

Lesson 1

Stories and books are fun. We are going to work together to explore and learn about books and literature. You also will learn about writing and making books of your own.

Literature

Dumpling Soup

by Jama Kim Rattigan

Illustrated by Lillian Hsu-Flanders

Prereading

Examining the Book

This is the first book that I am going to share with you. The title of this book is *Dumpling Soup*. What's the title of today's book? (Signal.) *Dumpling Soup*.

The author of this story is Jama (JAY mah) Kim Rattigan. Who is the author of *Dumpling Soup*? (Signal.) *Jama Kim Rattigan*.

The illustrator of this book is Lillian Hsu (soo)-Flanders. Who is the illustrator of *Dumpling Soup*? (Signal.) *Lillian Hsu-Flanders*.

Making Predictions

Note: Many of the activities in this literature program depend on children examining the outside cover of the book. Make an effort to obtain a copy with a dustcover or illustration on the front and back. If this is not possible, use the illustration on the title page of the picture book, if there is one. The first illustration in the story may also be used for making predictions.

When we tell what we think the story is about we are making a **prediction**. What are we doing when we tell what we think the story is about? (Signal.) *Making a prediction*.

(Assign each child a partner. Show children the front and back covers of the book.) Look at the front and back covers. Tell your partner what you think the story will be about. (Allow about one minute for sharing predictions.)

Raise your hand if you would like to tell us your prediction of what you think the story will be about. (Call on three different children. Accept reasonable responses.)

Using a Glossary

(Show children the glossary at the beginning of the book.) This is a glossary. A **glossary** is a very short dictionary. What is a glossary? (Signal.) A very short dictionary. This story uses words from many different languages. The glossary tells us what these words mean. Why does this book have a glossary? (Call on a child. Idea: To tell us what the words from different languages mean.)

The languages used in this book are English, Hawaiian, Japanese, and Korean. What languages are used in this book? (Signal.) English, Hawaiian, Japanese, and Korean.

(Print the word **litchi** on the chalkboard.) This word says **litchi**. What word? (Signal.) *Litchi*. (Print the two ways to pronounce **litchi** on the chalkboard.) The glossary tells us that there are two ways to pronounce **litchi**. (Point to **lie-chee**.) The first way is lie-chee. What's the first way to pronounce **litchi**? (Signal.) *Lie-chee*. The Hawaiian way to pronounce **litchi** is **Lee-chee**. What's the Hawaiian pronunciation? (Signal.) *Lee-chee*.

(Print **tree with a nutlike fruit** on the chalkboard.) The glossary tells us what the word means. (Point to the meaning.) **Litchi** means a tree with a nutlike fruit. What does **litchi** mean? (Signal.) *Tree with a nutlike fruit*. (Repeat process for one Hawaiian word, one Japanese word, and one Korean word.)

Listen carefully while I read the story. When you hear a word from another language, raise your hand and we will look up its meaning in the glossary. (As you read the story, emphasize words from another language to help the children know when to ask for a word. Have children say the word and its meaning.)

Reading the Story

I'm going to read the story aloud to you and show you the pictures. After I read the story to you, we will talk about the story. (Read the story with minimal interruptions; this ensures that the children hear the story in its entirety, thus helping them develop a better sense of story. Occasionally you may find it beneficial to discuss parts of the story that are complicated or have unfamiliar vocabulary. Encourage children to check the illustrations, the structures of words, and context to help them decipher unknown words and their meanings.)

Discussing the Book

Story Pattern

Most books have a pattern. Let's see if we can figure out the pattern for this book. You tell me what happened in the story and I'll write it on the chalkboard.

Note: As children retell the story, make a story map of the main story events on the chalkboard, similar to the following sample.



(Discuss the sequence of story events briefly to construct the story map.)

(Point to the story map that is on the chalkboard.) Look at the shape of this story. It's a circle. This story starts and ends with Marisa getting ready to celebrate New Year's Eve. The pattern for this story is a circle. What's the pattern for this story? (Signal.) A circle.

Characters and Setting

All stories have a beginning, a middle, and an ending. The word **character** tells who is in the story. What does the word **character** tell? (Signal.) Who is in the story. The beginning of a story tells about the characters that are in the story. What does the beginning of a story tell about? (Signal.) The characters that are in the story. Who are the important characters in *Dumpling Soup*? (Call on different children. Idea: Marisa, Grandma, various family members.)

The beginning also tells about the setting of the story. The **setting** tells where and when the story happens. What does the setting tell? (Signal.) Where and when the story happens. Where does this story happen? (Call on a child. Ideas: Oahu, Hawaii, at Grandma's house.) When does this story happen? (Call on a child. Idea: Around New Year's Eve.)

Story Problem

The beginning of a story often has a problem that changes the everyday life of at least one of the characters. What problem did Marisa have in the story? (Call on a child.

Idea: *She was worried that her dumplings weren't good.*)

In stories with a problem, the problem changes the feelings of the characters, so they decide to do something about the problem. How did Marisa feel about her problem?

