

READY
—TO—
READ
GRAPHICS

A GUIDE FOR
EDUCATORS

MWAHAHA!



INTRODUCING

READY-TO-READ GRAPHICS

Launch beginning readers on their graphic novel adventure!

Ready-to-Read Graphics books are leveled readers inspired by traditional graphic novels and tailored for kids beginning their reading journey.

Every Ready-to-Read Graphics book includes:

A how-to guide for reading graphic novels

Pages that mimic traditional graphic novels with easy-to-follow panels and speech bubbles

Accessible vocabulary to build reading confidence

Compelling stories and characters to keep young readers engaged

Levels that correspond to those on standard Ready-to-Read books

Fresh, engaging illustrations that provide context and promote visual literacy



READY-TO-READ GRAPHICS is the perfect launchpad for emerging graphic novel readers!

LEVEL
3

Geraldine Pu



GERALDINE PU GERALDINE PU AND HER LUNCH BOX, TOO!

Written and illustrated by Maggie P. Chang
HC: 9781534484696 • PB: 9781534484689

EB: 9781534484702

Grades 1–3; Ages 6–8

On Sale June 29, 2021

DISCUSSION QUESTIONS

1. Geraldine Pu loves the lunch her Amah packs in her lunch box, Biandang. Why do you think she asks for a sandwich?
2. Why did Geraldine ask to taste Deven's lunch?
3. Eating food from a different culture is one way to show respect and acceptance. What else could Geraldine have done to help Deven stand up to Nico? What could you do if someone is being made fun of for their lunch, clothing, or language?
4. Is there a food you eat with your family that may be seen as uncommon or even "smelly"? Have you ever tried to talk about this food with a friend or classmate? How might you describe its taste or appearance or what it means to you?

ACTIVITIES

1. **Social Studies connection:** Have students partner up or form a small group to research what children eat for lunch around the world. Each group should choose a country and consider the following questions:
 - What does a typical school lunch in this country consist of?
 - Why do you think this lunch is popular? (Hint: What foods grow in this country's climate?)
 - What utensils do the students use to eat?
 - Was there something about the school lunch that surprised you?
 - What does a school lunch tell you about the country?
 - Would you like to eat this lunch? Explain your answer.
2. **Art connection:** Geraldine Pu loves her lunch and her lunch box, Biandang. Have students create a diagram of their lunch box and the components of their favorite lunch. (Be sure to label each food!) Extension: Ask students to write a note to put into another classmate's lunch box, just like Amah did for Geraldine.
3. **Cooking connection:** Gather images of different foods or dishes from around the world. Share the images with your students and ask if they've ever eaten the food before. If so, what did it taste like? If no one has eaten the food before, try to imagine together what it would taste like—salty, sweet, or spicy?

