

***Learning English
with***



A curriculum pack for English as a Second Language

Package includes:

- ◆ One 30-minute Reading Rainbow Video
- ◆ Six paperback copies of the feature book
- ◆ Teacher's Guide with reproducible pages



Acknowledgements

Liang and the Magic Paintbrush

ESL Package

Writer

Carolyn Parks

Instructional Development

Ann Hudson

Project Director

Nan Schweiger

Special Thanks to:

Mary Jo Cherry

Lynda Doehling

Janice Michel

Barb Muchisky

Tom Henderson

Dick Spence

Jackie Thaelke

Reading Rainbow is a registered trademark of GPN/WNED-TV

Reading Rainbow Director/Executive Producer

Twila C. Liggett, Ph.D.

Reading Rainbow Associate Director/Executive Producer

Anthony Buttino

©1997

GPN/ University of Nebraska-Lincoln

(This ESL package may not be reproduced in any manner without written permission from GPN.)

GPN

P.O. Box 80669

Lincoln, NE 68501-0669

(800) 228-4630

Learning English with Reading Rainbow

A Guide for Teachers of ESL

INTRODUCTION

The **Reading Rainbow** video library is an excellent resource for teachers of English as a Second Language. Designed for an audience of children, the programs feature stories that are richly illustrated and written in language that is easy to read and understand. The narration and dialog are read aloud clearly and slowly with dramatic expression. The closed captions at the bottom of the screen show the written equivalent of the words being spoken. ESL students in particular benefit from the multiple paths to comprehension provided by this audio-visual-print format.

The multicultural themes, settings and characters of the **Reading Rainbow** programs appeal to the ESL students. Seeing themselves and aspects of their own native cultures in the programs enhances motivation and provides a meaningful context for learning.

BASIC ASSUMPTIONS AND GOALS

Learning to understand, speak, read and write English well requires frequent, intensive exposure to good language models. The experience of listening to and reading stories, combined with guided practice in using the vocabulary and structures of the text, can enhance second language acquisition.

The programs in this series have been carefully selected from the **Reading Rainbow** library according to their appropriateness for ESL instruction. The goal of the lessons is to:

1. help students understand the content of the story.
2. teach and reinforce the vocabulary and grammar structures of the language in the story.
3. engage students personally and actively in meaningful practice of the material.
4. provide opportunities for students to use the language of the program in real-life situations.

PURPOSE

The purpose of this guide is to assist ESL teachers in using selected **Reading Rainbow** programs for direct language and reading instruction. The lessons are intended for ESL learners in grades 2-6 from high-beginning to intermediate levels of ability.

The activities are designed to give students practice in reading and writing as well as listening, speaking, vocabulary building, and grammar. Students are challenged to watch, listen and read with a purpose. They are directed to respond to the text with a task to perform, such as: repeat, read aloud, predict, answer questions, paraphrase, build sentences, take notes, fill in blanks, complete a chart, categorize, list, circle, draw, color, match, dramatize, etc. The activities require active participation and concentration before, during and after the reading/viewing experience.

Throughout the process, the ESL student's past experience in another language and culture is recognized and valued as an asset to academic success in an English speaking environment.

CONTENT

Each guide contains a summary of the feature story, a brief description of the episodes on the video and suggested language learning activities in the following areas:

1. Comprehension
2. Vocabulary
3. Grammar
4. Pronunciation/Phonics
5. Writing
6. Dramatization
7. Art

A wide variety of activities for students of different ages and language abilities are included. Teachers are encouraged to select and adapt them according to the needs of their student population.

A short bibliography at the end of each lesson includes the books reviewed in the program as well as other related materials that would be appropriate selections for beginning ESL readers.

SUGGESTIONS

Adhering to the following principles will help students with limited English ability achieve the objectives of the lesson without becoming overwhelmed.

1. Present small segments. Thirty seconds to two minutes of carefully chosen video text can provide a great deal of material for language study and practice.
2. Repeat the same segment several times. Provide variety with different types of tasks to perform with the same segment. Children rarely tire of watching something they enjoy. They learn from the repetition, they absorb more and can imitate better each time.
3. Keep tasks small and manageable. Focus on a limited number of new words and phrases at a time. Gradually build up student knowledge of the language presented. Require more command of the language as they become more familiar with the text.
4. Prepare students for what they are about to see and hear. Take time to do pre-listening, pre-viewing and pre-reading activities.
5. Connect the material to the students' own experience. Draw on knowledge of their native language and culture whenever possible.

BIBLIOGRAPHY

VIDEO IN SECOND LANGUAGE TEACHING: USING, SELECTING, AND PRODUCING VIDEO FOR THE CLASSROOM, ed. Susan Stempleski and Paul Arcario. TESOL, INC., 1990.

The chapter by Barry Tomalin, "Teaching Young Children with Video," is useful for teachers of ESL in the elementary grades.

WHOLE LANGUAGE FOR SECOND LANGUAGE LEARNERS, Yvonne and David Freeman. Heinemann, Portsmouth, 1992.

THE ART OF TEACHING WRITING, Lucy Calkins. Heinemann, Portsmouth, 1986.

CLOSED CAPTIONING

All of the **Reading Rainbow** programs are closed captioned. This feature offers teachers a rich resource of alternative print material and new options for instruction.

A printed text of the entire program appears line by line at the bottom of the TV screen. These subtitles (captions) are synchronized with the narration and dialog of the video. The pace of the captions is slow, about 100 words per minute, making it possible for young readers to follow along as they watch. Captions may be turned on or off depending on the type of activity teachers may wish to conduct.

All TV sets manufactured for sale in the U.S. since 1993 have the built-in capacity to display captions. The caption option is on the menu and can be turned on or off. Older sets will need a separate caption decoder (at a cost of about \$100) to make the captions visible on the screen.

With captions displayed, the TV screen can be used much like a Big Book for individual or choral readings with the sound on or off. On a 19-inch monitor, pictures and text are large enough for the whole class to see and enjoy together.

The captions can be transcribed directly to a computer using TeleScriber software and a specialized caption decoder. The caption text can be altered (enlarged, key words deleted, etc.) with the word processor and printed out for students to use as classwork or homework.

Table of Contents

| | |
|--|--------------|
| 1•Summary | 7 |
| The Feature Book | |
| The Video Production | |
| 2•Introductory Activities | 8 |
| Watching the Video Introduction | |
| Making Text-Life Connections | |
| Talking About the Book Cover | |
| Predicting Vocabulary | |
| 3•Comprehension | 9-10 |
| Comprehension Questions - Feature Book | |
| Cloze - Feature Book | |
| LeVar's Introduction-Chinatown | |
| Chinese Artists - Questions | |
| Chinese Artists - Chart Making | |
| 4•Vocabulary Study | 11 |
| Alphabetical Listing | |
| Synonyms | |
| 5•Grammar | 13-14 |
| Irregular Verbs - Changing Present to Past | |
| Verb Cloze | |
| Adjectives | |
| Is/Are - Was/Were | |
| 6•Pronunciation and Phonics | 15 |
| Past Tense Verb Endings [ID] [D] [T] | |
| 7•Writing | 15-16 |
| Capitalization | |
| Writing a Paragraph | |
| If I Had a Magic Paintbrush.... | |
| 8•Speaking Practice | 17 |
| Who Said It? - Feature Book | |
| Talking About the Story | |
| 9•Comparing Book and Video | 18 |
| Find the Missing Parts | |
| Read the Missing Parts | |
| 10•Art Activities | 19 |
| Painted Illustrations | |
| Student Folders | |
| Seal Carving | |
| Chinese Calligraphy | |
| Appendix | 21 |
| Bibliography | 67 |

1 • Summary

THE FEATURE BOOK

LIANG AND THE MAGIC PAINTBRUSH is an ancient Chinese folktale in which a poor boy is given a magic paintbrush. Everything he paints with the brush comes to life. He uses the brush to create things that his friends and neighbors need. The greedy emperor finds out about the magic powers of the brush, takes it away from Liang and puts him in prison. Liang cleverly uses the brush again, this time to gain his freedom from the evil emperor.

