



# The Magic Paintbrush

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## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe the key components of a civilization
- ✓ Demonstrate familiarity with the folktale, “The Magic Paintbrush”
- ✓ Describe the characters, plot, and setting of the folktale, “The Magic Paintbrush”
- ✓ Identify folktales as a type of fiction

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Ask and answer questions requiring literal recall and understanding of the facts and/or details of fiction read-aloud, “The Magic Paintbrush” (RL.2.1)
- ✓ Answer questions that require making interpretations, judgments, or giving opinions about the fiction read-aloud, “The Magic Paintbrush” (RL.2.1)
- ✓ Recount the Chinese folktale, “The Magic Paintbrush,” and determine its central message (RL.2.2)
- ✓ Describe how Ma Liang and the emperor respond to one another (RL.2.3)
- ✓ Describe the characters, setting, and plot of “The Magic Paintbrush” (RL.2.5)

- ✓ Use information gained from the illustrations and words in “The Magic Paintbrush” to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ With assistance, categorize and organize facts and information about ancient Chinese writing onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Create a painting or drawing in response to the story, “The Magic Paintbrush” (SL.2.5)
- ✓ Identify real-life connections between words—*stroke*, *scowl*, and *praise*—and their use (L.2.5a)
- ✓ Identify examples of antonym—*criticism*—to core vocabulary word *praise* (L.2.5a)

### Core Vocabulary

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**beggar, n.** A poor person who asks for food or money

*Example:* Many people ignored the beggar on the street as he asked for spare change.

*Variation(s):* beggars

**cork, n.** A stopper made out of the bark of a cork oak tree

*Example:* The cork floated easily on the water because it was lightweight.

*Variation(s):* corks

**praise, n.** Congratulations or admiration

*Example:* Gilly received much praise for her science project.

*Variation(s):* praises

**scowl, n.** A frown of anger or disapproval

*Example:* Chris’s mother gave him a scowl when she saw him being mean to his sister.


*Variation(s):* scowls

Vocabulary Chart for The Magic Paintbrush			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>beggar</b> emperor <b>cork</b> officials	commanded disobedient greedy <b>praise*</b> <b>scowl</b>	dream firewood gold island ocean paintbrush palace sailboat secret storm wind
<b>Multiple Meaning</b>		<i>stroke</i>	draw paint waves
<b>Phrases</b>	Ma Liang	But instead of . . . , he . . . news of . . .	that's more like it would only work for
<b>Cognates</b>	emperador <b>corcho</b>	desobediente	isleño océano palacio secreto pintar

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Ma Liang speaking to village teacher
2. 10A-2: Ma Liang drawing fish on rock
3. 10A-3: Ma Liang's painted deer
4. 10A-4: Ma Liang at the emperor's palace
5. 10A-5: Emperor offering Ma Liang gold
6. 10A-6: Ma Liang painting a boat on the ocean
7. 10A-7: Ma Liang's painted storm

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	Early Asian Civilizations Chart; Image Card 9	15
	<b>Introducing “The Magic Paintbrush”</b>	Instructional Master 10A-1; world map	
	<b>Vocabulary Preview: Stroke, Scowl</b>	paintbrushes	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Magic Paintbrush</b>		15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Praise</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>With My Magic Paintbrush . . .</b>	paintbrushes, watercolors, large paper	20

### **Advance Preparation**

Make a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 7 (The Magic Paintbrush). Students can use this Response Card to discuss, review, and answer questions about this folktale.

For Vocabulary Preview, prepare a class set of paintbrushes for students to practice making strokes in the air. If paintbrushes are not available, students may use their pencils.

For the Extensions activity, With My Magic Paintbrush . . . , prepare paintbrushes, watercolors, and large pieces of paper. If paintbrushes and watercolors are not available, students may use crayons or markers to create their drawings.



# The Magic Paintbrush

# 10<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### What Have We Learned

	Cities	Jobs	Leaders	Writing	Religion
<b>Early Indian Civilization</b>	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
<b>Early Chinese Civilization</b>	Image Card 8 [check mark]	Image Card 7 farmers traders	kings	Image Card 9 calligraphy	Image Card 5 Buddhism

- Review the information already listed on the chart for early Chinese civilization. Remind students that a civilization has cities, different kinds of jobs, leaders, some form of writing, and religion. Have students tell their partner about the information they have on their individual charts.
- Show students Image Card 9 (Chinese Calligraphy). Talk about the image card and have students briefly share what they learned from the previous read-aloud about paper, writing, and calligraphy in early Chinese civilization.
- Ask students how this is similar to early India.
  - They both had writing systems.)
- Ask students how this is different.
  - The writing system created in the Indus River Valley is no longer used, whereas the writing system invented in ancient China is still used today.
- Ask students in which column the Image Card should go. Tell students that you are going to place the Image Card on the chart, in the *Writing* column, to remind them that people in ancient China had a writing system. Write *calligraphy* on the chart and have students write *calligraphy* in the corresponding box on their chart.