(Call on a child. Ideas: *Worried, upset, embarrassed.*)

The middle of a story tells what the character does to try to solve a problem. This is called the **attempt at solution**. What did Marisa decide to do about her problem? (Call on a child. Idea: *She tried very hard to make her dumplings as good as those of her aunties.*)

The end of the story tells what happened that finally solved the problem. This is called the **solution** to the problem. What was the solution to Marisa's problem? (Call on a child. Ideas: *Uncle Myung Ho, Grandma, everyone likes Marisa's dumplings. The dumplings tasted better than they looked.*)

Illustrations

Let's look at the illustrations that Lillian Hsu-Flanders made. There are many different ways to make illustrations for a book: you can paint them; you can draw them with a pen or pencil; you can make them with markers, crayons, or chalk. How do you think Lillian Hsu-Flanders made her illustrations? (Call on a child. Idea: *With watercolors.*)

(Show children the last illustration in the book.) This kind of picture is called a family portrait. What is this kind of picture called? (Signal.) *A family portrait*. This family portrait is a watercolor painting. What else could you use to show a family portrait? (Call on a child. Idea: *A camera to take a photograph.*) The illustrator shows this family portrait glued into a special kind of book. Raise your hand if you can tell us what we call a book into which photographs are glued. (Call on a child. Ideas: *A scrapbook, a photo album.*)

Recalling Information

Let's remember some of the things we learned about *Dumpling Soup*, and I'll write them down for you.

Note: Create a cumulative wall chart for recording information from the "Recalling Information" activity in this literature lesson. Draw it on large sheets of chart paper because you will be adding to it during various lessons throughout the program. See following sample.

Recalling Information

Title	Important Characters	Beginning			Middle	Ending
		Setting (Where, When)	Problem	Feeling	Attempts to Solve the Problem	Solution to the Problem

- What is the title of today's book? (Signal.) *Dumpling Soup*. (Write the title on the chart.)
- Who are the important characters in this story? (Call on different children. Ideas: *Marisa, Grandma, various family members*. Write characters on chart.)
- Tell me a word that describes each character. (Call on different children. Accept two words for each character. Record on chart.)
- The setting of a story tells where and when the story happened. What does the setting of a story tell? (Signal.) *Where and when the story happened. Where does this story take place?* (Call on a child. Ideas: *Oahu, Hawaii, at Grandma's house*. Record on chart.)
- When does this story take place? (Call on a child. Idea: *Around New Year's Eve*. Record on chart.)
- What was Marisa's problem in the story? (Call on a child. Idea: *She was worried that her dumplings weren't good*. Record on chart.)
- How did that problem make Marisa feel? (Call on a child. Ideas: *Worried, upset, embarrassed*. Record on chart.)
- How did Marisa attempt to solve her problem? (Call on a child. Idea: *She tried very hard to make her dumplings as good as those of her aunties*. Record on chart.)
- What was the solution to Marisa's problem? (Call on a child. Ideas: *Uncle Myung Ho, Grandma, everyone likes Marisa's dumplings. The dumplings tasted better than they looked*. Record on chart.)

Activity

Writing Informational Text/Writing Three Steps in Sequence/Expository Writing

Title: *Making Dumplings*

Time Required: 30 minutes

Materials Required: BLM 1, one copy for each child

Procedure

1. (Give each child a copy of BLM 1.) Today you are going to write the instructions for making dumplings. When we write **instructions**, we write the steps for doing an activity. What do we do when we write instructions? (Signal.) *We write the steps for doing an activity.*
2. (Show children the second and third pages of the story. Read page 3 aloud.) *Everyone is making dumplings in this part of the story.*
3. Touch item 1 on your sheet. My turn to read item 1. Go shopping to buy ingredients. Buy blank. Your turn. Read item 1. (Signal.) *Go shopping to buy ingredients. Buy blank. **Ingredients** are what you put in a recipe when you cook. What are ingredients? (Signal.) What you put in a recipe when you cook. What ingredients did Marisa's mother buy? (Call on a child. Ideas: *Piles of beef, pork, vegetables; and dumpling wrappers.* Repeat process for each step of the directions. How to wrap dumplings is on page 5 of the story. How to cook dumplings is on page 6 of the story.)*

Technology

(You may make the blank writing frame available on the computer using a word processing program or children's writing program. The children may then insert their parts of the frame. Have children highlight and select different fonts for their writing.)



ADDITIONAL LITERATURE

Following are some additional titles that your students may enjoy during and following this lesson.

Stone Soup by Heather Forest

Mei Mei Loves the Morning by Margaret Holloway Tsubakiyama

Flyaway Girl by Ann Grifalconi

Making Dumpling Soup

1. Go shopping to buy ingredients. Buy _____
_____.
2. Chop ingredients.
3. Mix ingredients in a big metal pan. These are some of the ingredients: _____
_____.
- Leave overnight in the refrigerator.
4. Place a dumpling wrapper on the table.
5. Put filling in _____.
6. Dip fingers in _____.
7. Fold _____.
8. Pinch _____.
9. Cook dumplings in a big pot full of _____.