The text is rich in vocabulary and provides many opportunities for word study and practice. The slow pace of the reading of the narrative allows time for ESL students to absorb meaning and to read aloud from the captions with ease. Detailed watercolor illustrations enrich the text. Students whose native culture is Chinese will particularly enjoy the reading and discussion of this story and the extension segments which accompany it.

THE VIDEO PRODUCTION

LeVar Burton explores the richness of Chinese American culture on location in New York City, experiencing the sights, sounds and flavors of Chinatown. Lion dancers and drummers, a calligrapher, a seal carver, a computer graphics expert and a chef demonstrate their “magical” artistic talents.

Questions and vocabulary for each of the five short video clips are provided in this guide to facilitate their use for reading and language study. A list of supplementary books on Chinese culture and celebrations is also included.

2•Introductory Activities

WATCHING THE VIDEO INTRODUCTION

LeVar Burton's presentation at the beginning of the tape establishes the theme and context of LIANG AND THE MAGIC PAINTBRUSH. Watch this portion of the video with the students, pausing for questions or comments. The text of this introduction to Chinatown, the lion dance, and the feature story is provided on reproducible page 27.

MAKING TEXT-LIFE CONNECTIONS

To help students connect personally with what they are about to read and hear about Liang, a little boy who lives in China, ask questions such as the following:

- Do you know anyone who is from China?
- Where is China?

This story happened a long time ago. It is about magic. Something magical happens.

- What is magic?
- Have you ever seen a magician?
- What can a magician do?

Give students time to respond to your questions from their own experience.

TALKING ABOUT THE BOOK COVER

Look at the picture on the front of the book or pause the VCR to freeze the book cover image on the screen. Talk briefly with students about what they see. Read the title and author. Connect the words in the title with the picture. The discussion will help familiarize students with key words they may need in order to understand the basic outline of the story.



PREDICTING VOCABULARY

As a group activity, ask students to help you make a list of words they think they might hear in the story. Record their guesses on chart paper or a transparency. After reading the story and watching the narration on the tape, have students check the list to find how many of the words they predicted were actually used by the author.

3 • Comprehension

COMPREHENSION QUESTIONS- FEATURE BOOK

The comprehension questions on reproducible page 23 can be used to check for a basic understanding of the events in LIANG AND THE MAGIC PAINTBRUSH. Students may need to watch/read the story more than once before they are ready to answer them all.

Answer the following questions in complete sentences. Don't forget to use periods and capital letters where necessary. Try to use some of the words in the questions when you write your answers.

1. What is the title (name) of the story?
2. Who was Liang?
3. Where did he live?
4. What did he want to do?
5. Who came to visit him?
6. What did he give to Liang?
7. What kind of paintbrush was it?
8. What happened to the pictures Liang painted?
9. What did Liang paint with the magic paintbrush?
10. Who wanted the paintbrush?
11. Why did he want it?
12. What did he order Liang to paint?
13. How did Liang trick the emperor?

There are many ways of working with the comprehension questions that have been provided here:

- Students ask and answer questions orally or in writing.
- The teacher writes the answers on the board or overhead transparency as students answer.
- Pairs of students take turns asking each other the questions.
- Students use their books to find the sentence which answers the question.
- The teacher replays the tape to help students find answers.
- Students check the on-screen captions for spelling or vocabulary help.

CLOZE - FEATURE BOOK

The activity on reproducible page 25 directs students to supply the missing words in ten sentences about the story. The word bank provided at the bottom of the page may not be necessary for more advanced students.

To use this page as a listening/spelling dictation, read the completed sentences and ask students to fill in the words that they hear.

LIANG AND THE MAGIC PAINTBRUSH

Fill in the blank with a word that completes the sentence.

1. Liang _____ a poor boy.
2. He lived in _____.
3. He wanted to _____.
4. An old man _____ to visit him at night.
5. He gave Liang a _____.
6. It was a _____ paintbrush.
7. He _____ pictures with his paintbrush.
8. The pictures came to _____.
9. The bad _____ wanted the paintbrush.
10. He was a _____ king.

WORD BANK

| | | | | |
|-------|------|------|---------|------------|
| paint | life | came | painted | greedy |
| magic | king | was | China | paintbrush |

- Answers: 1. was; 2. China; 3. paint; 4. came; 5. paintbrush; 6. magic; 7. painted; 8. life; 9. king; 10. greedy

LEVAR'S INTRODUCTION - CHINATOWN

The text of LeVar's introduction to Chinatown, the lion dance and the feature story is printed on reproducible page 27 for use as supplementary reading and language study.

Introduction

Don't blink! There's magic in that paintbrush. Brian Tom is using it to wake up the spirit of that rainbow-colored lion. soon, that lion will be ready to dance. I'm in a very special neighborhood in the heart of New York City— Chinatown. I'm enjoying the wonderful sights, sounds, and flavors of a neighborhood with a special way of life. Lots of what you see here is probably much like what you see in your own. Other things are deliciously different: eating bok choy or kumquats for lunch, good luck dragons lurking on street signs, and dancing lions.

Lions are one way Chinese culture is unique. In western stories, lions are often fierce. But in Chinese mythology, lions help people by chasing away evil spirits and bringing good luck. For thousands of years, Chinese people have done lion dances to celebrate happy occasions: weddings, new year's, even a store's grand opening. Wise men feed the lions lucky foods: lettuce and tangerines. In return, the lions bring good fortune.

Brian Tom, the one putting on the lion's head, started learning the lion's dance when he was 6. Only the best dancers are given the honor of dancing inside the lion's head. The musicians and dancers make these lions come to life. Making something come to life is part of the magic of being an artist. Imagine what would happen if everything you drew came to life. That's what happens in this book. It's the story of a boy who wants to be an artist more than anything in the world.

CHINESE ARTISTS- QUESTIONS

LeVar's exploration of Chinese culture is divided into five segments:

- Lion Dancers
- Calligrapher
- Seal Carver
- Computer Graphics Artist
- Chef

Comprehension questions based on each segment are provided on reproducible pages 29 and 31. See reproducible page 37 for vocabulary listings.

The Lion Dancer

1. What part of New York city does LeVar Burton visit?
2. What does he see there?
3. What does he do while he is there?
3. What does the lion represent in Chinese culture?
4. When is the lion dance performed?

Chinese Calligraphy

1. What is calligraphy?
2. What kind of work does a calligrapher do?
3. What materials does Dr. Chang use?
4. What words does he write for LeVar in Chinese characters?

A Seal Carver

1. What does Mr. Shu make?
2. What is a seal used for?
3. What materials does Mr. Shu use?
4. What does he carve on the seal for LeVar?

Computer Graphics

1. What is a computer graphics artist?
2. What does Mr. Greene use?
3. What is he working on?
4. What colors does he use in his picture?
5. What kinds of movement does he add to his picture?

