



# Read Aloud: *The Seven Chinese Sisters*

Standard Connection:  
 ELA.RL.PK4.1-7,9-10  
 ELA.SL.PK4.1-4,6  
 ELA.L.PK4.1,1c,4,6

**Enduring Understanding(s):**

- A family is a group of people that care for and support each other.
- More mature family members are responsible for the safety and needs of less mature members.

**Essential Question(s):**

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary
<ul style="list-style-type: none"> <li>• <i>The Seven Chinese Sisters</i></li> <li>• vocabulary word picture cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>sparkling:</b> shining or reflecting light</li> <li>• <b>talent:</b> something a person can do very well</li> <li>• <b>delicious:</b> tastes very good</li> <li>• <b>polish/polishing:</b> rub something to make it smooth and shiny</li> <li>• <b>grains:</b> the small hard seeds of cereal plants such as wheat or rice</li> <li>• <b>stray:</b> without a home, lost</li> <li>• <b>pantry:</b> a small room where food is kept</li> <li>• <b>plump:</b> round</li> <li>• <b>snatch/snatched:</b> take something quickly</li> <li>• <b>excellent:</b> very good</li> <li>• <b>regret:</b> feel sad or sorry</li> <li>• <b>starve/starving:</b> very hungry</li> <li>• <b>whizzed:</b> move quickly with a buzzing/ humming sound</li> <li>• <b>scooter:</b> a two-wheeled, gas-powered vehicle</li> </ul>
Books	

## First Read

**Preparation:** *Set up materials.*

**Children will:**

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

“The title of this book is *The Seven Chinese Sisters*. The author, the person who wrote the story, is Kathy Tucker. The illustrator, the person who drew the pictures, is Grace Lin.”

**Point** to the title, author, and illustrator, underlining each with your finger.

“Here are all the sisters. There are seven of them. Six of them have a **talent** - something special they can do. I wonder what Seventh Sister’s **talent** will be...”

p. 2  
**Point** to the sisters, stopping at the Seventh Sister and circle her with your finger.

<p>“It says, ‘<i>the dragon was terrible</i>’, but it looks like he is smiling. Why is he smiling?”</p>	<p>p. 6 <b>Point</b> to the dragon’s face and the trail of steam coming from the soup.</p> <p>p. 8 <b>Define</b> ‘polishing’, ‘black belt’, ‘grains’, ‘stray’, and ‘pantry’ as you read them.</p> <p>p. 9 <b>Define</b> ‘plump’ and ‘snatched’ as you read them.</p> <p>p. 13 <b>Demonstrate</b> counting by twos.</p>
<p>“The sisters really wanted to save Seventh Sister from the dragon, but now they feel badly that he is <b>starving</b>. How can you tell?”</p>	<p>p. 22 <b>Point</b> to the sisters looking at the crying dragon.</p> <p><b>Children respond.</b></p> <p>p. 28 <b>Point</b> to the sisters eating happily together.</p>
<p>“The sisters all used their different special <b>talents</b> to save their baby sister.”</p> <p>“Here is Seventh Sister all grown up. Telling stories turned out to be her special <b>talent</b>.”</p>	<p>p. 29 <b>Close</b> the read.</p>

**Discussion Question(s):**

- Why do you think the sisters knew Seventh Sister’s voice, even though she had never spoken?
- Why did the sisters feel bad for the dragon, even though he stole Seventh Sister?

## Second Read

**Children will:**

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

<p>“We read this book the other day, so you know the title is... <i>The Seven Chinese Sisters</i>.”</p>	<p><b>Pause</b> before you read the title so that children can chime in.  <b>Underline</b> the title as you read it.</p> <p><b>Children respond.</b></p>
<p>“The girls are all in the same family, but how were they different?”</p>	<p style="text-align: center;">p. 3</p> <p><b>Children respond.</b></p>
<p>“Why did no one know what Seventh Sister could do?”</p>	<p style="text-align: center;">p. 4</p> <p><b>Children respond.</b></p>
<p>“Here comes the dragon! Why don’t the sisters see him?”</p>	<p style="text-align: center;">p. 3</p> <p><b>Children respond.</b></p>
<p>“Why did the dragon ‘forget all about the soup?’”</p>	<p style="text-align: center;">p. 9</p> <p><b>Children respond.</b></p>
<p>“Why did Fourth Sister understand a little of what the dragon was saying, even if she didn’t speak his language?”</p>	<p style="text-align: center;">p. 15</p> <p><b>Children respond.</b></p>
<p>“Why did the dragon rush outside of his cave?”</p>	<p style="text-align: center;">p. 17</p> <p><b>Children respond.</b></p>
<p>“Why did the sisters decide to return to the dragon’s cave?”</p>	<p style="text-align: center;">p. 23</p> <p><b>Children respond.</b></p>
<p>“How did the sisters find their way home?”</p>	<p style="text-align: center;">p. 25</p> <p><b>Children respond.</b></p>
<p>“How do you know what story Seventh Sister is telling?”</p>	<p style="text-align: center;">p. 29</p> <p><b>Children respond.</b></p>

**Discussion Question(s):**

- Why was it helpful that each of the sisters had a special talent to solve their problem?
- How will the dragon and the sisters act towards each other from now on? Why?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- Why do you think this was the first story Seventh Sister told when she became the “best storyteller in the world”?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- Which sister’s talent would you like to have and why?