## Introducing “The Magic Paintbrush”

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- Remind students of the folktale they heard earlier in this domain, “The Tiger, the Brahman, and the Jackal.” Ask which country this folktale comes from.
  - India
- Invite a student to point to India on a map.
- Ask students, “What is a folktale?” Remind students that a folktale is a story someone made up a long, long time ago. A folktale is told orally—by word of mouth—over and over again.



### ← Show image 10A-2: Ma Liang drawing fish on rock

- Tell students that today they will hear a Chinese folktale about a boy named Ma Liang. Ma Liang is the main character in this story.
- Invite a student to point out Ma Liang.
- Invite a student to point to China on a map.

### *Picture Walk*

- Tell students that you will take a picture walk through this story together.



### ← Show image 10A-4: Ma Liang at the emperor’s palace

- Ask students what other characters they see in this picture.
  - emperor, royal guards, toad
- Have students point out and name these characters.
- Have students tell their partner what they think is happening in this picture. How are Ma Liang and the emperor feeling?



### ← Show image 10A-6: Ma Liang painting a boat on the ocean

- Have students find Ma Liang and the emperor.
- Ask students what Ma Liang is doing. Explain that he is painting something for the emperor. Be sure to point out the tree on a little island on the ocean. Tell students that the emperor wants that tree.
- Give students Response Card 7 (The Magic Paintbrush) from Instructional Master 10A-1. Have students talk to their partner about what they see on the Response Card. Have students guess what part of the story this is—the beginning, middle, or end.

## Vocabulary Preview

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### **Stroke**

1. In today's story Ma Liang paints a big, curving *stroke*. [Make a big, curving motion with a paintbrush or pencil in your hand. Have students do the same.]
2. Say the word *stroke* with me three times.
3. A stroke is the movement of a pen or brush when it is used to write or paint.
4. A calligrapher paints each stroke of the Chinese character slowly and carefully so that it is just right.  
Kailan creates her painting stroke by stroke.
5. [Have students "paint" something in the air, stroke by stroke, using their paintbrush or pencil. Encourage them to "paint" something easy to recognize like a letter of the alphabet, a heart, a smiley face, or a shape.]

### **Scowl**

1. The emperor in the story always wears a *scowl* on his face. [Show students a scowl and have students try to imitate the scowl on your face.]
2. Say the word *scowl* with me three times.
3. A scowl is a mean and angry face.
4. When you see a scowl on somebody's face that means she is very angry.
5. If a scowl is a mean and angry face, then what is the opposite of a scowl?
  - a smile

Tell your partner what would cause you to scowl and what would cause you to smile. I will call on some of you to share what your partner said.

## **Purpose for Listening**

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Remind students that they will hear a Chinese folktale called, “The Magic Paintbrush.” Have students predict what the magic paintbrush can do. Tell them to listen carefully to find out how the paintbrush is magical.

By the end of the lesson, students should be able to:

- ✓ Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”
- ✓ Identify folktales as a type of fiction





## The Magic Paintbrush

### ← Show image 10A-1: Ma Liang speaking to village teacher

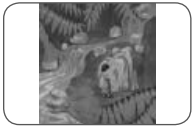
Once upon a time, long ago in the land of China, there lived a poor boy named Ma Liang. To help earn money for his family, Ma Liang gathered bundles of firewood to sell. But what he really wanted to do, more than anything else in the world, was paint. Ma Liang was so poor, however, that he could not even buy a single paintbrush.

One day, as Ma Liang passed by the village school, he saw the children busily painting pictures. “Please, sir,” said Ma Liang to the teacher, “I would like to paint, but I have no brush. Will you loan me one—or let me borrow one?”

[Ask, “Do you think the teacher will let Ma Liang borrow a paintbrush?”]

“What!” cried the teacher. “You are only a poor, little **beggar** boy. Go away!”

“I may be poor,” said Ma Liang, “but I will learn to paint!”



### ← Show image 10A-2: Ma Liang drawing fish on rock

The next time he went to gather firewood, Ma Liang used a twig—or a small branch—to draw birds on the ground. When he came to a stream, he dipped his hand in the water and used his wet finger to draw a fish on the rocks. That night, he used a piece of burned wood to draw animals and flowers.