Chinese Cooking

1. What is a chef?
2. What does Chef Wong cook for LeVar to eat?
3. What does LeVar use to eat his Chinese food?
4. What does LeVar mean when he says, "It's a feast fit for an emperor!"?

VOCABULARY - VIDEO SEGMENTS

I. THE LION DANCERS
Chinatown, Chinese, China, New York City, neighborhood, dance, dancer, lion, inside, good luck, celebrate, lettuce, tangerines, New Year, head, wedding, stores, street, artist

II. THE CALLIGRAPHER
Brush, ink, paper, ink stone, Chinese writing, work, artist, finest in the world, treasures, young friends

III. THE SEAL CARVER
Seal, bright red, artist, scholar, sign, cut, stone, master, carve, carver, study, dedication, soapstone, knife, sharp, signature, work of art, finished, stamp, press, hard, lift, dwell, rainbow

IV. THE COMPUTER ARTIST
Electronic, pen, tablet, monitor, pictures, graphics, keyboard, program, paint, textures, patterns, dragon, change, dimension, save, drawings, recall, tongue, horns, emperor, slaves, row, oars, beat, color, choice, animation, background, storm, clouds, dark, rough, water, movement, red, green, eyes, setting, happens

V. THE CHINESE CHEF
Chicken soup, cook, chef, beef, chopsticks, dessert, bananas, fortune cookie, feast, wok, sharp, knife, delicious, hungry, ingredients, ginger, bok choy, lotus root, turnip, choy sum, scallions, pot, main course, vegetable oil, tool, deep, food, honey, thank you

CHINESE ARTISTS- CHART MAKING

After all of the segments have been watched and studied, review the video material with the class using the activity on reproducible page 33. Have students complete the chart with the information they remember from watching, listening, and talking about the artists on the video. The finished chart will look something like this:

Liang was an artist who used paint and a paintbrush to create beautiful pictures. On the video you saw other artists who used different materials to make things that people enjoy.

Fill in the chart below with what you learned from watching and listening carefully.

| Artist's Name | Kind of Artist | Materials Used | Creation |
|---------------|----------------|--------------------------|----------|
| Liang | painter | paintbrush, paint, paper | pictures |
| Dr. Chang | | | |
| Mr. Shu | | | |
| Mr. Greene | | | |
| Mr. Wong | | | |

4•Vocabulary Study

ALPHABETICAL LISTINGS

A list of vocabulary words from the edited version of LIANG AND THE MAGIC PAINTBRUSH is provided on reproducible page 35. The abbreviations **D**, **O**, **A**, and **S** after some words indicate that they could be used in activities that involve Drawing, finding Opposites, Acting out meaning or giving Synonyms. Words could also be selected from this list according to parts of speech, phonetic similarities, etc. that you would like to target.

| LIANG AND THE MAGIC PAINTBRUSH Vocabulary | | | |
|--|-------------------|----------------|--------------|
| accept (O) | fall (A) | nearly | table (D) |
| afford | finish (S) (O) | | tell |
| appear | firewood (D) | old (O) (A) | order (S) |
| art | fish (D) (A) | order (S) | toys (D) |
| art school | fly (A) | paint (A) (D) | tree (D) |
| ask | freedom | paintbrush (D) | turn into |
| balls (D) | friends (A) (O) | palace (D) | twig (S) (D) |
| become | furious (S) | phoenix (D) | use |
| beggar (A) | gather (S) (A) | picture (D) | |
| begin (O) | get | pieces (D)(S) | want |
| bind (S) (A) | glare (A) | place | waves (D) |
| bite (A) (D) | go (A) | plan | water (D) |
| boat (D) | gold (D) (S) | poor (O) | wind (D)(A) |
| boy (D) | greedy(O) | prison (D) | wish |
| break (A) | | python (D) | |
| bring (A) | horses (D) | | |
| | | reeds (D) | |
| call (A) | imprisoned | refuse (O) | |
| China (D) | is | roam | |
| children | | rock (D) | |
| come (A) | join | roll (A) | |
| crash (A) | jump (A) (D) | royal | |
| cry (A) | | | |
| cut (A) | keel over (A) | sand | |
| | know | say | |
| deck (D) | | sea (D) | |
| delighted(S,A,O) | lantern (D) | see (A) | |
| dragon (D) | leave (A) (O) (S) | seize (S)(A) | |
| draw (A) (D) | listen (A) | sell | |
| drop (A) (D) | lose | send | |
| drive (A) | | sink(D) | |
| | magic | sit (A)(O) | |
| earn | make | sleep (A) | |
| emperor (D) (S) | man (D) | soldiers (D) | |
| enormous | marketplace | splash | |
| | money (D)(S) | spread | |
| | mountain (D) | swim (A) (D) | |

Abbreviations
D - Drawing
O - Opposites
A - Act Out
S - Synonym

SYNONYMS

The matching activity on reproducible page 39 contains vocabulary items from the feature story in the left column. They are to be matched with synonyms listed in the right column. Have students draw a line to connect the words that have the same or similar meanings. Then have students try to use the words in sentences about the story or a personal experience.

SYNONYMS

What do these words mean? Draw a line to the word that means the same or almost the same.

| | |
|-----------|--------|
| emperor | ocean |
| see | big |
| enormous | almost |
| twig | look |
| furious | happy |
| delighted | stick |
| sea | king |
| nearly | mad |

Use these words in sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Vocabulary selected from the video segments on Chinese artists is listed on reproducible page 37.

| VOCABULARY - VIDEO SEGMENTS | |
|---|--|
| I. THE LION DANCERS | |
| Chinatown, Chinese, China, New York City, neighborhood, dance, dancer, lion, inside, good luck, celebrate, lettuce, tangerines, New Year, head, wedding, stores, street, artist | |
| II. THE CALLIGRAPHER | |
| Brush, ink, paper, ink stone, Chinese writing, work, artist, finest in the world, treasures, young friends | |
| III. THE SEAL CARVER | |
| Seal, bright red, artist, scholar, sign, cut, stone, master, carve, carver, study, dedication, soapstone, knife, sharp, signature, work of art, finished, stamp, press, hard, lift, dwell, rainbow | |
| IV. THE COMPUTER ARTIST | |
| Electronic, pen, tablet, monitor, pictures, graphics, keyboard, program, paint, textures, patterns, dragon, change, dimension, save, drawings, recall, tongue, horns, emperor, slaves, row, oars, boat, color, choice, animation, background, storm, clouds, dark, rough, water, movement, red, green, eyes, setting, happens | |
| V. THE CHINESE CHEF | |
| Chicken soup, cook, chef, beef, chopsticks, dessert, bananas, fortune cookie, feast, wok, sharp, knife, delicious, hungry, ingredients, ginger, bok choy, lotus root, turnip, choy sum, scallions, pot, main course, vegetable oil, tool, deep, food, honey, thank you | |

5 • Grammar

IRREGULAR VERBS- CHANGING PRESENT TO PAST

The activity on reproducible page 41 gives students practice in forming the past tense of many common irregular verbs that appear in the feature story. Ask students to fill in the blanks on the worksheet, making the necessary letter changes in converting verbs from present to past tense. Then assign certain verbs in the list to different students, and have them find and read aloud the sentences from the story which contain those verbs, either in the present or past tense.

