



#9982 ROSES SING ON NEW SNOW

NATIONAL FILM BOARD OF CANADA,
2002
Grade Level: K-4
8 mins.

DESCRIPTION

Maylin is the chef in her family's Chinatown restaurant but receives no credit for the excellent food. When the Chinese governor comes to town, chefs compete to create the tastiest dish. After

Maylin's recipe wins, her brothers try to duplicate it, but can't. The governor and Maylin make her "Roses Sing on New Snow" dish, but he learns the chef is the most important ingredient. Based on the book by Paul Yee.

ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses the general skills and strategies of the reading process
 - ◆ Benchmark: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint) (See INSTRUCTIONAL GOALS 3.)
 - ◆ Benchmark: Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues (See INSTRUCTIONAL GOALS 2.)
 - ◆ Benchmark: Understands the author's purpose (e.g., to persuade, to inform) (See INSTRUCTIONAL GOALS 5.)
- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)

C a p t i o n e d M e d i a P r o g r a m

- ◆ Benchmark: Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect) (See INSTRUCTIONAL GOALS 7.)
- ◆ Benchmark: Understands elements of character development in literary works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme) (See INSTRUCTIONAL GOALS 6.)
- ◆ Benchmark: Makes inferences or draws conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character) (See INSTRUCTIONAL GOALS 6.)
- ◆ Benchmark: Makes connections between characters or simple events in a literary work and people or events in his or her own life (See INSTRUCTIONAL GOALS 4.)

Subject Area: Language Arts–Viewing

- Standard: Uses viewing skills and strategies to understand and interpret visual media
 - ◆ Benchmark: Understands different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives) (See INSTRUCTIONAL GOALS 1, 6, 7, and 8.)

Subject Area: Gr. K-4 History–The History of Peoples of Many Cultures Around the World

- Standard: Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe
 - ◆ Benchmark: Understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., medieval families, matrilineal families in Africa, extended families in China) (See INSTRUCTIONAL GOALS 9.)

INSTRUCTIONAL GOALS

1. To present and examine the tale *Roses Sing on New Snow*.
2. To make predictions about *Roses Sing on New Snow* before and during the viewing of the video and then confirm and/or revise them by the end of the viewing.
3. To set a purpose to read or view the story.
4. To relate the story to personal life experiences.
5. To state the author's purpose for the story.
6. To examine the development of the main character, Maylin.
7. To study the plot of *Roses Sing on New Snow*.
8. To examine the importance of setting to the story *Roses Sing on New Snow*.
9. To discover various aspects of family life in a different era in China.

VOCABULARY

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|---------------|---------------|-----------------|
| 1. aroma | 6. governor | 11. ingredients |
| 2. delectable | 7. harbor | 12. praise |
| 3. emperor | 8. herbs | 13. renew |
| 4. exotic | 9. identical | 14. renown |
| 5. flavors | 10. imposters | 15. well-known |

BEFORE SHOWING

1. Define *tale*. Give examples.
2. Locate China on a world map and discuss how tales from this country may be affected by its culture.
3. Discuss the title of the video *Roses Sing on New Snow*. Make predictions as to what the story could be about.
4. Review the elements of the plot of a story.
5. Set a purpose before viewing the story. Suggested purposes for *Roses Sing on New Snow* include:
 - a. The problem of the story.
 - b. Elements of the China setting or culture.
 - c. The setting—time or year.
 - d. The sequence of the plot.
 - e. The author's purpose.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Stop the video to observe and discuss the character development of Maylin.
Note: Also examine the reactions of the people around Maylin toward her during each of these scenes:
 - a. After Maylin's father turns his back to her as she is standing behind the kitchen door.
 - b. As Maylin enters to meet the Governor.
 - c. When the governor gets angry at Maylin after she tells him that he cannot take the dish to the emperor.
 - d. In front of the restaurant renamed "Maylin's" at the end of the story.

AFTER SHOWING

Discussion Items and Questions

1. Review and discuss the purposes set before the video.
2. Summarize the plot of the story.
3. Revisit predictions. Confirm or revise them.
4. Identify the main problem as well as related problems in the story and how they were resolved:
 - a. The father and brothers were dishonest.
 - b. Maylin's talent and positive work ethic were not acknowledged.
 - c. Maylin was not treated respectfully.
 - d. The governor could not make Maylin's dish taste delicious.

C a p t i o n e d M e d i a P r o g r a m

5. Identify the author's purpose for writing the story *Roses Sing on New Snow*, giving supporting details from the story.
6. Relate personal life to Maylin's.
7. Evaluate this statement and relate it to the story: "The chef was the most important ingredient."
8. Interpret how the setting affects the story. Address both Chinese culture and the time or year of the story.
9. Evaluate the importance of *individuality* as related to Maylin in the story.

Applications and Activities

1. Conduct character studies of the story's characters. Use a variety of graphic organizers. Identify each character's qualities, actions, and importance to the story:
 - a. Maylin.
 - b. The father.
 - c. The brothers.
 - d. The governor.
2. Read Paul Yee's book *Roses Sing on New Snow*. Compare and contrast the book with the video. (Use a Venn diagram or other comparable graphic organizer.)
3. Investigate proverbs about dishonesty. Discover their meanings and application to personal life:
 - a. "Lies have legs."
 - b. "A lie will come back and bite you."
 - c. "How can you expect to find ivory in a dog's mouth?"
 - d. "A lie has speed, but the truth has endurance."
4. Conduct an "Individuality Rally." Invite all students as well as the teacher(s) to display a special talent or creativity. Celebrate individual talents and evaluate the experience.

CMP RELATED RESOURCES

- [The Five Chinese Brothers #2657](#)
- [The Friends of Kwan Ming #9983](#)
- [From Far Away #9981](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **TOPICS: AN ONLINE MAGAZINE FOR LEARNERS OF ENGLISH**

<http://www.topics-mag.com/Electronic/Magazine.html>

This Web site is an online magazine for people who are learning English as a second language. It is assessable to everyone who wants to learn about cultures from a variety of countries. Topics presented include: proverbs, customs, clothing, foods, toys, cultural issues, and more.

- **INTERNATIONAL KIDS' SPACE**

<http://www.kids-space.org>

This Web site is a gallery of elementary children's writings and accompanying artwork from all over the world. International communications encourages collaboration and opportunities for your students to use their writing skills and to recognize peer talents and abilities while celebrating their own.

- **PAUL YEE**

<http://www.writersunion.ca/y/yee.htm>

Read a short biography of the author of *Roses Sing on New Snow* and see a complete list of his other books and his awards.

