Reader’s Workshop:
Exploring Identity Using a Mentor Text

By Navjot Kaur

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A Lion’s Mane: A Diverse Literary Event Unit

Includes differentiated learning strategies that make this unit inclusive of all learning styles and abilities. Reading strategies are introduced as mini-lessons in each step of the learning process. Bookmarks that encourage text-text, text-self and text-real world connections have also been included with this unit. The culminating task is a global Literary Event around the BIG question: Do you know who I am? This question will encourage students to think deeper about what they see and hear in media forms. The final Literary Event will showcase all student work to family and friends, making this a meaningful experience in global diversity for all involved.

Letter to Parents introducing the unit

Graphic Organizers:
  - KWL chart
  - 5 W’s

Guided Reading Bookmarks

Worksheets:
  - Key Words/Labels
  - Do you know who I am?
  - I POPPED a question!
  - Illustration labels for the Washing Line story telling activity

Instructions:
  - How to make a Lion mask
  - How to make a Paper Bag Lion puppet
  - Pattern for Paper Bag Lion puppet
  - Rooted in Good Character
  - Chinese Dragon Craft
  - Handmade Accordion book
  - Sentence starter prompts for the handmade book

Assessment/Evaluation tools
  - Peer assessment: Affirmation strips

A Lion’s Mane
Written by Navjot Kaur; Illustrated by Jaspreet Sandhu
First edition Printed on 100% Recycled Paper
ISBN: 978-0-9812412-0-3
**Literacy Unit Plan for A Lion’s Mane (Equity and Inclusive learning)**

**Lesson Title:** Exploring IDENTITY using a mentor text: Do you know who I am?

**Time Duration:** 7 Reader’s Workshop mini-lessons (Comprehension Strategies)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade level: Lower Elementary</th>
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<td>Personal and Social Development; Media Literacy; Language Arts; Drama; Art; Mathematics</td>
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**Learning Objectives/Expectations:**
(from the Ontario Ministry of Education Curriculum)

E.g. Reading for Meaning (Gr.3):
1.1 read a variety of literary texts
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts;
1.5 make inferences about texts using stated and implied ideas from the texts as evidence

Additional expectations are covered in Media Literacy, Drama, Art and Mathematics.

**Materials required:**
A Lion’s Mane written by Navjot Kaur
ISBN: 978-0-9812412-0-3
White Board/Chart Paper
Markers
Bowl of popcorn (optional)
Long red scarf (optional)
Magnet strips or velcro for labels (optional)
Clothes pegs and line (optional)
Key Words (reproducible) and/or labels
Who Am I? (reproducible)
I POPPED a question! (reproducible)
Affirmation strips (reproducible)
Letter Home to Parents about unit
How to make a Lion mask
How to make a Lion paper bag puppet
Rooted in good character! (instructions)
Chinese dragon craft (instructions)
Markers/Crayons
Scissors and glue

**Assessment/Evaluation options:**
- Do you know who I am? class book
- Student Portfolio
- Accordion book
- Peer assessment: Affirmation strips
- Culminating task: Literary Event (additional materials required)

**Graphic organizers:**
- 5 W’s (Who, What, Where, When, Why/How)
- K-W-L-Ideas chart

**Guided Reading Bookmarks**
- Text-Text
- Text-Self
- Text- World

(This unit is based on the Critical and Creative Thinking process of Bloom’s Taxonomy)

Mini-lessons could focus on reading strategies being introduced – shown in green below.

This lesson can begin as a whole-class or a Reading Buddies activity.

**Hook:** (Drama integration – you could even make a bowl of popcorn – please check for allergies - and share as each student asks a question)

Tell children “We are going to get our minds popping. Are you ready to play Popcorn?” (Make this as interactive as you feel comfortable).

Children can sit around the perimeter of a mat. Ask what popcorn looks like and sounds like, so children understand the concept. Tell them they are going to POP like Popcorn every time you touch your head (for example). A “pop” could represent bouncing, jumping, clapping or tapping feet. Once settled, explain that you want their minds to “pop” with lots of ideas and questions when you begin reading this book. “Ready?”

Identify ONE cue that will mean that the child is ready to POP a question (e.g. touch your nose).

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**Knowledge/Remembering:** Children are beginning to think about the 5W’s.


