

Amy Wu and the Patchwork Dragon

by Kat Zhang

lesson plan

Length of Lesson: 45 minutes
(can be adjusted by by eliminating
* items)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description:

Amy struggles to create a
dragon that represents her
ideals and personality.



Materials Provided: construction paper, dragon
image, scarves, red fabric and dragon mask

Materials from home: additional dress-up items,
glue sticks, scissors, crayons



INTRODUCTION

Before the lesson, The Instructor should decide on an area that will act as a "Stage" where students can perform. There should be an entrance area that goes onto the stage, and an exit area that goes off of the stage to "backstage"—these can be behind a curtain, shelving unit, couch, etc.

As students enter the space (Living room, library, classroom, etc.), give each student a crayon to be their "Magic Key." This is the "key to their imagination." The Instructor asks: "If you were a dragon, what kind of dragon would you be?" Have the students act out their dragon choices as they make their way onto the "stage," and have students sit in a circle. After students enter and are seated, have them draw a picture of a dragon—Let them know that "artistic skills" don't matter. Have students think about color of dragon, shape of dragon, facial emotion of the dragon, type of dragon, etc.

**After students draw their dragons, create an "audience" in front of your chosen "stage.*

*" Students then take turns going "backstage" to get ready for a short presentation. For the presentation, they each enter onto the "stage," cross to Center Stage (middle of the stage), say their name, and share their drawing. The Instructor should model an example for the students. During each presentation, the instructor might ask questions like: "Is it a flying dragon, a fire breathing dragon, a happy dragon, etc.?" When each student finishes, have them take a bow, exit to "backstage," and then sit back in the audience. Please have the audience applaud each student.**

Amy Wu and the Patchwork Dragon

by Kat Zhang

lesson plan



LET'S GET MOVING

After each student has presented, have the group act out different types of dragons on the "stage." Instructor should give suggestions like (Is this a flying dragon, fire breathing dragon, angry dragon, sad dragon? How does a dragon sleep, eat, go to school, etc.?) After the Instructor gives suggestions, have the students raise their hands to give suggestions of other things they can act out as dragons. We encourage you play some instrumental dance music as they move around. This should take several minutes. When finished, The Instructor asks: "Have you ever been frustrated or sad when someone didn't understand your suggestion? I know someone who had this problem at school one day. How do you think she dealt with her frustration?"

TRANSITION

You are about to go to a pretend "library" to find your book. This can be any anywhere in your "classroom space" where you are keeping the book and materials. The Instructor Says: "Let's go to the 'library,' and see if we can find a book about dragons. Let's travel like dragons to the 'library.'" Have the students follow you around in a line as you fly, roar, and stomp your way to the "library."

READ THE STORY

After the class goes to the "library," go back to your "stage." This time, The Instructor should be on the "stage" as the students sit in the "audience." The Instructor reads *Amy Wu and the Patchwork Dragon*, by Kat Zhang, asking the students story-related questions throughout. When the story is finished, talk about how Amy Wu solved her problem.

IDENTIFY THE PROBLEM AND HOW TO SOLVE IT

The Instructor facilitates a conversation using the following talking points: Amy told her Grandma how upset she was that her dragon didn't look like any of the other students' dragons. Her Grandma reminded her of the dragons from an earlier celebration and helped Amy Wu understand how she could make her own individual dragon that showed all the elements she wanted to include. Dragons are considered bringers of good fortune in many Asian cultures and are used to represent strength, good luck, happiness, and health. The Instructor says: "How did Amy Wu use her dragon to bring happiness to her class? Each dragon has its own unique personality. What made your dragon that you drew earlier unique?"



IDENTIFY THE PROBLEM AND HOW TO SOLVE IT CONTINUED

The Instructor leads a game called "Walking Through" to explore our dragons more. Pretend the students are dragons walking through different substances. Begin with grass, then transition to deep mud, water, etc. During the activity, ask the students how they would feel walking through these substances. Would it be difficult, easy, exhausting, etc.??

Now, let's make a dragon like Amy Wu made, using fabric and scarves. Choose one student to be the dragon "head". This student will wear the dragon mask and take a turn as the leader of the dragons. Give each student a piece of fabric or a scarf and have them form a line behind the student in the dragon mask (the leader). The fabric pieces could be tied together, or the students could hold them over their heads as they follow the leader/dragon head around. If time permits, students could take turns being the leader/ dragon head.

END OF CLASS

End the lesson with a dragon dance party! Have the students to act like celebrating dragons. You could play some music from traditional "dragon dances" that can be found online. At the end of the song, everyone takes a turn clapping as the audience, and then bowing as an actor. Clapping is a way for the audience to say, "Thank you for performing for us." Bowing is a way for the actors to say, "Thank you for watching us."



Thank you for taking a few minutes to fill out this brief survey!