Every day Ma Liang found time to make more pictures. People began to notice. “How lifelike the boy’s pictures look!” they said.

[Ask students which two words they hear in *lifelike*. Ask them what they think *lifelike* means.]

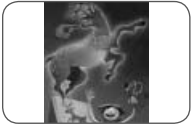
- realistic; looks like the real thing

“That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing!”

Ma Liang enjoyed hearing the people’s **praise**—he liked hearing the nice things people say about his drawings—but still he thought, “If only I had a paintbrush!”

One night, after Ma Liang had worked hard all day, he fell into a deep sleep. In a dream, he saw an old man with a long, white beard and a kind face. The old man held something in his hand.

“Take this,” he said to Ma Liang. “It is a magic paintbrush. Be careful with it and use it wisely.”



← **Show image 10A-3: Ma Liang’s painted deer**

When Ma Liang awoke, he found his fingers wrapped around a paintbrush. “Am I still dreaming?” he wondered. Quickly he got up and painted a bird. The picture flapped its wings and flew away!

He painted a deer.

[Ask students what is going to happen with the deer.]

As soon as he had put the last spot on the animal’s coat, it brushed its nose against Ma Liang then ran into the woods.

[Ask, “What kind of paintbrush does Ma Liang have?”]

“It is a magic paintbrush!” said Ma Liang. He ran to where his friends lived. He painted toys for the children. He painted cows and tools for the farmers. He painted bowls full of delicious food for everyone.

[Ask, “What do you think happened to the things Ma Liang painted?”]

No good thing can remain a secret forever. People started talking about Ma Liang’s remarkable paintings. Soon, news of Ma Liang and the magic paintbrush reached the ears of the greedy emperor.

**Mid-story Check-In**

1. *Literal* Who is the main character of this story? Where is the setting of this story?
  - The main character of this story is Ma Liang. The setting of the story is China.
2. *Literal* What does Ma Liang want to do more than anything in the world? Why can’t he do it?
  - Ma Liang wants to paint, but he can’t because he does not have a paintbrush.

3. *Literal* Who does not give Ma Liang a paintbrush? How does Ma Liang receive his paintbrush?
  - The teacher does not give Ma Liang a paintbrush. Ma Liang receives a paintbrush from an old man in his dream.
4. *Inferential* Do you think the emperor is a good emperor? How do you know?
  - The emperor is not a good emperor because the story says he is a greedy emperor.



← **Show image 10A-4: Ma Liang at the emperor’s palace**

“Bring me that boy and his paintbrush!” the emperor commanded.

His soldiers found Ma Liang and brought him back to the palace.

With a **scowl**—an angry and mean face—the emperor looked at Ma Liang. “Paint me a dragon!” he yelled.

Ma Liang began to paint. But instead of painting a lucky dragon, he painted a slimy toad that hopped right on the emperor’s head!

“Disobedient boy! You refused to do what I commanded!” hollered the emperor. “You will regret that!”

He grabbed the magic paintbrush and ordered his soldiers to throw Ma Liang in jail. Then the emperor called for his royal painter. “Take this brush and paint me a mountain of gold,” he commanded. But when the royal painter finished the picture, all the gold turned into rocks.



← **Show image 10A-5: Emperor offering Ma Liang gold**

“So,” said the emperor, “this brush will only work for the boy. Bring him to me!”

Ma Liang was brought to the emperor. “If you will paint for me,” said the emperor, “I will give you gold and silver, fine clothes, a new house, and all the food and drink you want.”

Ma Liang pretended to agree. “What do you want me to paint?” he asked.

[Ask students, “When someone pretends to do something, does that mean he really means it?”]

“Paint me a tree that has gold coins for leaves!” said the emperor with greed in his eyes.



← **Show image 10A-6: Ma Liang painting a boat on the ocean**

Ma Liang took the magic paintbrush and began to paint. He painted many blue waves, and soon the emperor saw an ocean before him.

“That is not what I told you to paint!” he barked.

But Ma Liang just kept painting. In the ocean he painted an island. And on that island he painted a tree with gold coins for leaves.

“Yes, yes, that’s more like it,” said the emperor. “Now, quickly, paint me a boat so that I can get to the island.”

Ma Liang painted a big sailboat. The emperor went on board with many of his highest officials—important people that work for the emperor. Ma Liang painted a few lines and a gentle breeze began to blow. The sailboat moved slowly toward the island.



← **Show image 10A-7: Ma Liang’s painted storm**

“Faster! Faster!” shouted the emperor.

Ma Liang painted a big curving stroke, and a strong wind began to blow.

“That’s enough wind!” shouted the emperor.