1. Teacher holds up the book cover and asks: “What do you think this book is about?”

2. **Record** key ideas on a White Board/Chart Paper (draw a template of a lion’s face and write all your ideas inside it to engage the children even further). Have children use a “popcorn signal” like “touch your nose” if they have an idea/question to share to encourage participation.

**Extension:** Children can be given instructions on creating either a lion paper bag puppet or the paper plate lion mask to display in the Literary Event. See the Resources section for the instructions and pattern. Any leftover popcorn can be used to create lion collages. Simply glue popcorn and kernels to a template of a lion’s face or onto the paper plates for a great piece of 3-D art!

**Mini-lesson 2:**

**Comprehension/Understanding:** Children are learning to infer what the book may be about. Introduce the BIG question by reading out the first page of the story.

3. Tell the children: “We are going to take a Picture Walk of A Lion’s Mane now and I want your minds to start POPPING as you wonder about who this book is about”.

Begin turning the pages of the book. Stop at intervals and ask: “Who is ready to POP a question?” (Children may respond with a question i.e. What is the red thing? Is the boy really a lion?).

**Record** some of the questions on the White Board/Chart paper under the “I wonder…” heading of the KWL chart or 5 W’s chart.

**Extension:** Children can even be encouraged to use questions that begin with one of the 5 W’s.

**Mini-lesson 3:**

**Applying:** Children are learning to show what they understand by making a list of their ideas. They are learning to make connections between what they are reading and their own lives.

4. Before reading *A Lion’s Mane* to the class, ask children to keep the BIG question in mind: Do you know who I am? “If your friend had to describe you to someone who did not know you, what do you think they would say about who you are?” (You may hear ideas that connect to their interests or characteristics). **Read the story out loud.** Stop at intervals to clarify ideas.

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**List** the **key words** (reproducible) on the White Board/Chart Paper in advance or have the words prepared as labels and attach Velcro or magnets on the back for a more interactive discussion. This way, you can place a label on your chart or stick onto a long red scarf as you read each key word from the book.

*(This could become a washing line story re-telling activity for your Literary Event)*

Encourage **CONNECTIONS** *(Text – Self; Text – Text; Text – World)* highlighting the different world cultures shared on each page.

E.g. Ask children if they feel the same as the boy: “Do you feel like a simba too?” “When do you feel strong?” *(Many may connect the word simba to *The Lion King*). If reading the book in the New Year, it will connect to the Chinese New Year with the Lion Dance illustration. Does this story remind them of another book?

5. At the end of the story, play POPCORN again for a minute just to energize the kids and check for understanding. Using the list of words, say: **If you hear me say a key word from the story, start POPPING!** *(lion, dastaar, king, strong, knight, Amrit etc.*) Once energized, have them go to their seats.

**Extension(s):** If completing this unit near the Chinese New Year, or if you choose to include it as part of your Literary event celebration, introduce the Chinese lion dance craft at this point *(reproducible)*.

In addition, or as an alternative, you could introduce the Character Tree activity at this point *(reproducible)* which will also be on display at the Literary Event.

**Mini-lesson 4: Main idea**

6. *(Begin this on a new day)* **Retell** the story of A Lion’s Mane using the interactive washing-line story telling strategy. You will prepare a simple washing line by attaching one end of a piece of string to each of the backs of two chairs placed across from each other, for example, then model how to retell the story by putting the key word labels *(reproducible)* and illustrations from the book *(reproducible)* up on the line, in order, using small clothes pegs. Once you have modeled this activity, a literacy centre can be set up for students to practice on their own, and prepare for the Literary event.

**Explain:** “You are going to complete a Who am I? activity sheet.”

**Discuss:** “What was the BIG question at the beginning of this story?”

“Why do you think it is important for the boy in this story to learn about who he is?”

“Have you ever felt like the boy in this story?” “When?” *(Encourage dialogue about differences)*

Read out the Key Words from the reproducible or from the labels attached to the red scarf on your washing line. Ask each child to choose ONE word that describes how she/he feels. Children can either write or cut and paste the word to his/her sheet using the Key Words reproducible.

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Literacy Unit Plan for A Lion’s Mane (Equity and Inclusive learning)

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7. **Model** the activity by choosing one of the words for yourself. (E.g. I am kind because I help my friends). A reading buddy can complete the sentence for the younger child. Children can illustrate the activity with a picture showing them being kind, strong etc.

