

# MULTICULTURAL LESSON PLAN

## FOLKTALES

### YEH-HSIEN A CHINESE CINDERELLA

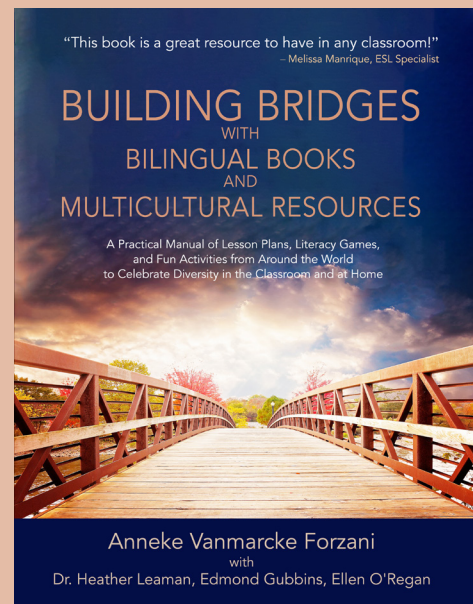
The following lesson plan is from  
***Building Bridges with Bilingual Books and Multicultural Resources:***  
*A Practical Manual of Lesson Plans, Literacy Games, and  
Fun Activities from Around the World to Celebrate Diversity in the  
Classroom and at Home*

*Building Bridges* helps educators and homeschoolers incorporate cultural diversity in their teaching. It provides the tools to:

- ✿ Build culturally responsive classrooms
- ✿ Create positive connections with dual language students & families
- ✿ Teach children about other languages & cultures
- ✿ Support literacy development among English language learners
- ✿ Foster a welcoming and inclusive learning environment

***Building Bridges*** includes numerous multicultural lesson plans that use bilingual books and diversity activities to support literacy development and build culturally inclusive classrooms. The lessons meet Common Core State Standards and include detailed procedures, assessments, cross-curricular extension activities, and vocabulary-building flashcards. Each lesson incorporates optional ESL activities, accommodations for language learners, and suggestions for involving dual language families.

Also included in the book are games, foods, and crafts from around the world; diverse language profiles; handouts to build community in the classroom; unique multicultural holidays and events to celebrate diversity; and useful links and resources.

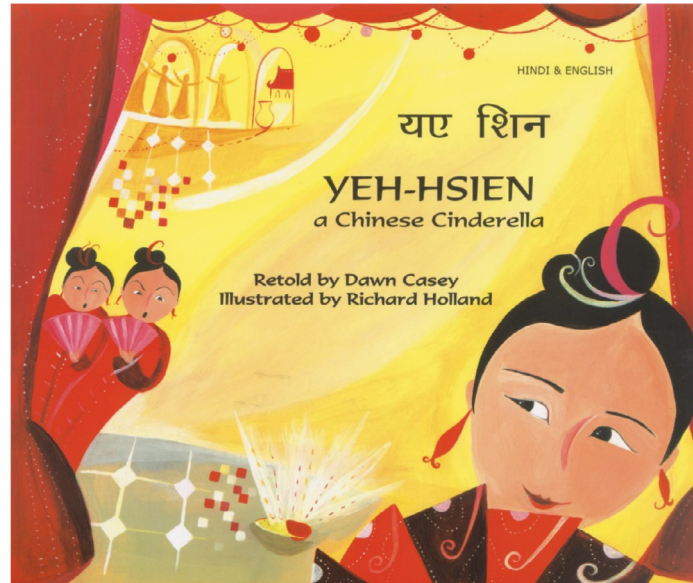


***Building Bridges with Bilingual Books and Multicultural Resources*** is available now at [www.LanguageLizard.com/Bridges](http://www.LanguageLizard.com/Bridges), bookstores, and ebook distributors worldwide.

# Theme 2: Folktales, Fables, Myths, and Legends

## Topic C: Folktales – *Yeh-Hsien a Chinese Cinderella*

**Goal:** Expose students to a range of traditional literature from different cultures and countries, thereby enabling them to appreciate the multitude of stories told to students around the world.



**Book Used in Lesson:** *Yeh-Hsien a Chinese Cinderella*

Retold by Dawn Casey. Illustrated by Richard Holland.

Available In English with: Albanian, Arabic, Bengali, Chinese, Farsi, French, Gujarati, Hindi, Japanese, Kurdish, Panjabi, Polish, Portuguese, Russian, Somali, Spanish, Swedish, Tagalog, Tamil, Turkish, Urdu, and Vietnamese.

