

TEACHER READING GUIDE

Storytelling Math: *Luna's Yum Yum Dim Sum*

written by Natasha Yim
illustrated by Violet Kim

This book is from
the **Storytelling
Math** series.



Essential Question: How do descriptive words help the reader better understand the setting and main characters in a story?

BOOK SNAPSHOT

Selected from the New Worlds
Reading Initiative Booklist

Text Type: Literary

Genre: Realistic Fiction, Picture Book

Themes/Topics: Food, Sharing, Math

Lexile: AD510L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.K.F.1.3 (b)

Identify and produce
alliterative words.

Vocabulary

ELA.K.V.1.1

Use grade-level academic
vocabulary. (Tier 2)

Comprehension

ELA.K.R.3.3

Identify and explain
descriptive words.

BUILDING BACKGROUND

In *Storytelling Math: Luna's Yum Yum Dim Sum*, the main characters dine at a dim sum restaurant.

- Explain what dim sum is using p. 30 of the book.
- Display the book's illustrations to support students' visualization of dim sum.
 - bite-sized food
 - bamboo baskets
 - push carts
- Dim sum is a special food for Luna and her family. Discuss special foods students eat with their families.

STUDENT LEARNING TARGETS

Today I am:
identifying and explaining
descriptive words.

So that I can:
better understand the
setting and characters.

WORD WORK – IDENTIFY AND PRODUCE ALLITERATIVE WORDS

Students will identify and produce **alliterative words** to strengthen phonological awareness. **Alliterative words** begin with the same consonant sound.

- “The words *cat* and *cob* have the same beginning consonant sound, /k/. These are alliterative words.”
- “I will say two words. Listen to decide if they have the same beginning sound. Ready?”
- “Listen carefully: *mop*, *mad*. Do they have the same beginning sound?”
- “Yes, *mop* and *mad* have the same beginning sound, /m/.”
- “Can you think of another word with the beginning sound /m/?”

Identify and produce alliterative words from the story:

bun (p. 9) – ball

get (p. 12) – got

rat (p. 24) – rod

ELA.K.F.1.2: Demonstrate phonological awareness.

b. Identify and produce alliterative and rhyming words.

Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



wails (p. 13): If something or someone **wails**, they make a long, loud, high-pitched cry to show they are unhappy. Luna **wails** when her brothers tell her she can only have one char siu bun.



exclaims (p. 23): If someone **exclaims**, they say something loudly. Luna **exclaims** her fear about splitting the buns.



glare (p. 18): When someone **glares** at something or someone, they look at them with an angry expression on their face. Kai, Luna, and Benji **glare** at one another when they can't decide who should get the buns.



fluffy (p. 26): If a food is **fluffy**, it is light and airy and melts in your mouth. Kai, Luna, and Benji stare at the **fluffy**, delicious half bun, hoping to eat it.

Vocabulary Extension Activity

Ask “Wh” questions to reinforce understanding of the vocabulary.

- For example, **wails**:
 - Who can **wail**?
 - Why might someone **wail**?
 - How might we help someone who is **wailing**?

READ FOR MEANING – DESCRIPTIVE WORDS

ELA.K.R.3.1: Identify and explain descriptive words in text(s).

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

- **Clarification 2:** For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Before:

Students will explain how **descriptive words** help them describe the **main characters** and **setting** of the story.

- In *Storytelling Math: Luna's Yum Yum Dim Sum*, the main characters learn how to share their food. Use the following prompts to activate students' knowledge on sharing:
 - If I give two friends two cookies, how should they share the cookies?
 - If I give them three cookies, how should they share them?
 - Would it be *fair* if one friend took all three cookies and the other friend got none? Why or why not?
 - Explore what it means to be *fair* in the context of sharing.

Try This!

Read p. 30 of *Storytelling Math: Luna's Yum Yum Dim Sum* to introduce the Chinese Zodiac. Engage students in a discussion using the following prompts:




- Do you know what animal you are? (Provide them with the answer, if necessary.)
- What words would you use to describe your animal?

During:

How Descriptive Words Describe the Setting

Recreate the table below on the board or chart paper. As you read p. 2 – 11, discuss and record the **descriptive words** the author uses to describe the **setting**.

- **Model (I do) and Guided Practice (We do):** Model a think aloud to identify and explain how **descriptive words** describe the **setting**. Gradually release the responsibility to students to identify and explain the **descriptive words**.
 - Read p. 2 – 11. Say to students:
 - "The **setting** of a story is where the story takes place. What is the setting of this story?"
 - "The **setting** is the dim sum restaurant. The author uses **descriptive words** to help us imagine the restaurant."
 - "The author describes the restaurant as *noisy*. The word *noisy* helps me imagine how the restaurant sounds inside. What would make a restaurant noisy?"
 - "I imagine a noisy restaurant with lots of people's voices and the sound of glass hitting tables. What do you imagine?"
 - Continue to think aloud and discuss the **descriptive words** the author uses to describe the **setting**.

Setting: the dim sum restaurant		
What do you hear? 	What do you see? 	What do you smell? 
Examples include, but are not limited to: <ul style="list-style-type: none">• noisy• buzz	Examples include, but are not limited to: <ul style="list-style-type: none">• white tunics• carts	Examples include, but are not limited to: <ul style="list-style-type: none">• warm• sweet

READ FOR MEANING – DESCRIPTIVE WORDS

How Descriptive Words Describe the Main Characters

Recreate the table found below on the board or chart paper. As you read p. 11 – 25, discuss and record the **descriptive words** the author uses to describe the **main characters**.

- **Model (I do) and Guided Practice (We do):** Model a think aloud to identify and explain how the **descriptive words** describe the **main characters**. Gradually release the responsibility to students to identify and explain the **descriptive words**.
 - Read p. 11 – 25. Say to students:
 - “Kai describes himself as the oldest. Kai thinks because he is the oldest, he should get the extra bun. I do not think that is a fair way to decide. What do you think?”
 - Use the following prompts to guide students in explaining the **descriptive words** for each character:
 - What word(s) does _____ (character) use to describe himself?
 - Why would being the _____ (descriptive word) support why they should get the extra bun?
 - After explaining the descriptive words for each character, discuss:
 - Who do you think should get the extra bun? Why?

Kai	Benji	Luna
Examples include, but are not limited to: <ul style="list-style-type: none">• oldest• tallest	Examples include, but are not limited to: <ul style="list-style-type: none">• youngest• shortest	Examples include, but are not limited to: <ul style="list-style-type: none">• birthday girl• bravest



After:

- Brainstorm words students can use to describe themselves on the board or chart paper.
- Students will select one descriptive word to complete the following sentence stem:
 - I should get the extra bun because I am _____ .
- Ask students to draw a picture for the sentence they created.
- For example:

I should get the extra bun because I am helpful.



Cross-Curricular Connection

Use p. 31 of *Storytelling Math*:

Luna's Yum Yum Dim Sum

to discuss real-life math

connections. It reinforces

Florida's B.E.S.T. Standards for

Mathematics skills: counting

and comparing numbers.