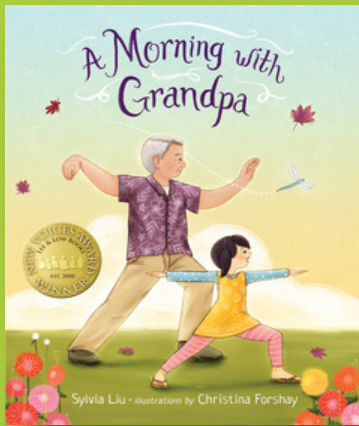


TEACHER'S GUIDE



LEE & LOW BOOKS

A Morning With Grandpa

written by Sylvia Liu

illustrated by Christina Forshay

About the Book

Genre: Realistic Fiction

***Reading Level:** Grades 2–3

Interest Level: Grades K–3

Guided Reading Level: L

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: AD660L

*Reading level based on the Spache Readability Formula

Themes: Childhood Experiences and Memories, Families (Grandparents), How To, Compare and Contrast, Cultural Diversity, Identity/Self Esteem/Confidence, Mentors, Pride, Self Control/Self Regulation, Collaboration, Imagination, Humor, Nature, Risk-taking and New Experiences, Asian/Asian American Interest

SYNOPSIS

Mei Mei's grandpa is practicing tai chi in the garden, and Mei Mei is eager to join in. As Gong Gong tries to teach her the slow, graceful movements, Mei Mei enthusiastically does them with her own flair. Then Mei Mei takes a turn, trying to teach Gong Gong the yoga she learned in school. Will Gong Gong be able to master the stretchy, bendy poses?

Winner of Lee & Low's New Voices Award, *A Morning with Grandpa* celebrates, with lively spirit and humor, the special bond between grandparent and grandchild and the joy of learning new things together. Readers of all ages will want to try out some tai chi and yoga too!



BACKGROUND

Tai Chi (from the author): Tai chi is short for Tai chi chuan, which means “ultimate supreme boxing” in Chinese. Tai chi is a popular type of exercise that is also considered a martial art. When doing tai chi, people move slowly, breathe deeply and direct their *qi* (chee), or energy, around their bodies. They go through a series of connected movements, called forms. Tai chi helps people stay healthy and flexible. The most common style of tai chi includes twenty-four forms. In this story, the tai chi forms are not performed in their usual order.

Additional information on tai chi: According to the Mayo Clinic, tai chi can be done indoors or outdoors, alone or in a group class (<http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/tai-chi/art-20045184>). It is safe for all ages and fitness levels. The fact that it is a low impact exercise may make it appealing to older adults. A demonstration of the twenty-four forms of tai chi can be found in the YouTube video “Tai Chi 24 Form, With English Titles” (<https://www.youtube.com/watch?v=-ZtpwmjMC7Q>).

Yoga (from the author): The term “yoga” comes from the Sanskrit word that means “union.” Yoga is an ancient mind and body practice from India that focuses on balance and inner peace. There are many different types of yoga. People who practice yoga do postures called “asanas.” Performing the postures helps people become strong and flexible. Yoga also focuses on the union between asanas and breath.

Additional information on yoga: Many yoga poses relate to animals and things in nature. In addition to the yoga poses described in the author’s note, examples of poses with instructions can be found at Yoga Journal (<http://www.yogajournal.com/category/yoga-for/kids/>) and Gaia (<http://www.gaia.com/article/animal-yoga-poses-for-kids>).

Additional titles to teach about grandparents and new experiences:

Grandfather Counts written by Andrea Cheng, illustrated by Ange Zheng

<https://www.leeandlow.com/books/2399>

Goldfish and Chrysanthemums written by Andrea Cheng, illustrated by Michelle Chang