### **Snapshot of Lesson:**

- **Retelling** the story of Cinderella that they are familiar with in a circle.
- Children **explore key vocabulary** from the story of *Yeh-Hsien a Chinese Cinderella*, **predict** what the story will be about, and **make connections** with the story.
- Children **read** the story of *Yeh-Hsien a Chinese Cinderella* with the facilitator.
- Engage in **discussion** about the story with the children.
- Using **art** to design a new dress for Yeh-Hsien to wear to the Spring Festival.

## **Background Information for Facilitator**

It is important that the facilitator makes students aware of the difference between folktales, fables, myths, and legends. Further information can be found here:

- East of England Broadband Network. (2006). *Teachers' resources: What are myths, legends and folktales?* Retrieved from <http://myths.e2bn.org/teacher/adults/info311-what-are-myths-legends-and-folktales.html>
- Andie Worsley. (2017). *Traditional Literature: Folktales, Fairytales, and Fables.* Retrieved from <https://www.youtube.com/watch?v=eaVh8yGbXNc>

This story originated in China. It is said to be the oldest known version of the Cinderella story, dating back to between 618 and 907 A.D. The facilitator may wish to read a different version either before or after this adapted version and encourage the students to note the similarities and differences between the versions, commenting on why they think certain changes were made and other elements of the story were kept. More information about other versions of the Cinderella story from around the world can be found at:

- Rachel Hope Crossman. (2011). *365 Cinderellas.* Retrieved from <http://www.365cinderellas.com/p/cool-cinderella-stories.html>
- Fairytalez. (2016). *Cinderella Tales: 10 International Versions of the Beloved Tale.* Retrieved from <https://fairytalez.com/blog/cinderella-international-versions/>

It may be a good idea to pre-teach the students the new vocabulary in the story first so that they are able to focus on the reading and content of the book during this lesson.

## **Lesson Plan: *Yeh-Hsien a Chinese Cinderella***

**Grade Level:** K-4 (Note: The activities in this lesson plan can be tailored to suit the needs of the specific group that is being taught, at the discretion of the facilitator.)

**Time Frame:** 30-40 minute session.

### **Objectives:**

#### **Knowledge:**

- Identify the origins of the story of *Yeh-Hsien a Chinese Cinderella*.
- List some of the versions of the Cinderella story they have heard growing up.

#### **Skills:**

- Identify, define, and use the new vocabulary in the story.
- Enhance their comprehension strategies using literal, inferential, and evaluative questioning.
- Practice their summarization skills using the story as an anchor text.
- Explore the alternative languages of the text for similarities and differences.
- Discuss and explain how this adapted version of the story differs from the original version.

#### **Attitudes:**

- Understand and appreciate that everyone does not have the same cultural tales and traditional stories around the world by using *Yeh-Hsien a Chinese Cinderella* as an example of a traditional tale from another country.

### **Essential Questions:**

- What is the main message of the story of *Yeh-Hsien a Chinese Cinderella*?

### **Materials and Resources:**

- *Yeh-Hsien a Chinese Cinderella* by Dawn Casey.
- New vocabulary flashcards.
- Talking object (e.g., ball) to signify whose turn it is to talk during discussion.
- Range of art materials (e.g., watercolors, acrylic paints, chalks, fabrics, textured materials, paper).