** Teachers—consider using *What's Inside My Lunch Box?* by Hannah Eliot, illustrated by Elio, as a companion read.

DISCUSSIONS AND ACTIVITIES ACROSS ALL THREE BOOKS

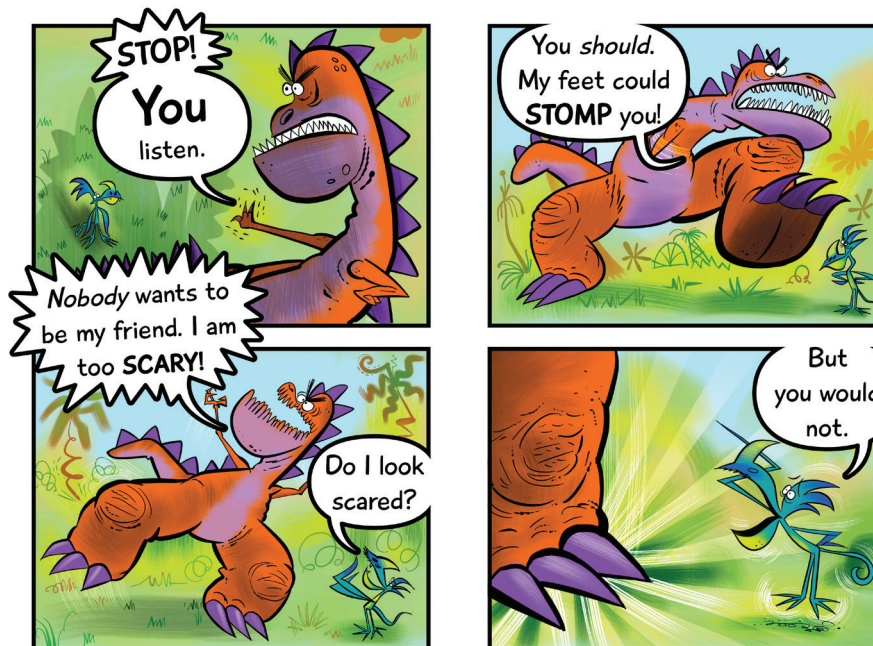
1. **Collaborative writing, graphic novel:** As a class, generate ideas for a graphic novel, including characters, setting, problems, and solutions. Create the table of contents with chapter titles. Then work in small groups to write and draw each chapter. Consider using graphic organizers, which are freely available online, or draw your own.
2. **Building community:** Each of these books celebrate kindness, empathy, and friendship. Here are some strategies to use to help build community in your own classroom:
 - **Shout-outs:** Go around the classroom and have each student praise one of their classmates for something specific they did that day. Students can share aloud with the class, or write it down for teachers to share.
 - **Good things:** Have students take turns talking with a partner about one good thing in their lives.
 - **Write around:** Instruct students to write one of the following sentence starters at the top of four different pieces of paper, and then pass the papers to their classmates. Continue passing the papers around the room until every student has filled out answers for all of their classmates. Ask students to share their favorite answers with the class.

"I appreciate when you..."

"I look forward to seeing you because..."

"Some kind words that describe you are..."

"One thing I've learned from you is..."



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3. **Being a good neighbor:** Characters across these books demonstrate how to be a good neighbor. They help keep people safe, and they respect cultures different from their own.

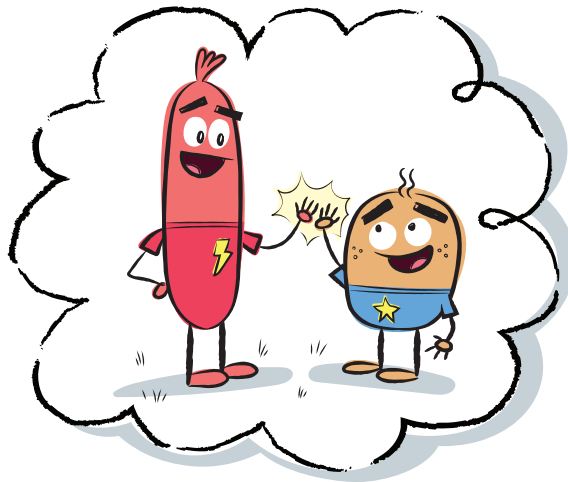


CLASS DISCUSSION QUESTIONS

- Which characters in these books are good neighbors? How can you tell?
- What does it mean to be a good neighbor?
- What responsibilities do good neighbors have?

ACTIVITIES

- Ask students to share a time when they demonstrated being a good neighbor.
- Discuss why rules are important, and have students create their own set of class rules and consequences.
- Ask students to consider ways they can be good neighbors. As a class, brainstorm ideas for ways to participate in ongoing community service projects, or adopt a service learning project based on a problem your class has identified in the community.



****Teachers**—Geraldine Pu, Thunder, Cluck, Nugget, and Dog all stand up to bullies. These graphic novels are a great way to approach the topic of bullying with your students. To learn more about bullying, visit StopBullying.gov. For resources to help address bullying, visit Not in Our Town at NIOT.org.

Learn more about Ready-to-Read Graphics at ReadytoRead.com!

Ready-to-Read Graphics Teacher Guide written by literacy teacher and librarian **Melissa Cardinali**.

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