<https://www.leeandlow.com/books/2398>

Rainbow Stew by Cathryn Falwell

<https://www.leeandlow.com/books/2816>

Hot, Hot Roti for Dada-ji written by F. Zia, illustrated by Ken Min

<https://www.leeandlow.com/books/2749>

Only One Year written by Andrea Cheng, illustrated by Nicole Wong

<https://www.leeandlow.com/books/2715>

Going Home, Coming Home written by Truong Tran, illustrated by Ann Phong

<https://www.leeandlow.com/books/2794>

The Wakame Gatherers written by Holly Thompson, illustrated by Kazumi Wilds

<https://www.leeandlow.com/books/2901>

Abuela’s Weave written by Omar S. Casteñeda, illustrated by Enrique O. Sanchez

<https://www.leeandlow.com/books/2350>



VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

tai chi, martial art, serenade, conduct a symphony, yoga, karate, ocean floor, Gong Gong (grandpa), qi, helicopter seed, serenading, Mei Mei (little sister), symphony, guard dog, royal palms, mermaid

Academic

sway, motion, frisky, energy, complicated, wobble, flex, carefully, gently, frisky, conduct, arch, hunch, startled, creature, guard

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
2. What's special about the relationship between a grandchild and grandparent? What kinds of activities might a grandchild and grandparent do together? What might a grandparent teach a grandchild? What might a grandchild teach a grandparent? Encourage students to share personal experiences.
3. Introduce the topics of tai chi and yoga. On chart paper, create a KWL chart about each one: What do you think you know about tai chi/yoga? What do you want to know? What have you learned? Record students' responses in the first two columns of each chart. You will return at the end of the read aloud to reflect on and record what they have learned.
4. As a hook for students, consider showing them the book trailer created by author Sylvia Liu posted on YouTube: <https://www.youtube.com/watch?v=BgGR8zD1rR8&feature=youtu.be>

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrators' dedications, and illustrations. Read the glossary at the beginning of the book to introduce key terms. The author's note at the end provides further history on tai chi and yoga, as well as step-by-step instructions on the poses featured in the main story.



Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Mei Mei and Gong Gong spend their morning together
- what they learn from each other
- what are tai chi and yoga and how they are similar and different

Encourage students to consider why the author, Sylvia Liu, would want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses.

To build skills in close reading of a text, students should cite evidence with their answers.

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What is Gong Gong doing in the garden?
2. When Grandpa says tai chi is a martial art, what does Mei Mei say? According to Gong Gong, how is tai chi different than karate?
3. What tai chi forms does Gong Gong teach Mei Mei? What are some of the action words the author, Sylvia Liu, uses to describe Mei Mei when she tries tai chi?
4. What does Mei Mei teach Gong Gong?
5. Which yoga poses does Mei Mei teach Gong Gong? What are some of the action words the author, Sylvia Liu, uses to describe how his body moves when he tries yoga?
6. What is *qi*?

7. What do Mei Mei and Gong Gong say to each other to encourage them to keep going even when they don't do the poses quite right?
8. Which yoga pose is difficult for Gong Gong?
9. Which tai chi pose is difficult for Mei Mei?
10. Which yoga pose are Gong Gong and Mei Mei able to do together?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Why do you think tai chi is challenging for Mei Mei? Compare and contrast the ways she and Gong Gong each practice tai chi.
2. Why do you yoga is challenging for Gong Gong? Compare and contrast the ways he and Mei Mei each practice yoga.
3. How does Gong Gong respond when Mei Mei tries the tai chi forms? How does he help her keep practicing and learning?
4. What advice do you have for Gong Gong to improve his yoga? What advice do you have for Mei Mei to improve her tai chi?
5. Do you think Mei Mei is too young to master tai chi? Do you think Gong Gong is too old to master yoga? Why or why not?
6. What are the similarities and differences between yoga and tai chi? Why do you think someone would want to learn yoga or tai chi?
7. Compare and contrast how Mei Mei and Gong Gong each practice yoga. How does Mei Mei respond when Gong Gong struggles to do the poses she introduced? How does she help him keep practicing and learning?
8. Describe Mei Mei and Gong Gong's relationship. How do you think they felt during their morning together? How could you tell? What is special about a grandparent-grandchild relationship? What could be challenging about it?



“The book’s sweetness stems from the thoughtful gentleness with which Gong Gong guides Mei Mei, never restraining her natural exuberance.”

–*Publishers Weekly*

“Together, Liu’s lively text and Forshay’s playful illustrations effectively capture a true-to-life relationship that transcends cultures and generations.”

–*Kirkus Reviews*

“**VERDICT:** This selection stands out from other yoga picture books for its introduction to tai chi and will circulate well in collections where there is an interest in movement, health, and fitness.”

