

Chopsticks

AUTHOR: Amy Krouse Rosenthal

ILLUSTRATOR: Scott Magoon

PUBLISHER: Disney Hyperion Books

COPYRIGHT DATE: 2012

ART MEDIUM: digitally created

GENRE: humorous stories

LIFE SKILLS: caring, flexibility, friendship, initiative, problem solving, resourcefulness

SYNOPSIS: The chopsticks are a great team. But when one of them gets broken and is on them mend - he encourages the other chopstick to go out and experience new things. When they are reunited, they discover that they are all the better for having spent some time apart.

BOOKTALK: What happens when two inseparable chopsticks get separated? Discover what chopsticks do when they're not working together as a team in this funny book.

AUTHOR:

Amy Krouse Rosenthal

Amy Krouse Rosenthal is the author of award-winning picture book favorites. Her books for adults include *Encyclopedia of an Ordinary Life*, and she is also the creator of the film project, *The Beckoning of Lovely*. Amy lives with her family in Chicago and online at whoisamy.com.

Other books written by the author:

Al Pha Bet
Duck! Rabbit!
Exclamation Mark
It's Not Fair
Little Oink
Little Pea
One of those Days
One Smart Cookie
Plant a kiss
Spoon
This plus that
Wonder book
Wumbers

Yes Day

ILLUSTRATOR:

Scott Magoon

Scott Magoon is the author and illustrator of *Huge & Miles in I've Painted Everything!* He also illustrated *Spoon* by Amy Krouse Rosenthal, *Granny Gomez & Jigsaw* by Deborah Underwood, and *Mostly Monsterly* by Tammi Sauer. Scott lives outside Boston with his wife and children.

Other books illustrated by the illustrator:

Baby Berlitz Baby's Animal Friends
Big Mean Mike
The Boy Who Cried Bigfoot
Granny Gomez & Jigsaw
Hugo and Miles
If Waffles were like boys
Luck of the Loch Ness Monster
Mostly Monsterly
Mr. Prickles
Mystery Ride
Otto Grows Down
Otto the Boy who loved cars
Rabbit and Squirrel
Spoon
Ugly Fish

CHALLENGING WORDS (...due to pronunciation, spelling and/or defining):

- culinary
- whisked
- stirred
- venture
- stumped
- presented
- unexpectedly
- revelation

DISCUSSION QUESTIONS:

1. Chopsticks do everything together, what activities do you do with your friends?
2. Why do you think the hurt chopstick told the other chopstick to venture?
3. What were some things the chopstick found out he could do by himself?
4. For a while Chopstick did not leave Chopstick's side, when your friend or sibling is hurt or sick, what type of things do you do for them?

ACTIVITIES with CORE STANDARDS:

Language Arts:

Chopsticks always come in pairs- what other items do you observe coming in pairs? (eyes, ears, feet, hands, arms, shoes, socks, etc...) Pick something that is a pair and write a story, for example- if the right sock got left in the dryer, what would the left sock do?

EL.K.4.1 2006

Discuss ideas to include in a story.

EL.K.4.2 2006

Tell a story that the teacher or some other person will write.

EL.K.4.3 2006

Write using pictures, letters, and words.

EL.K.4.4 2006

Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).

Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.

EL.K.6.1 2006

Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

EL.K.6.2 2006

Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.

EL.1.5.4 2006

Use descriptive words when writing.

Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.

EL.1.4.1 2006

Organization and Focus:

Discuss ideas and select a focus for group stories or other writing

EL.1.4.2 2006

Use various organizational strategies to plan writing.

EL.1.4.3 2006

Evaluation and Revision:

Revise writing for others to read.

EL.1.4.4 2006

Research Process and Technology:

Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.

EL.2.4.1 2006

Organization and Focus:

Create a list of ideas for writing.

EL.2.4.2 2006

Organize related ideas together to maintain a consistent focus.

EL.2.4.3 2006

Research Process and Technology:

Find ideas for writing stories and descriptions in pictures or books.

EL.2.4.7 2006

Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

EL.2.4.8 2006

Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

EL.2.5.1 2006

Write brief narratives based on experiences that:

- move through a logical sequence of events (chronological order, order of importance).
- describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

EL.2.5.5 2006

Use descriptive words when writing.

Handwriting:

Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

EL.2.6.3 2006

Use the correct word order in written sentences.

EL.2.6.7 2006

Capitalization:

Capitalize all proper nouns (names of specific people or things, such as *Mike, Indiana, Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr., Mr., Mrs., Miss*) and initials in names.

EL.2.6.8 2006

Spelling:

Spell correctly words like *was, were, says, said, who, what, and why*, which are used frequently but do not fit common spelling patterns.

EL.2.6.9 2006

Spell correctly words with short and long vowel sounds (*a, e, i, o, u*), r-controlled vowels (*ar, er, ir, or, ur*), and consonant-blend patterns (*bl, dr, st*).

- short vowels: actor, effort, ink, op, unless
- long vowels: ace, equal, ind, oe, use
- r-controlled: park, supper, bird, corn, further
- consonant blends: blue, crash, desk, speak, coast

Mathematics:

Using multiple chopsticks, you can count them, group them, create word problems with them, etc... Ex: If chopsticks come in 2 per package, how many chopsticks would I have if I bought 4 packages?

MA.K.1.6 2000

Count, recognize, represent, name, and order a number of objects (up to 10).

MA.K.1.8 2000

Use correctly the words one/many, none/some/all, more/less, and most/least.

MA.K.6.3 2000

Explain the reasoning used with concrete objects and pictures.

MA.1.1.1 2000

Count, read, and write whole numbers up to 100.

MA.1.2.1 2000

Show the meaning of addition (putting together, increasing) using objects.

MA.1.2.2 2000

Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.

MA.2.1.1 2000

Count by ones, twos, fives, and tens to 100.

MA.2.2.6 2000

Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.

Science:

Social Studies:

Discuss how different people provide different services in a community (the glue was the doctor, etc...)

SS.K.4.2 2007

Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

Example: Use picture books, stories and software programs to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

SS.K.4.3 2007

Explain why people in a community have different jobs.

Example: People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.

SS.1.2.4 2007

Roles of Citizens: Describe ways that individual actions can contribute to the common good of the community.

Example: Students help to keep the classroom and school clean by properly disposing of trash.

SS.2.2.5 2007

Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.

RELATED INTERNET SITES:

A Youtube video on how to use chopsticks correctly

<http://www.youtube.com/watch?v=m8mw8SWS5nM>

An article on a brief history of chopsticks

<http://www.history.com/news/hungry-history/a-brief-history-of-chopsticks>

A Youtube video showing the Chopsticks song

<http://www.youtube.com/watch?v=JM5fjgiFrXg>

Author pronunciation and book guide: www.teachingbooks.net. Login with your work email.