**Extension:** All the completed sheets can be compiled to create a class book – “Do you know who I am?” and copies can be placed in a personal portfolio as a writing sample.

**MEDIA LITERACY:** Create “I am Aware” posters to reflect differences (visible differences, disabilities, size, etc. This will also encourage them to detect bias)

**Mini-lesson 5:**

**Analyzing:** By comparing ideas, children are learning to analyze their own thoughts.

Children can work with a partner to share his/her Who am I? activity sheet. Ask: “Was your word the same as or different to your partner’s?” Talk about the BIG question again, about how everyone is different and how that makes each person special.

**Extension:** Create a sticker or lion stamp bar graph of the data (e.g. key words used by the class for the Who Am I? activity sheet). OR, create a T-Chart or Venn Diagram comparing A Lion’s Mane with another picture book about self-identity or being different.

**At Home connection:** Send home the BIG question: “Do you know who I am?” to discuss with parents, guardians and grandparents. Each family will have a unique experience to share with the child to enrich the child’s own understanding of self-identity. Remember to be sensitive to the needs of individual students. (This could become part of the Synthesis and Creating activity to make it really meaningful).

**Mini-lesson 6:**

**Evaluating:** Children are learning the skill of critiquing and offering constructive feedback.

Once all children have completed the sheet, have a Gallery Walk (Appreciating work with our eyes not our hands). Once back in their seats, children can share what they liked about another person’s activity sheet.

**Extension:** Younger children can cut out and glue an affirmation strip on a sheet to show their peers how much they appreciate their work. (Reproducible)

**Reading Buddy Extension:** To include your Reading Buddy class in the final event, have them design and decorate a Book Jacket to cover your classroom door using the BIG question from the story of A Lion’s Mane: Do you know who I am? Not only will your class extend their learning but it will also become a meaningful part of the time spent with younger peers for the older students.

You could always make this a school-wide event by inviting the whole school to participate in celebration of the Holidays, a specific heritage month, or the school community! There will be Book Jackets galore welcoming everyone to your Literary Event.

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Literary Event: Did You Hear the ROAR?

Mini-lesson 7:

Synthesis/Creating: Children will make their own book to express their personal identity using the lesson from A Lion’s Mane and from the ideas shared through the At Home connection activity (see above Extension).

Children will create a “Who Am I?” handmade identity book using recycled material where possible (Naturalist Intelligence). Please see the link below for a list of materials.

Susan Kapuscinski Gaylord’s site is a fabulous resource for making books from many diverse cultures. She also has a great video showing step-by-step instructions for making her books. For this activity and grade levels, I would suggest the accordion book http://www.makingbooks.com/accordion.shtml. You can also find instructions with this unit.

Younger children will benefit from partnering with an older student for this activity or having the support of classroom volunteers.

School-Home Connection:

Bring together your Parent community by inviting them, Grandparents, Family and friends to celebrate in their child’s successful learning and to participate in a wonderful Literary event showcasing all the activities from this unit and their very own keepsakes – the handmade identity books! You could even ask each family to bring a dish from their respective heritage to make this an even more interactive and enjoyable event.

~ Please send letters from students, photographs and comments from your Literary Event to include in the Saffron Press Gallery to saffronpress@gmail.com ~

Please note: a book trailer of A Lion’s Mane is available at www.saffronpress.com/books if you choose to create an alternate “hook” for your students. The background composition by Onkar Singh is composed of music from a diverse range of cultures so will add to their global experience. It’s another Multiple Intelligence!

If you would like to explore this musician further, please visit www.onkarsinghmusic.com

Global Words 🌍 Global World

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Resources

Translated, Mera Kitaab Ghar, means From the Library of or Ex-Libris. The words are of Panjabi origin.

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Dear Parents/Guardians,

We are excited to introduce our new unit for this term which will culminate in a wonderful Family Literary event! We will be taking a journey through many cultures around the world while reading the story of *A Lion’s Mane*.

The BIG question from this unit is “Do you know who I am?” As research shows, children learn about bias and prejudice as young as two years old. By informing them of our differences, children learn to accept and understand things better. Most importantly, they become critical thinkers of the world around them, which is crucial in today’s influential media age.