If students are beginners, use this page as a spelling dictation, letter recognition, or pronunciation exercise.

| IRREGULAR PAST TENSE VERBS | |
|----------------------------|----------|
| make | ma__e |
| go | w__nt |
| get | g__t |
| draw | dr__w |
| see | s__w |
| tell | t__ld |
| say | sa__d |
| fly | fl__w |
| come | c__me |
| begin | beg__n |
| sink | s__nk |
| drive | dr__ve |
| sell | s__ld |
| know | kn__w |
| bite | b__t |
| bring | br__ught |
| sit | s__t |
| sleep | slep__ |
| break | br__ke |
| fall | f__ll |
| send | sen__ |
| swim | sw__m |
| lose | los__ |

See reproducible page 51 for an activity involving irregular past tense forms and the pronunciation of the 'ed' endings.

VERB CLOZE

A script of the edited story as it is read on the video is provided on reproducible pages 43 and 45 with selected past tense verbs omitted. Have students watch the video and listen for the missing words. Pause and rewind the video as necessary to give them the opportunity to listen again and then have time to write. The on-screen captions or the verb lists on reproducible pages 41 and 51 can be used for checking spelling.

LIANG AND THE MAGIC PAINTBRUSH
by Demi
(edited text)

Long ago in China, a boy named Liang earned money gathering firewood and cutting reeds. His one wish was to paint, but he could not afford to buy a brush.

One day, he passed an art school and went in. "I want so much to paint," he said. "Please, will you teach me?"

"What?" the teacher glared at him. "A beggar wants to paint?" He drove Liang away.

But Liang could not keep his fingers still. When he went to gather firewood he _____ birds in the sand. One night as he slept, an old man appeared on a phoenix and placed a brush in Liang's hand.

"It is a magic paintbrush. Use it carefully," the old man _____ and _____ away. Liang jumped for joy. "Thank you so much," he called after the old man. Immediately, Liang _____ to paint. He painted deer. As he finished _____ saw that the deer _____ to life. It really _____ a magic paintbrush.

I will paint things for my poor friends," he _____, and he painted toy birds, horses, lanterns and balls for the children. Then he went to the marketplace and set up a table among the other merchants. He _____ pictures of birds to sell. To make sure that the birds did not come to life, he _____ something out. One day a man asked for a picture of a crane. Liang _____ it only one eye. But by accident one drop of ink fell where the second eye should have been and the crane flew away. Now everyone knew about Liang's magic brush, including the greedy emperor. He went out with all his soldiers to take the brush away from Liang. But Liang refused to give it up. The emperor ordered him bound and _____ him to the palace. There the emperor ordered Liang to paint a dragon. But Liang painted a load instead. Furious, the emperor seized the brush and ordered Liang imprisoned.

The greedy emperor then sat down to paint mountains of gold. But they turned into rocks and rolled off the table. The emperor tried again. He painted a large tree. But what do you think happened? It turned into an enormous python which nearly bit the emperor's head off. Liang _____ that the brush would lose its magic in the emperor's hands. He thought of a plan and he sent word to the emperor saying that in exchange for his freedom he would paint whatever the emperor wished.

The emperor accepted. "Paint me the sea," the emperor ordered. Liang drew a sea. "Where are the fish?" the emperor asked. Liang drew and drew and soon a sea full of fish were swimming about. "So long as we have a sea," said the emperor, "let us have a boat." Liang painted a boat which was soon bobbing about on the water. Delighted the emperor called the royal family to come and join him on the boat. "Get us some wind so we can move," _____ the emperor. Happily Liang painted wind and the boat began to rock. "More wind," the emperor cried. Liang drew more wind and more. Soon waves _____ splashing and crashing over the deck. "Enough," the emperor cried, but Liang would not listen. He drew so much wind the boat keeled over and _____ into a million pieces. The emperor and the royal family _____ to the bottom of the sea.

The story of Liang and his magic paintbrush spread far and wide but what _____ of Liang nobody knows. Some say that he went back to his own village. Others say that he _____ the earth painting for the poor wherever he _____.

All of the missing words are verbs in the past tense: drew, said, flew, began, came, was, said, painted, left, gave, brought, knew, cried, were, broke, sank, became, roamed, went

ADJECTIVES

The word bank on reproducible page 47 contains adjectives taken from the feature story.

Students are to choose the adjectives that fit in the sentences with the nouns they describe. Have students identify the nouns that the adjectives describe, then read their finished sentences to the class. Ask them to explain the meaning of the adjectives they used.

| ADJECTIVES | | | | | |
|---|------|-------|--------|---------|-----------|
| An adjective is a word that describes a person or a thing. Here are some examples from the story: | | | | | |
| old | poor | magic | greedy | furious | delighted |
| royal | | | | | |
| Use the adjectives in the sentences below. | | | | | |
| The emperor was _____ when Liang painted a toad. | | | | | |
| Liang was _____. | | | | | |
| The man on the bird was _____. | | | | | |
| The emperor and the _____ family were in the boat. | | | | | |
| It was a _____ paintbrush. | | | | | |
| The emperor was _____ when he saw the boat. | | | | | |
| The emperor wanted to have mountains of gold. He was _____. | | | | | |

IS/ARE - WAS/WERE

Begin this exercise by reviewing the present tense conjugation of the verb 'to be', focusing attention on 'is' and 'are'. Explain the idea of person and number. Give a few examples of 3rd person singular subjects followed by 'is' and plural subjects followed by 'are'. Conduct a quick pattern drill in which you provide the subject and students give the correct form of the verb: 'is' or 'are'.

| | |
|----------------------|---------------------------|
| he _____ | the pictures _____ |
| she _____ | the soldiers _____ |
| it _____ | they _____ |
| Liang _____ | the children _____ |
| the boat _____ | the birds _____ |
| the paintbrush _____ | the boy and the man _____ |

When students understand the concepts, distribute copies of reproducible page 49 and ask them to read the sentences, identify the subject, and fill in the blank with 'is' or 'are'. The same exercise could be used for the past tense forms: 'was/were.'

| 'is' / 'are' |
|--|
| Fill in the blanks with 'is' or 'are'. |
| Hint: If the subject of the sentence is singular (one), use 'is'. If the subject of the sentence is plural (two or more) use 'are'. |
| 1. Liang _____ a poor boy. |
| 2. The emperor _____ greedy. |
| 3. The paintbrush _____ magic. |
| 4. Many merchants _____ at the marketplace. |
| 5. The emperor and his family _____ on the boat. |
| 6. Liang _____ painting toys, balls and horses for his poor friends. |
| 7. The crane _____ flying away. |
| 8. The boat _____ sinking to the bottom of the sea. |
| 9. The rocks _____ falling off the table. |
| 10. The soldiers _____ coming to take the paintbrush away from Liang. |

Answers: 1. is; 2. is; 3. is; 4. are; 5. are; 6. is; 7. is; 8. is; 9. are; 10. are

6•Pronunciation and Phonics

PAST TENSE VERB ENDINGS [ID], [D], [T]

Use the list of past tense verb forms on reproducible page 51 to help students learn the various pronunciations of the past tense ending spelled 'ed'. The list is divided by phonetic similarities. Have students add 'ed' or 'd' to the base verb to form the past tense. Do this exercise orally with the class providing plenty of modeling and repetition.