–*School Library Journal*

9. How do Mei Mei and Gong Gong demonstrate patience in teaching and taking turns?
10. What do Mei Mei and Gong Gong learn about trying new things?
11. Why do Mei Mei and Gong Gong want to share their interests and teach each other about yoga and tai chi? How does sharing an experience or interest bring people closer together?
12. Do you think Grandpa will try yoga again? Do you think Mei Mei will try tai chi again? Why or why not?
13. Think about a time you tried to teach a person something. How does your experience compare to Mei Mei and Gong Gong’s experience?
14. Do you think yoga or tai chi would be popular in your school? Why or why not?

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader’s response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Return to the class KWL chart from before reading. Discuss and write about what you learned about tai chi and yoga. Refer back to the author’s notes about each topic. Include information about what makes tai chi and yoga different from other sports or forms of exercise.

2. Describe one of your grandparents or another older person who is important to you. Use as much detail as possible. Include information about what you do together, what you talk about, and how you learn from your grandparent and teach him/her new things.
3. Describe a time when you took a risk and tried something you’d never done before. How did you feel when you started out? What happened? Did anyone help you? How? How did you feel after trying the new thing?
4. Compare and contrast how your body feels when you’re wild and when you are calm. What helps you calm down when you are very excited or have a lot of extra energy?
5. Describe a time you tried to teach another person something new to him/her. What did you try to teach? How did it go? What were the challenges in teaching something? What were the rewards?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.



2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about one of their grandparents, yoga, or tai chi.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Show students pictures or video clips of the real animals, natural elements, etc. related to the tai chi forms and yoga poses: crane, seaweed, helicopter seed, rock star, conductor of a symphony, guard dog, mermaid, palm tree.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension

activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas & Details, Strand 2, Craft & Structure, Strand 4, and Integration of Knowledge & Ideas, Strand 9)
(Writing Standards, Text Types & Purposes, Strands 2 and 3 and Productions & Distribution of Writing, Strand 4)
(Language Standards, Knowledge of Language, Strand 3 and Vocabulary Acquisition & Use, Strand 5)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Have students write a letter to a friend describing yoga or tai chi. Students should explain what it is, how it is unique from other activities, and its benefits. Ask students to include why they recommend yoga or tai chi to a friend.
2. Study the examples of written and visual directions for yoga poses as a class: What are the characteristics of an informative text? Have students write and draw step-by-step “How To” directions for their own yoga poses or a different task/activity. Then have students in partners try to follow the directions and pictures they created. Students can revise their directions based on their partners' ability to accomplish the task or pose. As a class, reflect on the challenges and purpose of writing how to directions.
3. Create a Venn diagram about contrasting types of activities (e.g., quiet vs. loud, calm vs. energetic, etc.) You may wish to use this to highlight appropriate activities for specific times of your school day (e.g., indoor recess vs. outdoor recess activities). Discuss how some activities can fall into both categories depending on how they are performed, such as playing music or dancing.
4. Create a list of helpful phrases for teaching and encouraging others, starting with examples from the book, such as “Now you try,” “Not quite right. Try...” “Very nice!” “Just copy me,” and “You can do it. Give it a try!” Remind students to use these phrases during partner work and other interactions with classmates.
5. Read another story about a girl who learns yoga called *The Happiest Tree: A Yoga Story* (<https://www.leeandlow.com/books/2401>). In a paragraph, have



students compare the character Meena with Mei Mei from *A Morning with Grandpa*, focusing on the question: What does each character learn about self-confidence?

6. Explain to students that a simile is a way to make a comparison between two different things and uses “like” or “as” to make the comparison. Writers use similes to give more detail, make their writing more exciting, and help readers better understand a topic. Have students identify and write down the similes in *A Morning with Grandpa*. As a group, discuss what the story would be like without the similes. How do these examples make the story easier to imagine? Encourage students to create their own similes and share them with the class.
7. Have students study how the following words are displayed in the text: hopped, bopped, twirled, creaky, arched, and leaned. What clues can students use to determine the meaning of these words? Why do you think the words were written this way in contrast to the rest of the sentences? Encourage students to try to write a word that hints at its meaning by changing the shape, length, size, color, or another characteristic.