But Ma Liang kept painting. He painted a storm, and the waves got higher and higher, tossing the sailboat like a little **cork**—or piece of wood—floating on the water. Then the waves broke the boat to pieces. The emperor and his officials ended up on the shore of the island with no way to get back to the palace.

And as for Ma Liang, people say that for many years, he went from village to village, using his magic paintbrush to help everyone wherever he went.

### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today’s story? What type of special story is it?
  - The title of today’s story is “The Magic Paintbrush.” It is a Chinese folktale.
2. *Evaluative* Is today’s folktale fiction—a make-believe story, or nonfiction—a true story? How do you know?
  - Today’s folktale is fiction because it begins with “once upon a time” and magical things happen in the story.
3. *Literal* Even though Ma Liang does not have a paintbrush at the beginning of this story, what does he use to draw pictures? Do people like his pictures?
  - Ma Liang uses twigs, his fingers, and burned wood to draw pictures. People like his pictures.
4. *Literal* How does Ma Liang eventually get a paintbrush? What is special about this paintbrush?
  - Ma Liang receives a paintbrush from an old man while he is dreaming. This paintbrush is magical.
5. *Inferential* Does Ma Liang use his paintbrush with kindness? How do you know?
  - Yes, Ma Liang uses his paintbrush with kindness because he paints things that others need.
6. *Inferential* Why does the emperor want the paintbrush?
  - The emperor wants the paintbrush so that he can draw riches and treasures for himself. The emperor wants the paintbrush because he is greedy.
7. *Inferential* How is Ma Liang able to outsmart the greedy emperor?  
**[Note: Help students to bring together the latter part of this story.]**
  - He pretends to agree to paint what the emperor wants—a tree that has gold coins for leaves— but he paints it on an island in the middle of an ocean. Then he paints a sailboat for the emperor to get to it, but

he paints a strong wind and storm so that the sailboat breaks and the emperor is stuck on the island with no way of getting back to his palace.

8. *Inferential* What kind of person is Ma Liang? What kind of person is the emperor?
- Ma Liang is kind, generous, clever, talented, etc. The emperor is greedy, impatient, mean, etc.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Does the paintbrush work for the royal painter/Ma Liang? (Yes/No)

I think the magic paintbrush only works for Ma Liang because . . .

Ma Liang is . . . , so . . .

9. *Evaluative Think Pair Share:* In the story, the magic paintbrush did not work for the emperor’s royal painter. Then the emperor said, “So, this brush will only work for the boy.” Why do you think the magic paintbrush would only work for Ma Liang?
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

**Word Work: Praise**

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1. In the read-aloud you heard, “Ma Liang enjoyed hearing the people’s *praise*, but still he thought, ‘If only I had a paintbrush.’”
2. Say the word *praise* with me three times.
3. Praise is the nice and good things people say about something or someone.
4. A teacher may praise a student’s work. A basketball coach may praise a basketball player’s shot. An art teacher may praise an art student’s drawing.
5. Have you ever given or received praise? Try to use the word *praise* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I received/gave praise when . . . ”]

6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: You have heard that *praise* means the nice and good things others say. The word *criticism* is an antonym, or opposite, of the word *praise*. *Criticism* is the negative or not so good things others say about something or someone. I am going to read several sentences. If what I say is a praise, say, “That’s a praise.” If what I say is a criticism, say, “That’s a criticism.”

1. “Wow! This pie is delicious!”
  - That’s a praise.
2. “Nice handwriting.”
  - That’s a praise.
3. “I do not like this story.”
  - That’s a criticism.
4. “You are not being fair.”
  - That’s a criticism.
5. “This is the best book ever.”
  - That’s a praise.



**Complete Remainder of the Lesson Later in the Day**



# The Magic Paintbrush

10<sub>B</sub>

## Extensions

20 minutes

### With My Magic Paintbrush . . .

- Ask students, “What did Ma Liang use to draw pictures with before he received a paintbrush in his dreams?”
  - twigs, finger, burned wood
- Tell students that they are going to imagine that they have a magic paintbrush. Ask students what happened whenever Ma Liang painted something with his magic paintbrush.
  - Whatever he painted would become real.
- Have students first consider what things they might paint. Have them consider whether they will paint something for themselves or paint something for others, like Ma Liang.
- Once students have decided on what they will paint, have them paint their picture on a large piece of paper.
- Then have them label their paintings and write a complete sentence describing what it is.
- Have students talk about their drawing in small groups or with home-language peers. As students discuss their paintings, remember to repeat and expand upon each response using richer and more complex language, including content-specific vocabulary, tier-two words, and academic vocabulary.