Have students add more verbs with 'ed' endings to the list. Help them listen and decide to which category they belong. Example: stopped, rained, started, etc.

| VERBS | |
|--|--------------|
| Present | Past |
| Add 'ed' to these verbs. It is pronounced [d]. | |
| paint _____ | paint _____ |
| want _____ | wait _____ |
| accept _____ | accept _____ |
| Add 'ed' to these verbs. It is pronounced [d]. | |
| earn _____ | earn _____ |
| appear _____ | appear _____ |
| room _____ | room _____ |
| call _____ | call _____ |
| order _____ | order _____ |
| turn _____ | turn _____ |
| join _____ | join _____ |
| listen _____ | listen _____ |
| Add 'ed' to these verbs. It is pronounced [t]. | |
| splash _____ | splash _____ |
| wish _____ | wish _____ |
| finish _____ | finish _____ |
| ask _____ | ask _____ |
| rock _____ | rock _____ |
| jump _____ | jump _____ |
| Add 'd' to these verbs. It is pronounced [d]. | |
| refuse _____ | refuse _____ |
| use _____ | use _____ |
| seize _____ | seize _____ |
| glare _____ | glare _____ |

Note: Use the story vocabulary listed on reproducible page 35 to prepare other pronunciation or phonics activities that target specific letter sounds or combinations. Example:

- all: call, ball, fall
- ell: tell, bell, sell
- sh: wish, splash, crash, fish, brush
- short i: is, twig, sit, wish, finish

7•Writing

CAPITALIZATION

The text of LeVar's introduction is provided on reproducible page 53. All of the upper case letters at the beginning of sentences and proper nouns have been changed to lower case. Have students correct the text, changing lower case letters to upper case where necessary.

Distribute copies of reproducible page 53 and ask students to follow along as they listen to the video segment. Stop the video and ask if they noticed any mistakes in the text. After a review of the rules of capitalization, ask them to make the necessary corrections on their papers. They may check their work with the captions on the video or with the corrected text provided on reproducible page 27 for further reading and language study.

don't blink! there's magic in that paintbrush. brian tom is using it to wake up the spirit of that rainbow-colored lion. soon, that lion will be ready to dance. i'm in a very special neighborhood in the heart of new york city— chinatown. i'm enjoying the wonderful sights, sounds, and flavors of a neighborhood with a special way of life. lots of what you see here is probably much like what you see in your own. other things are deliciously different: eating bok choy or kumquats for lunch, good luck dragons lurking on street signs, and dancing lions.

lions are one way chinese culture is unique. in western stories, lions are often fierce. but in chinese mythology, lions help people by chasing away evil spirits and bringing good luck. for thousands of years, chinese people have done lion dances to celebrate happy occasions: weddings, new year's, even a store's grand opening. wise men feed the lions lucky foods: lettuce and tangerines. in return, the lions bring good fortune.

brian tom, the one putting on the lion's head, started learning the lion's dance when he was 6. only the best dancers are given the honor of dancing inside the lion's head. the musicians and dancers make these lions come to life. making something come to life is part of the magic of being an artist. imagine what would happen if everything you drew came to life.

that's what happens in this book. it's the story of a boy who wants to be an artist more than anything in the world.

WRITING A PARAGRAPH

After students have answered the comprehension questions on reproducible page 23, have them convert their sentence responses into a paragraph. Use the checklist below to help them understand the conventions of paragraph writing.

Assign partners for checking and correcting. Final copies can be written on the stationery reproducible pages 63 and 65.

1. Did you give your paragraph a title?
2. Did you use a capital letter for the important words in the title?
3. Did you center the title on the top line of your paper?
4. Did you indent five spaces on the first line of your paragraph?
5. Did you begin each new sentence with a capital letter?
6. Did you put a period or question mark at the end of each sentence or question?
7. Did you check the spelling of any words you are unsure of?

Answer the following questions in complete sentences. Don't forget to use periods and capital letters where necessary. Try to use some of the words in the questions when you write your answers.

1. What is the title (name) of the story?
2. Who was Liang?
3. Where did he live?
4. What did he want to do?
5. Who came to visit him?
6. What did he give to Liang?
7. What kind of paintbrush was it?
8. What happened to the pictures Liang painted?
9. What did Liang paint with the magic paintbrush?
10. Who wanted the paintbrush?
11. Why did he want it?
12. What did he order Liang to paint?
13. How did Liang trick the emperor?

IF I HAD A MAGIC PAINTBRUSH....

Use the writing prompt on reproducible page 55 for personal response to LIANG AND THE MAGIC PAINTBRUSH. Direct students to complete the starter sentence: "If I had a magic paintbrush, I would" Engage students in an oral rehearsal before their writing time begins. Have several share their ideas while you make a list on the board of students' names and items they would paint.

Ask questions about each student on the list, modeling the "if... result clause" construction:

"If Maria had a magic paintbrush, what would she paint?"

Allow time for students to think about what they will write. Encourage them to tell why they made their choices. Provide paint and brushes for illustrating their writing.

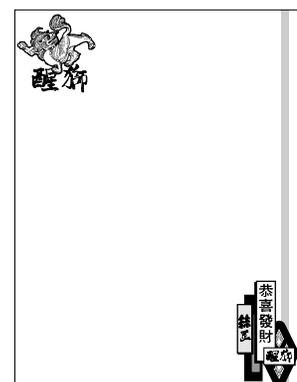
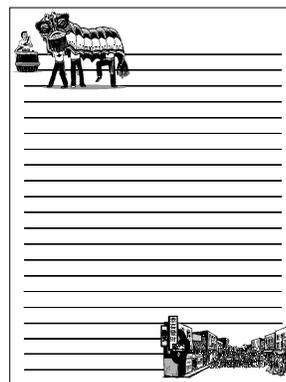
WRITING

An old man gave Liang a magic paintbrush. The pictures Liang painted with the magic paintbrush came to life.

Pretend that the old man gave you the magic paintbrush. What would you paint? Remember that the old man said, "Use it carefully."

Finish the sentence. Explain your answer.

If I had the magic paintbrush, I would _____



8•Speaking Practice

WHO SAID IT? - FEATURE BOOK

After students are very familiar with the feature story, they will easily recognize the lines of dialog printed on reproducible page 57. Have them read the lines with expression, identify the speaker and the person being spoken to, and write the answers in the blanks. Begin by making a list of story characters to choose from. The possibilities are:

- Liang
- the old man
- the art teacher
- the emperor

In item 6 of this exercise students have to find another quotation in the story and identify the speaker. They will need copies of the book for this part.

Demonstrate the correct punctuation for writing quotations.

TALKING ABOUT THE STORY

The discussion questions on reproducible page 59 are designed for oral and written response. Students are asked to explain how and why things happened as they did in the story, to state the moral of the folktale, and to imagine what became of Liang at the end.

| |
|---|
| QUESTIONS FOR DISCUSSION AND WRITING |
| 1. How did the people in Liang's village find out about the magic of the paintbrush? |
| 2. The emperor's soldiers seized the paintbrush. The king tried to use it. What happened to the gold that he painted? What happened to the tree that he painted? Why? |
| 3. At first Liang refused to paint what the emperor ordered. Why did he finally agree to paint a boat for him? |
| 4. What is the lesson we learn from this Chinese folktale? |
| 5. Think about the ending of the story. How would you have written the ending? What do you think became of Liang? |

| |
|--|
| QUOTATIONS |
| Write the name of the person who is speaking and the person who is listening. |
| 1. "I want so much to paint. Please will you teach me?" _____ is speaking to _____. |
| 2. "What? A beggar wants to paint?" _____ is speaking to _____. |
| 3. "It is a magic paintbrush. Use it carefully." _____ is speaking to _____. |
| 4. "Paint me the seal!" _____ is speaking to _____. |
| 5. "I will paint things for my poor friends." _____ is talking to himself. He is thinking. |
| 6. Now write a quotation that you remember from the story. Tell who is speaking. Who is listening? Don't forget to use quotation marks at the beginning and at the end of the quotation. _____ _____ |
| 7. This time, write a quotation of someone who is talking to you. Tell who is speaking. What is the situation? Why is this being said to you? _____ _____ _____ |

Answers: 1. Liang - the art teacher; 2. The art teacher - Liang; 3. The old man - Liang 4. The emperor - Liang; 5. Liang

9 • Comparing Book and Video

FIND THE MISSING PARTS

(Note: Students will need their own copies of the book for this project.)