## **Linkage and Integration Across Subject Areas:**

**Language Arts/Reading:** Engaging with literature.

**Geography:** Locating where in the world the story originates.

**Visual Art:** Creating a Cinderella dress.

## **Vocabulary to be Developed in Lesson:**

<b>Key Vocabulary</b>		<b>Story Specific Vocabulary</b>
<ul style="list-style-type: none"> <li>• pebbles</li> <li>• dazzling</li> <li>• shimmered</li> <li>• festival</li> <li>• tremble</li> <li>• tender</li> <li>• spiced</li> <li>• beamed</li> <li>• puzzled</li> <li>• frown</li> <li>• bare</li> <li>• snort</li> <li>• beaded</li> <li>• dew</li> <li>• mist</li> <li>• glitter</li> <li>• neighbouring/ neighboring</li> <li>• exquisite</li> <li>• marveled</li> <li>• kingdom</li> <li>• vowed</li> <li>• declared</li> <li>• wayside</li> <li>• hollered</li> <li>• heavenly</li> <li>• innermost</li> <li>• agape</li> </ul>	<ul style="list-style-type: none"> <li>• sorrow</li> <li>• hardly</li> <li>• scrap</li> <li>• firewood</li> <li>• nourished</li> <li>• thrust</li> <li>• thrashed</li> <li>• crooned</li> <li>• wretched</li> <li>• plunged</li> <li>• dagger</li> <li>• gloated</li> <li>• flesh</li> <li>• glinting</li> <li>• weeping</li> <li>• wailing</li> <li>• crumpled</li> <li>• brow</li> <li>• reddened</li> <li>• coarse</li> <li>• compassion</li> <li>• grant</li> <li>• precious</li> <li>• scent</li> <li>• determined</li> <li>• hammered</li> </ul>	<ul style="list-style-type: none"> <li>• southern</li> <li>• stepmother</li> <li>• scroll</li> <li>• Yeh-Hsien</li> <li>• tatters and rags</li> <li>• fins</li> <li>• grains of rice</li> <li>• clump of reeds</li> <li>• tattered</li> <li>• ragged</li> <li>• ducked</li> <li>• dung heap</li> <li>• jade</li> <li>• moon pearls</li> <li>• plum blossom</li> <li>• honour/honor</li> <li>• ancestors</li> <li>• robe of silk</li> <li>• kingfisher feathers</li> <li>• indigo</li> <li>• lapis</li> <li>• turquoise</li> <li>• willow</li> <li>• stepsister</li> <li>• To'han</li> <li>• gongs</li> <li>• delicacies</li> </ul>

## **Procedure:**

### **Introduction:**

1. To get the children thinking about the version of the Cinderella story with which they are familiar, ask them to get together in a circle. Explain that you are going to tell the story of Cinderella together as a group. Invite them to pause for a moment and think about answering the important questions (i.e., who, what, where, when, why, and how) when telling the story to someone who has never heard it before. A talking object, such as a ball, may be passed from person to person in order or thrown randomly among the group whenever a student has something to add.
2. Invite children to think about where they heard their version from – family, movies, books, etc. Ask children if they noticed whether any detail they heard another child say differed from their version of the story.
3. Allow children to return to their places. Explain to the children that the group will be reading a version of the Cinderella story that they may not have heard before. Tell them that it comes from China. Allow students to explore on a map where China is. Support responses with guiding questions (e.g., Is China bigger or smaller than where we are now? What direction is China from where we are now?)
4. Show students the cover of the book *Yeh-Hsien a Cinderella Story*. Ask their predictions about the book using guiding questions:
  - *Looking at just the picture, what parts of the story do you think are the same/different to your version? (e.g., stepsisters, party, fancy clothes)*
  - *Which character do you think is Yeh-Hsien? Why do you think that?*

### **Vocabulary Development:**

5. Engage in vocabulary development with the students using the list of words above or any additional words as you see fit. Using flashcards, pictures, or interactive whiteboard slides, invite the students to identify, say, use, count syllables, and define the new terms in their own words. You may wish to pre-teach the vocabulary first.

### **Reading:**

6. Ask the children's predictions about the book or any connections they may have based on the book's title and cover. Connections may be *text-to-text* (what does the child notice from one book/story to another book/story), *text-to-self* (what does the child notice from the book in relation to his/her own lived experiences), or *text-to-wider-world* (what does the child notice from the book in relation to real world historical or current contexts). Read the blurb at the back of the book to help shape their predictions.

7. Read the book with the children, ideally sitting together so you can show them the pictures while reading. This can be done by conducting a read-aloud, getting the children to read sections after the facilitator (echo reading), all reading it together (choral reading), or reading a sentence each between facilitator and child (see-saw reading). Read with appropriate tone, pace, inflection, and enthusiasm to engage the children as much as possible. If there are children who speak the language of the dual language book, here would be a nice opportunity to get them to read/translate a section if they would like, or to identify some words they can recognize in the print. In addition, if the PENpal Audio Recorder Pen is available, the children could hear the book read in English or another language.

**Discussion to Encourage Reflection and Response:**

8. Invite the students to share anything they enjoyed, connected with, didn't understand, or wanted to question through the use of a talking object. This can be passed around the circle and only the student who has the talking object may speak, encouraging careful listening and turn-taking skills in the students.
9. Ask a range of literal, inferential, and evaluative questions to gauge comprehension of the text (selected at the discretion of the facilitator):

**Literal Questions:**

(Readers use information taken directly from the text to answer this type of question.)

- i. *What did the fish look like?*
- ii. *Where were the fish bones hidden by the stepmother?*
- iii. *What marked the arrival of spring?*
- iv. *What were some of the colors of Yeh-Hsien's kingfisher dress?*

**Inferential Questions:**

(Reader must use the information in the text to deduce the answer to this type of question.)

