

Let's See, Ling Lee

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illustrated by Christine Ross

Overview

A Chinese girl brings a mystery package to school to share with her class. Ling Lee becomes the focus of attention as her gift is revealed. This story has an underlying theme about valuing other cultures, gaining confidence, and developing a sense of belonging. This text is particularly suitable for monitoring children's integration of reading strategies at the end of the Blue level. There is an audio version of this text on the Ready to Read CD *Readalong* 2003.

Curriculum links: social studies, health and physical education

Text features

(Focus on only one or two per session.)

- the initial consonant blends “br” “cl”, “fr”, “pl”, “sm”, “st”, “sw”
- the digraphs “ch” – “China”, “teacher”; “sh” – “goldfish”, “she”, “show”; “th” – “mother”, “the”, “there”; and “thr” – “three”
- the present-tense verbs “holds”, “opens”, “says”, “sits”, “smiles”, “takes”
- the “y” ending in “carefully”, “happy”, “story”, and “very”
- the “ou” sound in “our”, “out”, and “round”
- the variety of adjectives – “beautiful”, “big”, “brown”, “fish”, “little”, “paper”, “plastic”
- the compound words “classroom” and “goldfish”
- the use of direct speech
- the speech bubble on page 5
- the Māori words “Kia ora”, “Mata”
- the use of changing perspective over pages 5 to 8 as Ling Lee reveals her surprise
- the visual sub-plot of another child becoming confident enough for her dad to leave her at school
- the familiar classroom scenes.

Setting the scene

Have you ever brought anything special to school? How did you feel when you showed it to the class? (Keep in mind the policy of your school – some schools prefer children not to bring special things from home.)

Show the children the cover of the book. *What do you think this girl has got in the bag? What makes you think that? Some children may spot the bubbles and the fish swimming around the title. What do you think the other children are saying to her? Where is the story set?*

The first reading

Ask the children to read the title. Observe how they apply their decoding skills. Establish that Ling Lee is a Chinese name. Read the names of the authors and the illustrator.

Turn to the title page. *Where is Ling Lee now?* Listen to the children read the title again.

Page 2 – Orientate the children to the present-tense syntax through your questions. *Where is Ling Lee going? Who is she with? How is she feeling? How do you know?*

Listen to the children read the text themselves, observing their use of strategies and supporting them as necessary.

Page 3 – *How is she holding the bag? Why does she have to hold it carefully? What could it be?*

Page 4 – The children may not be familiar with the written form of “Kia ora”. This is a good opportunity to make a link between their oral and written language.

Page 5 – “Mata” is pronounced “Ma-ta”, with two short “a” sounds. Draw the children’s attention to the speech bubble. Note that two children are speaking at the same time.

Pages 5 to 8 – Note the use of close-up illustrations as Ling Lee gradually reveals her surprise.

Page 7 – The children may need support with the word “beautiful”. Refer to the illustration and draw out the idea that the children are captivated by the goldfish. Encourage the children to focus on the first syllable – *They think the goldfish is “be ...”* (pause to let the children come in with the word). Encourage the children to crosscheck. *Does that make sense? If the word was “beautiful”, how would it end?*

Page 8 – The children may read “around” for “round”. *Which one is it? How do you know?*

Page 9 – *Why did Ling Lee bring the goldfish to school? What is “good luck?”* Some children may confuse the word “three” with the high-frequency word “there”. You may need to use the whiteboard to draw attention to the differences between these words.

Page 11 – Note the children’s attention to the punctuation.

Page 12 – *How does Ling Lee feel now? What would be good luck for you?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their integration of strategies and their ability to read fluently and expressively. Those children who are managing this well and show a good understanding of the story are probably ready to move on to the Green level. A running record will help to confirm this.

Focus on any of the initial consonant blends that the children may have been unsure of. Locate the words in the text and make a list of other words that start the same way.

Focus on the digraph “ch” (or “sh” or “th”). Show the children how they can use their knowledge of the digraph as an initial sound to help them decode words when the “ch” is in another position in the word (as in “teacher”).

Talk about the “s” ending for present-tense verbs. Find examples in the text.

Find the words in the story that end in “y” and review the idea that, in these examples, “y” has an “ee” sound. List other examples on the whiteboard.

Find the compound words in the text. Talk about how it’s easier to work them out when they’re split into to shorter words. Remind the children about the strategy of looking for the biggest part of a word they know, when they are faced with unfamiliar words.

Focus on the words in the text that have the “ou” sound (“our”, “out”, and “round”). Help the children to list other examples of words that include this sound (“house”, “flour”, “shout”, “ground”). You could talk about how “ow” can also have this sound.

Find the adjectives in the text. Draw out the idea that the adjectives provide greater detail and help bring the story to life.

Ask the children to tell you about their experiences of starting school. Refer back to the illustrations of Ling Lee and the hesitant child (on pages 5 and 10–11) and talk about how people feel when they are new to a class.

Explore the idea of good luck in greater depth. *What is good luck? What brings you good luck?*

Suggestions for further activities

Enjoy the book and the CD at the listening post.

Read a Chinese folk tale to the children. There are two examples in the Ready to Read book *Two Tiger Tales* (Purple).

Locate China on a map of the world.

Read traditional stories and rhymes, such as *Three Blind Mice*, or *The Three Little Pigs* where the concept of “three” is important.

Hide objects in a paper bag and get the children to ask questions to work out what the hidden objects are.