Listen again to the reading of the feature story on the video, this time following along in the book.

(To help students focus on listening and reading, cover the screen with poster board or disconnect the video input plug.) Tell students that their job is to listen and read along trying to find sentences in the book that are not on the video. Discuss what they discover.

The parts of the original text that are not included in the video reading are:

- **Page 5** - "When he went to the river to cut reeds he drew fish on the rocks with drops of water."
- **Page 11** - "And for their parents, things to cook with, furniture for the house, and tools for the field."
- **Page 18** - "The emperor then ordered him to paint a phoenix. He painted a rooster instead."

READ THE MISSING PARTS

Assign the missing parts to different students. Let them practice reading the lines until they are well spoken. Play the video story again, this time pausing the video for students to read the missing parts at the appropriate time.

If the facilities are available, make an audiotape recording of a reading of the entire book with students filling in the parts that are not on the video. Set up a tape recorder next to the VCR. Load a blank audiotape into the tape recorder and press the record button. Start playing the video reading of the story. Pause the video when it is time for a student to read his assigned part from the book. After a student reads, release the video pause button and continue recording the video story. Pause the video each time there is a part to be added until you reach the end. Play back the audiotape to hear the complete story as it appears in the book, with students' voices supplying the parts that were not on the video.

10•Art Activities

PAINTED ILLUSTRATIONS

Ask students to look at the beautiful watercolor pictures in their copies of the feature book. Discuss with the class the style and materials used. Read or have a student read the paragraph on reproducible page 61 about Demi, the author/illustrator. Provide paper, paint and paintbrushes so that students can try making their own illustrations of the sentences provided.

Check out other books in the library by Demi and bring them to class to share. See the bibliography on page 67 for titles.

STUDENT FOLDERS

Give each student a 12" x 15" piece of construction paper for making a folder in which to keep all of the work they have done while studying this program. Let them decorate the cover of the folder with pictures they have drawn, painted or colored.

SEAL CARVING

Let students practice the process demonstrated by the seal carver, using styrofoam and a red ink stamp pad. With small pieces of styrofoam, have them use their pencil points to "carve out" a design for their signature stamp. Press it on the ink pad and stamp it on a piece of paper. Test several kinds of styrofoam for the best results.

Have students stamp their signature design on their illustrations and written work.

CHINESE CALLIGRAPHY

If there are Chinese American students in your school, ask if they or their parents know how to write Chinese characters. If so, invite them to demonstrate the art of Chinese calligraphy to the class. While they are visiting, ask them to teach the class how to say a few words and phrases in Chinese, such as hello, thank you and good-bye.

***Learning English
with***



Appendix

Answer the following questions in complete sentences. Don't forget to use periods and capital letters where necessary. Try to use some of the words in the questions when you write your answers.

1. What is the title (name) of the story?
2. Who was Liang?
3. Where did he live?
4. What did he want to do?
5. Who came to visit him?
6. What did the visitor give to Liang?
7. What kind of paintbrush was it?
8. What happened to the pictures Liang painted?
9. What did Liang paint with the magic paintbrush?
10. Who wanted the paintbrush?
11. Why did he want it?
12. What did he order Liang to paint?
13. How did Liang trick the emperor?

LIANG AND THE MAGIC PAINTBRUSH

Fill in the blank with a word that completes the sentence.

1. Liang _____ a poor boy.
2. He lived in _____.
3. He wanted to _____.
4. An old man _____ to visit him at night.
5. He gave Liang a _____.
6. It was a _____ paintbrush.
7. He _____ pictures with his paintbrush.
8. The pictures came to _____.
9. The bad _____ wanted the paintbrush.
10. He was a _____ emperor.

WORD BANK

paint
magic

life
emperor

came
was

painted
China

greedy
paintbrush

Introduction

Don't blink! There's magic in that paintbrush. Brian Tom is using it to wake up the spirit of that rainbow-colored lion. Soon, that lion will be ready to dance. I'm in a very special neighborhood in the heart of New York City—Chinatown. I'm enjoying the wonderful sights, sounds, and flavors of a neighborhood with a special way of life. Lots of what you see here is probably much like what you see in your own. Other things are deliciously different: eating bok choy or kumquats for lunch, good luck dragons lurking on street signs, and dancing lions.

Lions are one way Chinese culture is unique. In western stories, lions are often fierce. But in Chinese mythology, lions help people by chasing away evil spirits and bringing good luck. For thousands of years, Chinese people have done lion dances to celebrate happy occasions: weddings, new year's, even a store's grand opening. Wise men feed the lions lucky foods--lettuce and tangerines. In return, the lions bring good fortune.

Brian Tom, the one putting on the lion's head, started learning the lion's dance when he was 6. Only the best dancers are given the honor of dancing inside the lion's head. The musicians and dancers make these lions come to life. Making something come to life is part of the magic of being an artist. Imagine what would happen if everything you drew came to life. That's what happens in this book. It's the story of a boy who wants to be an artist more than anything in the world.

The Lion Dancer

1. What part of New York City does LeVar Burton visit?
2. What does he see there?
3. What does he do while he is there?
3. What does the lion represent in Chinese culture?
4. When is the lion dance performed?



Chinese Calligraphy

1. What is calligraphy?
2. What kind of work does a calligrapher do?
3. What materials does Dr. Chang use?
4. What words does he write for LeVar in Chinese characters?

A Seal Carver

1. What does Mr. Shu make?
2. What is a seal used for?
3. What materials does Mr. Shu use?
4. What does he carve on the seal for LeVar?



Computer Graphics

1. What is a computer graphics artist?
2. What does Mr. Greene use?
3. What is he working on?
4. What colors does he use in his picture?
5. What kinds of movement does he add to his picture?



Chinese Cooking

1. What is a chef?
2. What does Chef Wong cook for LeVar to eat?
3. What does LeVar use to eat his Chinese food?
4. What does LeVar mean when he says, "It's a feast fit for an emperor!"?

Liang was an artist who used paint and a paintbrush to create beautiful pictures. On the video you saw other artists who used different materials to make things that people enjoy.