Please look forward to hearing about your child POPPING questions, making puppets or masks and creating their very own keepsake book! There’s much more but you will have to join us at the end of our unit to really see and hear your child ROAR about their journey.

This unit of study will encourage students to talk about being different and think about ways to respect each other’s differences. Students will participate in rooting our classroom tree in character with their own positive actions throughout the unit.

As well as meeting expectations in Personal and Social Development, this unit will extend much of our learning in Language, especially the reading strategies, the Arts and Mathematical graphing. To extend their learning further, students will be introduced to the process of higher level thinking. Individual learning styles will be addressed with the integration of the Multiple Intelligences so that every child’s contribution is valued.

I will be sending home the BIG question soon, so that you can share stories about your own personal journeys with your child. Perhaps you could share photographs or video footage from special events in your life that have made you into the person you are today?

Thank you for rooting your child in character for this global journey. I look forward to an enriching experience with your partnership!
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<td>How</td>
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K-W-L Chart

The K-W-L-Ideas chart can be used as a tool for the Before, During and After Reading (Guided Reading) strategy. Begin with the KNOW column before you begin reading to gather prior knowledge. This is where you may become aware of preconceived bias which you can address. Once you begin reading, students may gather more questions, so they can be posted in the second column. At the end of the reading, encourage students to share all the new things they have learned or gain a better understanding of. The last column is optional for those students who want to extend their understanding further by asking more questions.

<table>
<thead>
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<th>KNOW</th>
<th>WONDER</th>
<th>LEARN</th>
<th>IDEAS</th>
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<tr>
<td>What do I already know?</td>
<td>What questions do I have?</td>
<td>What have I learned?</td>
<td>What more would I like to know?</td>
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Guided Reading Bookmarks
Photocopy in colour on cardstock and laminate for regular use. Model the use of this reading strategy to extend critical literacy of a media forms. Students can be encouraged to write additional ideas on the back of this bookmark or can even track their Reading list on the back.

- **Reading Strategy**

  **Text – Text**

  Think of another book that you have read that reminds you of this story.

  Think of a character that is happy being different like the character in this story.

- **Reading Strategy**

  **Text to Self**

  Think about a time when you have felt like the character in this book.

  What makes you stand out?

  Are you happy to be different?

- **Reading Strategy**

  **Text to Real World**

  Does this story remind you of something you have seen at home or in your community?

  (e.g. a news story; an article in a children’s magazine; signs or posters in your neighbourhood)

  Do you think differently about what you saw?

Translated, *Mera Kitaab Ghar*, means *From the Library of* or *Ex-Libris*. The words are of Panjabi origin.

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**A Lion’s Mane**: Do you know who I am?

**Key Words**

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<th>King</th>
<th>Strong</th>
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<td>Brave</td>
<td>Kind</td>
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<tr>
<td>Helpful</td>
<td>Patient</td>
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<tr>
<td>A good friend</td>
<td>Smart</td>
</tr>
<tr>
<td>Energetic</td>
<td>A team player</td>
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<tr>
<td>A good listener</td>
<td>Honest</td>
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**A Lion’s Mane: Do you know who I am?**

**Key Words**

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<th>Fill in your own ideas in the boxes below</th>
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Do you know who I am?

I am ____________________________

because __________________________
I POPPED a question!

My question is ____________________________________________?

This is a picture showing me thinking about our BIG question:  
Do you know who I am?
Illustrations for Story Telling Activity

Disclaimer: These images to be used in conjunction with A Lion’s Mane: A Diverse Literary Event, Unit only.
Illustrations for Story Telling Activity

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How to Make a Lion Mask

Materials:

Lion template (copied onto thick yellow paper); see: www.saffronpress.com/resources
Scissors
Craft stick/Chopstick or enough elastic or yarn to go around the back of your head
Glue
Pipe cleaners (brown)
Crayons/Markers
Paint in red, yellow and orange
Options to create the mane: fun foam, coloured paper shreds, yarn, felt, painted hand prints etc.

Instructions:

(Adult supervision will be required for younger children)

For the handprint mane: have students create hand prints in red, yellow and orange.
Once dry, cut out the prints and use to create the mane for their mask.

