Ex: The wild and woolly walrus waits and wonders when we'll walk by.
- **Assonance:** The repetition of vowel sounds but not consonants in words (as "red hen") for poetic effect. the use of words that have the same or very similar vowel sounds near one another (as in "summer fun" and "rise high in the bright sky.")
- **Consonance:** Consonance is the repetition of consonant sounds, but not vowels, as in assonance. Example: lady lounges lazily, dark deep dread.