Fill in the chart below with what you learned from watching and listening carefully.

| Artist's Name | Kind of Artist | Materials Used | Creation |
|---------------|----------------|--------------------------|----------|
| Liang | painter | paintbrush, paint, paper | pictures |
| Dr. Chang | | | |
| Mr. Shu | | | |
| Mr. Greene | | | |
| Mr. Wong | | | |

LIANG AND THE MAGIC PAINTBRUSH

Vocabulary

| | | | |
|------------------|-------------------|----------------|--------------|
| accept (0) | fall (A) | nearly | table (D) |
| afford | finish (S) (0) | | tell |
| appear | firewood (D) | old (O) (A) | toad (D) |
| art | fish (D) (A) | order (S) | toys (D) |
| art school | fly (A) | | tree (D) |
| ask | freedom | paint (A) (D) | turn into |
| | friends (A) (0) | paintbrush (D) | twig (S) (D) |
| balls (D) | furious (S) | palace (D) | |
| become | | phoenix (D) | use |
| beggar (A) | gather (S) (A) | picture (D) | |
| begin (0) | get | pieces (D)(S) | want |
| bind (S) (A) | glare (A) | place | waves (D) |
| bite (A) (D) | go (A) | plan | water (D) |
| boat (D) | gold (D) (S) | poor (O) | wind (D)(A) |
| boy (D) | greedy(O) | prison (D) | wish |
| break (A) | | python (D) | |
| bring (A) | horses (D) | | |
| | | reeds (D) | |
| call (A) | imprisoned | refuse (0) | |
| China (D) | is | roam | |
| children | | rock (D) | |
| come (A) | join | roll (A) | |
| crash (A) | jump (A) (D) | royal | |
| cry (A) | | | |
| cut (A) | keel over (A) | sand | |
| | know | say | |
| deck (D) | | sea (D) | |
| delighted(S,A,O) | lantern (D) | see (A) | |
| dragon (D) | leave (A) (O) (S) | seize (S)(A) | |
| draw (A) (D) | listen (A) | sell | |
| drop (A) (D) | lose | send | |
| drive (A) | | sink(D) | |
| | magic | sit (A)(O) | |
| earn | make | sleep (A) | |
| emperor (D) (S) | man (D) | soldiers (D) | |
| enormous | marketplace | splash | |
| | money (D)(S) | spread | |
| | mountain (D) | swim (A) (D) | |

| Abbreviations |
|---------------|
| D - Drawing |
| O - Opposites |
| A - Act Out |
| S - Synonym |

VOCABULARY - VIDEO SEGMENTS

I. THE LION DANCERS

Chinatown, Chinese, China, New York City, neighborhood, dance, dancer, lion, inside, good luck, celebrate, lettuce, tangerines, New Year, head, wedding, stores, street, artist

II. THE CALLIGRAPHER

Brush, ink, paper, ink stone, Chinese writing, work, artist, finest in the world, treasures, young friends

III. THE SEAL CARVER

Seal, bright red, artist, scholar, sign, cut, stone, master, carve, carver, study, dedication, soapstone, knife, sharp, signature, work of art, finished, stamp, press, hard, lift, dwell, rainbow

IV. THE COMPUTER ARTIST

Electronic, pen, tablet, monitor, pictures, graphics, keyboard, program, paint, textures, patterns, dragon, change, dimension, save, drawings, recall, tongue, horns, emperor, slaves, row, oars, boat, color, choice, animation, background, storm, clouds, dark, rough, water, movement, red, green, eyes, setting, happens

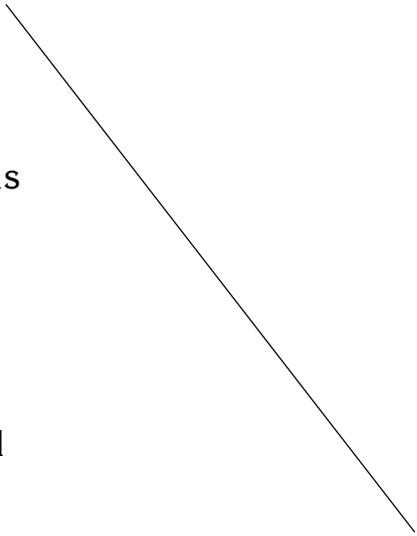
V. THE CHINESE CHEF

Chicken soup, cook, chef, beef, chopsticks, dessert, bananas, fortune cookie, feast, wok, sharp, knife, delicious, hungry, ingredients, ginger, bok choy, lotus root, turnip, choy sum, scallions, pot, main course, vegetable oil, tool, deep, food, honey, thank you

SYNONYMS

What do these words mean? Draw a line to the word that means the same or almost the same.

| | |
|-----------|--------|
| emperor | ocean |
| see | big |
| enormous | almost |
| twig | look |
| furious | happy |
| delighted | stick |
| sea | king |
| nearly | mad |



Use these words in sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

IRREGULAR PAST TENSE VERBS

| | |
|-------|------------|
| make | ma____e |
| go | w____nt |
| get | g____t |
| draw | dr____w |
| see | s____w |
| tell | t____ld |
| say | sa____d |
| fly | fl____w |
| come | c____me |
| begin | beg____n |
| sink | s____nk |
| drive | dr____ve |
| sell | s____ld |
| know | kn____w |
| bite | b____t |
| bring | br____ught |
| sit | s____t |
| sleep | slep____ |
| break | br____ke |
| fall | f____ll |
| send | sen____ |
| swim | sw____m |
| lose | los____ |

LIANG AND THE MAGIC PAINTBRUSH

by Demi
(edited text)

Long ago in China, a boy named Liang earned money gathering firewood and cutting reeds. His one wish was to paint, but he could not afford to buy a brush.

One day, he passed an art school and went in. "I want so much to paint," he said. "Please, will you teach me?"

"What?" the teacher glared at him. "A beggar wants to paint?" He drove Liang away.

But Liang could not keep his fingers still. When he went to gather firewood he _____ birds in the sand. One night as he slept, an old man appeared on a phoenix and placed a brush in Liang's hand.

"It is a magic paintbrush. Use it carefully," the old man _____ and _____ away. Liang jumped for joy. "Thank you so much," he called after the old man. Immediately, Liang _____ to paint. He painted deer. As he finished he saw that the deer _____ to life. It really _____ a magic paintbrush.

"I will paint things for my poor friends," he _____, and he painted toy birds, horses, lanterns and balls for the children. Then he went to the marketplace and set up a table among the other merchants. He _____ pictures of birds to sell. To make sure that the birds did not come to life, he _____ something out. One day a man asked for a picture of a crane. Liang _____ it only one eye. But by accident one drop of ink fell where the second eye should have been and the crane flew away. Now everyone knew about Liang's magic brush, including the greedy emperor. He went out with all his soldiers to take the brush away from Liang. But Liang refused to give it up. The emperor ordered him bound and _____ him to the palace.

There the emperor ordered Liang to paint a dragon. But Liang painted a toad instead. Furious, the emperor seized the brush and ordered Liang imprisoned.

The greedy emperor then sat down to paint mountains of gold. But they turned into rocks and rolled off the table. The emperor tried again. He painted a large tree. But what do you think happened? It turned into an enormous python which nearly bit the emperor's head off. Liang _____ that the brush would lose its magic in the emperor's hands. He thought of a plan and he sent word to the emperor saying that in exchange for his freedom he would paint whatever the emperor wished.

The emperor accepted. "Paint me the sea," the emperor ordered. Liang drew a sea. "Where are the fish?" the emperor asked. Liang drew and drew and soon a sea full of fish were swimming about. "So long as we have a sea," said the emperor, "let us have a boat." Liang painted a boat which was soon bobbing about on the water. Delighted the emperor called the royal family to come and join him on the boat. "Get us some wind so we can move," _____ the emperor. Happily Liang painted wind and the boat began to rock. "More wind," the emperor cried.

Liang drew more wind and more. Soon waves _____ splashing and crashing over the deck. "Enough," the emperor cried, but Liang would not listen. He drew so much wind the boat keeled over and _____ into a million pieces. The emperor and the royal family _____ to the bottom of the sea.