Social Studies/Geography

(Reading Standards, Craft & Structure, Strands 4 and 5)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

Locate China and India on a map and show the distance from where students’ school is. Discuss other examples of how pastimes from a particular place can be shared and enjoyed all over the world, locating relevant places on the map.

Physical Education

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 & 9)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Try out the tai chi forms and yoga poses described in this book. View videos or pictures of additional poses. Discuss terms like *flexibility* and *balance*. Ask students to focus on how each pose requires the use of different body parts.
2. Discuss the connection between tai chi and yoga and things in nature. Brainstorm additional animals

or natural elements and create poses related to them.

3. Revisit the book with a focus on listing various action words (e.g., *dance*, *sway*, *bounce*, *hop*, *twirl*, *wobble*, etc.) Act out each word.
4. Try reading the story again with students acting out Mei Mei and Gong Gong’s attempts at tai chi and yoga. For example, after you read, “He was a musician serenading the sunflowers” and “Mei Mei was a rock star playing guitar for the daisies” encourage students or a volunteer to show what each example looks like.
5. Act out Mei Mei and Gong Gong’s versions of “Cloud Hands” and “Play the Lute,” and discuss the differences in their energy/activity levels. Practice techniques for calming down such as slowing one’s movements, matching breath to movement, deep breathing, etc.
6. Consider making tai chi or yoga a part of the school day routine. Yoga and tai chi could be used at the beginning or end of the day, after recess or lunch, as a mind and body break or to refocus for a new activity. To get started, read Teaching Tolerance’s article, “Yoga in Public Schools,” (<http://www.tolerance.org/magazine/number-42-fall-2012/feature/yoga-public-schools>) and check out the K–12 Yoga Directory (<http://k-12yoga.org/>) to find local resources.

School-Home Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)
(Writing Standards, Text Types & Purposes, Strand 2 and Research to Build & Present Knowledge, Strand 7)

1. Ask students to teach a family member some of the tai chi or yoga poses you’ve practiced in school. Discuss in advance language and behaviors to use for explaining, encouraging, demonstrating, etc. Have students report back about successes and challenges and write up a reflection on the experience.
2. Ask students to interview a grandparent or other caregiver about his or her favorite pastimes. If possible, invite family members to school to teach the class something new.



ABOUT THE AUTHOR

Sylvia Liu was inspired to write *A Morning with Gong Gong* by the playful and loving relationship between her children and their gong gong. Before devoting herself to writing and illustrating children's books, she worked as environmental lawyer at the U.S. Department of Justice and the nonprofit group Oceana. She lives in Virginia Beach, Virginia, with her husband and their two daughters. *A Morning With Grandpa*, Liu's debut picture book, was selected for the 2013 Lee & Low Books' New Voices Award. She draws inspiration for her stories from her family, her environmental experiences, and her diverse background. Visit her online at enjoyingplanetearth.com.

ABOUT THE ILLUSTRATOR

Christina Forshay is a full-time illustrator known for her colorful images and joyous style. Born and raised in sunny California, she was inspired to become an illustrator by her many visits to Disneyland and by watching hours of cartoons as a child. Today she still watches cartoons for inspiration for her illustrations! Christina lives with her husband, son, daughter, and two dogs in California. You can find her online at christinaforshay.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

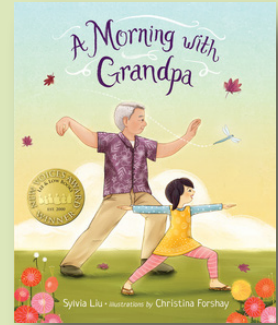
www.leeandlow.com/books/2923 (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for A Morning with Grandpa



\$9.95, PAPERBACK

978-0-89239-170-7

32 pages, 8-1/2 x 10-3/4

*Reading Level: Grades 2–3

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–3

Guided Reading Level: L

Accelerated Reader® Level/Points: NA

Lexile™ Measure: AD660L

THEMES: Childhood Experiences and Memories, Families (Grandparents), How To, Compare and Contrast, Cultural Diversity, Identity/Self Esteem/Confidence, Mentors, Pride, Self Control/Self Regulation, Collaboration, Imagination, Humor, Nature, Risk-taking and New Experiences, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/2923>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.