1. Use the template to copy the lion’s face onto thick yellow paper.
2. Cut out the lion face.
3. You can attach a sturdy craft stick to the bottom centre or you can make holes beside each eye to attach elastic if you prefer.
4. Cut out the eye slits then find creative ways to add the mane.
5. For the mane, you can use paper shreds in yellow, orange, red and brown shades and glue them around the lion’s face. Or, you can cut strips of fun foam or felt and make loops to glue onto the lion’s face. See hand print option above.
6. Add whiskers using pipe cleaners.
7. Add colour with crayons and markers if you wish.
8. Your mask is ready to wear!
Paper Bag Lion Puppet

Materials:

Brown paper lunch bag
Construction paper or felt in orange, golden yellow, brown and red
(Patterned paper in the above colours works well too)
Scissors
Glue
Two black buttons for the eyes (or use a marker)
Pattern for Lion paper bag puppet copied onto cardstock for easy tracing

Instructions:

1. Cut out all the pieces for the Lion puppet from the pattern.
2. Trace the head, ears, nose and forehead onto the construction paper or felt and cut out. (Use one colour or different complimentary colours).
3. Cut out strips for the mane using the template pattern or measure 3” x 1” strips from different coloured paper.
4. Use a pencil to curl the paper strips for the lion’s mane to add dimension if you choose.
5. Using glue, attach the head to the bottom fold of the paper bag.
6. Now glue on the eyes, nose, ears and forehead pieces.
7. Attach the strips for the mane.
8. Add extra details if you choose (e.g. arms, legs etc.)
9. Enjoy your puppet!
Pattern for Making a Lion Paper Bag Puppet

- head
- mane
- forehead
- nose
- left outer ear
- right outer ear
- left inner ear
- right inner ear
MAKE A ROAR about YOU!

Students will be introduced to the traits of good character by brainstorming ideas together as a class. Use these ideas to create a framework for the needs of your class. Have them role-play actions that determine good character or use the rules of your room to reinforce ideas that you developed at the beginning of the school year. These ideas can be linked to the key words in *A Lion’s Mane* during the unit.

What does good character look like?
What does good character sound like?
What does good character feel like?
Who in the Community shows good character?

Lesson Preparation - Teacher or Parent Volunteers:
- Gather materials to create the tree (see HELP below).
- Prepare lion die-cuts with a hole-punched border around the lion’s head/mane. Your local School Board office should have a lion die-cut you can use or perhaps a local scrapbooking store. Etsy has some great suppliers on their site. Alternatively, go to www.saffronpress.com for some lion images (see Colouring Pages).
- Cut 10cm strips of yarn in colours representing all the children’s hair in the room and make loops – tying the ends together in a knot. Every time a child is a good friend, helps another student etc., they receive a piece of yarn to loop into one of the holes on their lion’s head. **The fuller the mane grows, the greater your character becomes!**

Do you need HELP making a tree?

One option is using Styrofoam balls or a long rectangular block as your base. The branches could be twisted brown chenille stems (different lengths) or pipe cleaners that you stick into the base to create an arid tree! You can make several small trees (one for each group) or a larger class one. Remember to paint the base.

Crumpled up tissue paper “leaves” can be glued onto the tree if desired. Decorative twigs from the craft store will probably be more durable to hold the lion die-cuts if making one large tree.

If you decide to create the tree(s) with the students, this lesson will integrate learning from Science and Social Studies to enrich students’ understanding. You could even create a Step-by-Step class book by taking photographs of the process and publish it for the Literary Event!
Rooted in good character!
Class tree: Citizenship and Character Education

Introducing your character tree to the class:

1. Create an arid tree to be placed in your room using environmental materials or the instructions above. You can fill the pot with heavy rocks and stones to mirror the habitat of where a lion would live. [This also adds to the Naturalist Intelligence by modeling our respect for the environment and the Aboriginal Teachings of the Seven Grandfathers.]
2. If weather does not permit the collection of environmental materials, then design a tree using found materials such as cardboard tubes or twigs from holiday decorations. [See instructions in HELP above].
3. Once your tree is prepared, give each student a lion die-cut to decorate.
4. Remind students to place their names or initials on the back.
5. Explain that they will receive a piece of yarn to add to their lion’s mane every time they display good character.
6. Have each child take a turn over a period of time sharing an appreciation statement about one of their peers. For each statement, share a piece of yarn with that child to loop into their lion’s mane to ensure everyone is included.
7. Hang the lions (lionesses – see note below) on your tree and watch those manes GROW!
8. ALTERNATIVE OPTION: Instead of hanging the lions on the tree, glue a short piece of pipe cleaner or chenille stem to the back of the decorated lion die-cuts. Stick the lions into the Styrofoam “landscape”. By adding smaller trees, you could create a wonderful visual habitat as well as encouraging Good Character!

