



CASE #101

## A Fearsome Beast and a Dumpling Feast

BY YVES STENING AND NIGEL BUCHANAN

# TEACHER'S NOTES

A range of simple activities and fun teaching ideas are detailed here to support and enhance the reading of *A Fearsome Beast and a Dumpling Feast*. These notes are designed to be your friend when teaching in the classroom; to help you work smarter not harder.

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## \* DISCUSSION \*

### A Closer Look

What are some of the examples of the food Clementine likes to eat?

What country do these foods originate from?

Who has eaten these foods before? Where have you eaten them?

How does food connect to culture or identity?

## \* RESEARCH \*

### Case 101: Classroom Detectives

Make a list of all the questions asked in the book.

Some queries in the book are left unanswered.

*“Why is Chinese New Year at a different time to ours?”*

Dad’s answer is not sufficient; *“it’s something to do with the moon and... err, dragons”*. Students do their own ‘detective work’ by investigating this question and providing a more valid answer.



As a whole class, students consider and discuss their own queries inspired by the book. All questions should be noted on a display such as a whiteboard or butcher paper. In small groups, students research the information needed to answer these questions before presenting their findings to the class.

## \* INFERENTIAL THINKING \*

### Dog Detective...



Pose the following questions to students:

- Have you noticed the third detective?
  - What might the dog’s name be?
  - What might he be thinking?

Use the technique of a ‘walk through the book’, allowing children think time when considering what the dog might be thinking in different scenarios. Have some students share their ideas with the class. Using a photocopy of certain pages, students insert thought bubbles for the dog to show his thinking. Draw attention to the dog’s body language, facial expression as well as prior knowledge of dogs to produce humorous or relevant comments.

## \* ROLE PLAY \*

### **Welcome Dr. Zhang to your classroom!**

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A selected student takes on the role of Dr. Zhang. Use a single prop to support the transition to role, for example, a hat or scarf. The remaining students ask questions and the student in role needs to answer according to the character profile and his relevant history learnt through the book.



## \* DRAMA \*

### **Tell us again, Ying!**

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In pairs, students take turns playing the role of Ying. Note Ying's enthusiastic and dynamic storytelling skills. The student playing the role of Ying teaches the other student all about "the real story of Chinese New Year". Each partner gets a turn to recall and retell what they have learnt using their own words. To conclude, pick two to three students to present their drama role-play to the class.

## \* KINAESTHETIC LEARNING \*

### **Aunt Lily's Dumplings**

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As a class, prepare and cook Aunt Lily's dumplings using the recipe from the book. This provides students with a tactile learning opportunity rather than listening to or watching demonstrations. In turn, the learning is brought to life.

## \* GRAMMAR AND LANGUAGE \*

### **Collecting Verbs**

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Read and identify the verbs used in *Aunt Lily's Dumplings* recipe. Make a list of them on whiteboard: buy, add, fold, pinch, make, ask, pour, serve and put.

Consider the importance of these verbs.

Using a photocopy of the various pages, students highlight verbs on the page and provide a synonym for the verb. Consider the difference in meaning or effect with the altered word.