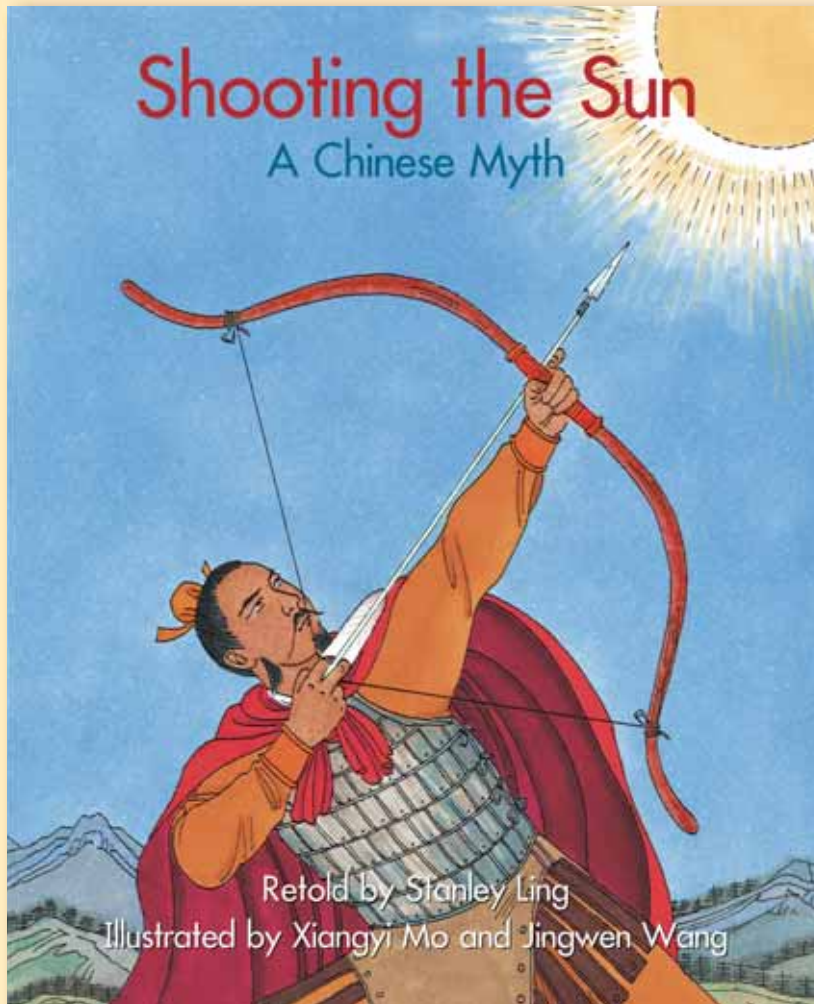




Level 20

Book g



Level	20
Word Count	509
Text Type	Narrative (myth)
High-Frequency	great, last
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Ask students to read the title, and the names of the author and illustrator. Discuss the picture in relation to the title. Ask what he is using to shoot the sun with.

Explain to students that the story is a myth. Write on the board – *A myth is a traditional story, usually about a superhuman person. The story attempts to explain the natural world.* Tell students after reading the story, to check with the characteristics of a myth written on the board.

Ask students which country the myth is from. Have them make a prediction about the plot from the title and the illustration.

DURING READING

Set students a purpose to read, with a focus question for each page or pages. Explain to students that you will be asking a question before they read, and that they read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–3 What information do you have about the characters of the story, and the setting, including the time and place?

Pages 4–5 How did Xi He take her sons to the Eastern Sky?

Pages 6–9 Why did the Earth become too hot?

Pages 10–11 What did the Emperor of the Earth ask them to tell their sons?

Pages 12–13 What did Di Jun do?

Pages 14–17 What did the Great Archer do ?

Pages 18–21 What is the Emperor worried about? What does he do?

Pages 22–24 What did Xi He ask her last son to do?

AFTER READING

Ask students to reread the story silently, and when they have finished, discuss with the person next to them when the problem of the story was initiated and the following main event.

**Developing Specific Skills**

Discuss the narrative structure of the myth: characterisation, settings, problem/solution patterns

Past tense – shoot/shot

Prefix *be* – below, began

Word building – edge, hedge, ledge, dredge, wedge



Compare *Shooting the Sun* with other myths about the sun, e.g. *Sun Mother Wakes the World*.

Compare the opening/concluding sentence with other traditional stories. Discuss the similarities.

Compare the opening sentence of a traditional tale/myth with that of a realistic fiction.

MEANING MAKER



Find the country of China on a globe or world map.

Discuss the following phrases to extend understanding –
 ‘arrow hit its mark’
 ‘plants began to wilt’
 ‘people and animals could not bear it’

Explore understanding of the compass. Have students use compasses, find a compass on a map, and draw a compass. Confirm understanding of the word *Eastern*.

TEXT CRITIC



Have students critique the illustrations in relation to the genre and theme of the story. Compare the style with illustrations in realistic fiction. Ask students how the illustrations support and develop the atmosphere of the story.

Ask students to give an opinion about their enjoyment of reading a myth. Are students now interested in reading other myths and legends or Chinese stories?

20g Shooting the Sun

Name _____

1. Write these words in the past tense.

shoot _____ get _____ play _____

swim _____ run _____ make _____

2. Build words from –

edge

across

below

mark

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Write words with the prefix *be*.

began _____

4. Write a sentence with one of these words included.

20g Shooting the Sun

Name _____

1. Write about the two main events in the plot of the story.

They wanted _____

But instead of _____

2. Draw one of the events.



20g Shooting the Sun

Name _____

I. Action and Response Chart

Action

Response

a. Xi He called out to her dragon.

b. _____

c. _____

d. _____

2. Turn the page over, and draw Xi He riding her dragon with one of her sons.