Please note: since the lion’s mane is attributed to the male lion, please talk about EQUALITY at the beginning of this activity. Girls are as strong as boys and can accomplish as much as boys too! Although female lions do not have a mane, girls in the classroom will represent their own positive contributions and show strength of character by “growing” a lion’s mane – a concrete visual to make the issue of EQUALITY even more meaningful to each of them.

(Many Sikh girls also choose to wear turbans for this very reason. It is a representation of their strong identity and ability to make independent decisions).

Of course, the girls are welcome to use a lioness template instead if they prefer, as long as they understand a lioness has no mane.
I like accordion books because you can stand them up and view all the pages at once. Accordion books have a rich history around the world. They are made in many parts of Asia, including China, Japan, Korea, Thailand, India, and Burma. They were also the book form of the Aztecs and Maya in Mexico and Central America. Book artists frequently experiment with the form.

You Need:
- 1 long, narrow piece of paper (I use the front panel of a grocery bag cut in half long way or a piece of used paper with writing on one side folded in half so that the writing is on the inside.)
- front or back panel of a cereal or cracker box or card stock or posterboard
- Glue stick and scrap paper

1. Fold the paper in half.

2. Take the top layer of paper, flip the edge back to meet the fold, and crease.

3. Turn the paper over, flip the edge of the paper back to meet the fold, and crease.

4. Lift the first page, insert scrap paper, and cover the entire surface with a thin coat of glue by starting in the middle and making stripes up and then down.

5. Place the folded pages, glue side down, on one corner of the cereal box. Leave a very narrow border on the outside edges.

6. Remove the scrap paper and fold it in half with the glue on the inside.

7. Complete the cover by trimming the cereal box so that there is an even narrow border all around.

8. Using the cover you have already made as a guide, cut a second cover.

9. Using scrap paper, put glue on the other side of the pages and place the cover on top.

10. Open the book and smooth the first and last pages with the palm of your hand to help the glue adhere.

Susan’s Multicultural Books To Make And Share, which contains sixteen bookmaking projects from around the world including several projects using the accordion book form, is available from the Bookstore at makingbooks.com.
Chinese Dragon Craft

Materials:

Orange and Red construction paper cut into 18in x 2in strips (each child will need 2 strips of each colour)
Optional: you can use a strip of aluminum foil as one colour option
Scissors
Glue or stapler
Markers
Chopsticks (check for sharp tips and instruct for safe use)

Instructions:

1. Place one strip of each colour at a right angle from each other so it looks like an “L”.
2. Glue or staple this starting point where both ends meet.
3. Now begin flipping each strip over the other alternatively to create a folding pattern. (Great Math integration about flips and turns!) You are creating the “body” of the dragon.
4. Keep folding until you have the length you want.
5. Create a face and tail for your dragon from the construction paper and glue it onto the front and back. See template pattern below from www.kidsdomain.com
6. Now, you can either tape or apply glue to about a quarter of a chopstick and attach to either end of the dragon puppet.
7. Create a show!
<table>
<thead>
<tr>
<th>Do you know who I am?</th>
<th>I like</th>
<th>I have</th>
</tr>
</thead>
<tbody>
<tr>
<td>My BIG dream is to</td>
<td>I love</td>
<td>My favourite book is</td>
</tr>
<tr>
<td>My friends think I am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy to be different, just like you!</td>
<td></td>
<td></td>
</tr>
</tbody>
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Peer Assessment Tool
Cut each of the strips and glue one onto your friend’s sheet to show them what you like about their work.

Remember to sign your strips!
You can either add a sticker or draw a smiley face 😊

<table>
<thead>
<tr>
<th>I really like your picture!</th>
<th>I really like your idea!</th>
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<tbody>
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<th>I really like _________________!</th>
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