- i. *Why do you think that Yeh-Hsien's stepmother said that the fish tasted "twice as good as an ordinary fish"?*
- ii. *Why did Yeh-Hsien and the king bury the fish bones?*

**Evaluative Questions:**

(Reader uses their own knowledge to explore answers to this type of question.)

- i. *Why do you think Yeh-Hsien's stepmother said that she deserved a new dress?*

- ii. *Who was the old man that came to visit Yeh-Hsien?*
- iii. *Why would people gather to honor their ancestors at the Spring Festival?*
- iv. *What idea would you have come up with to find the owner of the shoe?*

**Word identification/Fluency Development:**

10. **Summarizing the story:** Break the students into pairs. Challenge the students to see if they can take turns at summarizing the story in one breath. This may take some modeling at a whole-class level a few times first in order for the students to grasp the idea. Scaffold the students to help them realize that they must include the main characters, plot, ending, etc.
11. **Revisit the story and identify key vocabulary words:** Allow children to revisit some of the vocabulary of the story using the flashcards. For example, the students could reread a section of the story and raise their hands as soon as they hear or see a new vocabulary word, or play language/word games (e.g., charades, hangman/snowman).

**Independent Work/Group Work Activity:**

12. **Art activity:** Show children the page where Yeh-Hsien is wearing the Kingfisher Dress. Recall the different shades of blue in the dress with the children. They may wish to use similar shades of blue, make up their own shades of blue, or use a completely new set of colors to create their own dresses for Yeh-Hsien to wear to the Spring Festival. Children can use a variety of mediums (e.g., acrylic paints, watercolors, chalks, fabrics, textured materials) in their creations, which can be explored in 2D or 3D forms. Encourage children to seek inspiration from colors/textures they may have noticed in nature to be incorporated into their design. Children may wish to plan their design roughly first before they decide on their design.

When completed, the children can put on a mini fashion show of their designs for one another. Encourage the other children to comment on things they like about their classmate's designs. Model this process beforehand by taking some children's designs as examples (e.g., I like how X used a variety of textures in his/her design. This makes it very eye-catching)

**Conclusion:**

13. At this point, the facilitator may want to revisit the essential question to determine whether the children have understood the main ideas of the lesson:
  - What do you think is the main message of the story of *Yeh-Hsien a Chinese Cinderella*?

As a concluding consolidation activity, invite the children to discuss these questions with the whole group, in smaller groups, in pairs, or as a written reflection.



## **Assessment:**

**Art as an Assessment Tool:** to gauge the student's interpretation and ability to extend their thinking of the story.

**Facilitator Observation:** of responses to questioning, of drama.

**Facilitator Questioning:** from a range of lower to higher order questions.

## **Accommodations/Differentiation:**

### **Differential Product/Response:**

Ask higher-order thinking questions of the advanced students.

### **Differential Processes:**

- Provide extra wait time and language scaffolds/supports for students who need them (e.g., showing pages from the book, sentence starters).
- Model and support students in the creation of the drama by providing hints and suggestions as to characters they could take on during the scene.
- All students (but especially English language learners, or ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.
- For ELLs, it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement to promote students' confidence in talking about the book in class. If possible, ask the parents to record the book being read in the home language. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity.

## **Extension Activities:**

- **Music:** Exploring traditional Chinese music (that may be played at Spring Festivals)
- **Geography:** Exploring Spring Festivals in China and around the World
- **Science:** Life cycle of fish, homes, and habitats
- **Language Arts:** Another option is for students to compile a list of the fairytales and stories that they share in common with one another before beginning this unit. These stories could be re-written by the students and placed together into a folk stories compendium that could be placed in the library.

**Vocabulary Flashcards for *Yeh-Hsien a Chinese Cinderella*:**

southern	sorrow	stepmother
hardly	scroll	scrap
Yeh-hsien	firewood	tatters and rags
nourished	fins	grains of rice
pebbles	thrust	clump of reeds
thrashed	tattered	crooned
ragged	wretched	ducked
dung heap	jade	plunged
moon pearls	dagger	plum blossom

honour/ honor	gloated	ancestors
flesh	robe of silk	kingfisher feathers
glinting	indigo	weeping
lapis	wailing	turquoise
crumpled	willow	brow
stepsister	reddened	To'han
coarse	compassion	gongs
grant	delicacies	precious
scent	sighed	determined
dazzling	shimmered	festival

tremble	tender	spiced
beamed	puzzled	frown
bare	snort	beaded
dew	mist	glitter
neighbouring/ neighboring	exquisite	marveled
kingdom	vowed	declared
wayside	hollered	innermost
agape	heavenly	