The story of Liang and his magic paintbrush spread far and wide but what _____ of Liang nobody knows. Some say that he went back to his own village. Others say that he _____ the earth painting for the poor wherever he _____.

ADJECTIVES

An adjective is a word that describes a person or a thing. Here are some examples from the story:

| | | | | | | |
|-----|------|-------|--------|---------|-----------|-------|
| old | poor | magic | greedy | furious | delighted | royal |
|-----|------|-------|--------|---------|-----------|-------|

Use the adjectives in the sentences below.

The emperor was _____ when Liang painted a toad.

Liang was _____.

The man on the bird was _____.

The emperor and the _____ family were in the boat.

It was a _____ paintbrush.

The emperor was _____ when he saw the boat.

The emperor wanted to have mountains of gold. He was _____.

'is' / 'are'

Fill in the blanks with 'is' or 'are' .

Hint: If the subject of the sentence is singular (one), use 'is'.

If the subject of the sentence is plural (two or more) use 'are'.

1. Liang _____ a poor boy.
2. The emperor _____ greedy.
3. The paintbrush _____ magic.
4. Many merchants _____ at the marketplace.
5. The emperor and his family _____ on the boat.
6. Liang _____ painting toys, balls and horses for his poor friends.
7. The crane _____ flying away.
8. The boat _____ sinking to the bottom of the sea.
9. The rocks _____ falling off the table.
10. The soldiers _____ coming to take the paintbrush away from Liang.

VERBS

Present

Past

Add 'ed' to these verbs. It is pronounced [ɪd].

paint
want
accept

paint _____
want _____
accept _____

Add 'ed' to these verbs. It is pronounced [d].

earn
appear
roam
call
order
turn
join
listen

earn _____
appear _____
roam _____
call _____
order _____
turn _____
join _____
listen _____

Add 'ed' to these verbs. It is pronounced [t].

splash
wish
finish
ask
rock
jump

splash _____
wish _____
finish _____
ask _____
rock _____
jump _____

Add 'd' to these verbs. It is pronounced [d].

refuse
use
seize
glare

refuse _____
use _____
seize _____
glare _____

don't blink! there's magic in that paintbrush. brian tom is using it to wake up the spirit of that rainbow-colored lion. soon, that lion will be ready to dance. i'm in a very special neighborhood in the heart of new york city— chinatown. i'm enjoying the wonderful sights, sounds, and flavors of a neighborhood with a special way of life. lots of what you see here is probably much like what you see in your own. other things are deliciously different -- eating bok choy or kumquats for lunch, good luck dragons lurking on street signs, and dancing lions.

lions are one way chinese culture is unique. in western stories, lions are often fierce. but in chinese mythology, lions help people by chasing away evil spirits and bringing good luck. for thousands of years, chinese people have done lion dances to celebrate happy occasions: weddings, new year's, even a store's grand opening. wise men feed the lions lucky foods -- lettuce and tangerines. in return, the lions bring good fortune.

brian tom, the one putting on the lion's head, started learning the lion's dance when he was 6. only the best dancers are given the honor of dancing inside the lion's head. the musicians and dancers make these lions come to life. making something come to life is part of the magic of being an artist. imagine what would happen if everything you drew came to life.

that's what happens in this book. it's the story of a boy who wants to be an artist more than anything in the world.

QUOTATIONS

Write the name of the person who is speaking and the person who is listening.

1. "I want so much to paint. Please will you teach me?"

_____ is speaking to _____.

2. "What? A beggar wants to paint?"

_____ is speaking to _____.

3. "It is a magic paintbrush. Use it carefully."

_____ is speaking to _____.

4. "Paint me the sea!"

_____ is speaking to _____.

5. "I will paint things for my poor friends."

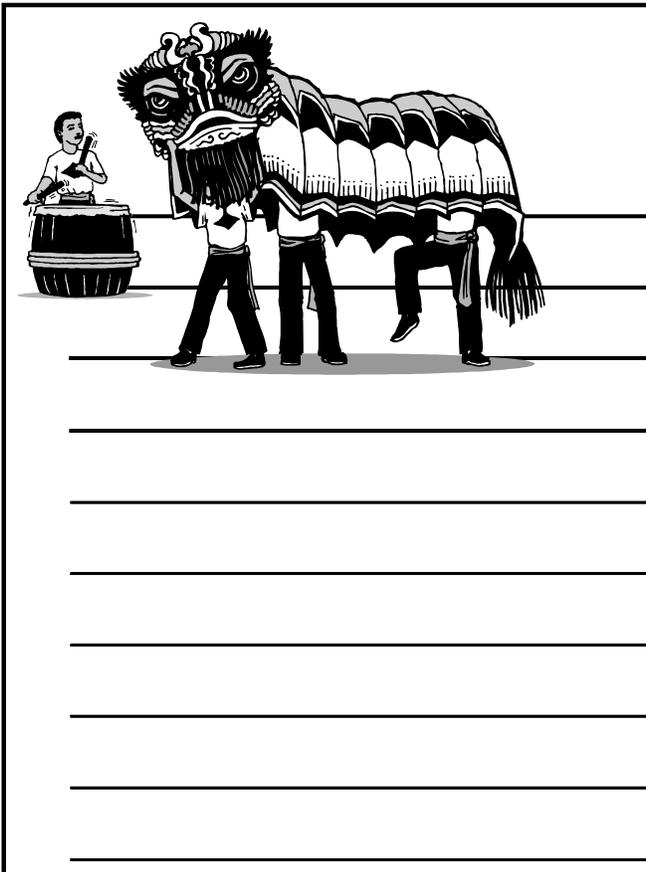
_____ is talking to himself. He is thinking.

6. Now write a quotation that you remember from the story. Tell who is speaking. Who is listening? Don't forget to use quotation marks at the beginning and at the end of the quotation.

7. This time, write a quotation of someone who is talking to you. Tell who is speaking. What is the situation? Why is this being said to you?

QUESTIONS FOR DISCUSSION AND WRITING

1. How did the people in Liang's village find out about the magic of the paintbrush?
2. The emperor's soldiers seized the paintbrush. The emperor tried to use it. What happened to the gold that he painted? What happened to the tree that he painted? Why?
3. At first Liang refused to paint what the emperor ordered. Why did he finally agree to paint a boat for him?
4. What is the lesson we learn from this Chinese folktale?
5. Think about the ending of the story. How would you have written the ending? What do you think became of Liang?





Bibliography

THE LION DANCER: ERNIE WAN'S CHINESE NEW YEAR
by Kate Waters, Scholastic, 1990.

CHINESE NEW YEAR
by Tricia Brown, Henry Holt and Company, New York, 1987.

CLEVER STICKS
by Bernard Ashley, Crown Publishers, Inc., N.Y., 1991.

LONG IS A DRAGON: CHINESE WRITING FOR CHILDREN
by Peggy Goldstein, Pacific View Press, Berkeley, Ca., 1991

CHINESE FOOD AND DRINK
by Amy Shui, Bookwright Press, New York, 1987.

Other books by Demi:

THE EMPTY POT
ONE GRAIN OF RICE
UNDER THE SHADE OF THE
MULBERRY TREE
DEMI'S DRAGONS AND FANTASTIC
CREATURES

Feature Book

LIANG AND THE MAGIC PAINTBRUSH
by Demi

Review Books

EMMA
by Wendy Kesselman

BEN'S TRUMPET
by Rachel Isadora

IF YOU TAKE A PENCIL
by Fulvio Testa

