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 Loc 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.1.4.1 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**
Spelling 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, chop, unless
- long vowels: ace, equal, bind, hoe, 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=m8mw8SW5nM

An article on a brief history of chopsticks

A Youtube video showing the Chopsticks song
http://www.youtube.com/watch?v=JM5fjgiFrKg

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