

Parent Education Activity

Lesson Topic: The Mid-Autumn Festival
Level: (ABE, ASE, ESL, multi-) Multi-level
College and Career Readiness Standard(s): Anchor # 1 Level A, B Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Level A: Ask and answer questions about key details in a text.</i> <i>Level B: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i>
ELPS Anchor and Level Correspondences: (Optional) N/A
Lesson adapted from NCFL Lesson: (if applicable) ExPEERiencing Reading
NELP Predictor(s) of Later Success: <ul style="list-style-type: none">• Phonological memory: the ability to remember spoken information for a short period of time• Oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar• Visual processing: the ability to match or discriminate visually presented symbols
Parent Education Lesson Objectives: At the end of this lesson, parents will: <ul style="list-style-type: none">• Develop questions about the key details in a story.• Explain how <i>who, what, when, where, why, and how</i> questions support comprehension.
Materials: <ul style="list-style-type: none">• Multiple copies of "A Big Mooncake for Little Star" *• ACIRI Blank Scoring Form

- PEER Handout: Open-Ended Questions and Expansion
- PEER Handout: Steps for the Dialogic Reading Process
- PEER Handout: The PEER Sequence
- Chart paper or white/SMART Board and markers
- Bedtime Struggles article (suggestion - https://www.oed.pitt.edu/sites/default/files/Parent_Guides/Updated-Parenting-Guides/Bedtime%20struggles%20Parent%20Guide.pdf)

* If virtual, a recording of “A Big Mooncake for Little Star” can be found at - <https://www.youtube.com/watch?v=iGzjG6vDwVE>

Parent Education Lesson Framework

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: What are some of your favorite strategies to get your child interested in a book? What are some of the things you do that are effective?</p> <p>Do you recall a reading together strategy that we have used called the PEER strategy?</p> <p>Does anyone remember what PEER stands for? PEER stands for:</p> <ul style="list-style-type: none"> • PROMPT • EVALUATE • EXPLAIN • REPEAT <p><i>Share PEER Handout: The PEER Sequence.</i></p>	<p>Keep a list of parent comments on the board, and consider sharing the ACIRI Blank Scoring Form after comments are collected. Point out similarities between the strategies shared by parents and the adult behaviors included within the ACIRI. This validates for parents that many of the things they are doing when reading have been identified by researchers as critical behaviors for building literacy skills in children. If parents are experiencing difficulty generating strategies, the ACIRI form can be shared to prompt discussion.</p> <p>Write PEER on the board. The PEER strategy helps organize the key behaviors of the ACIRI into a strategy for reading with children. PEER demonstrates the “back and forth” interaction</p>	<p>Large group; Partner discussion if desired</p>	<p>5 minutes</p>

<p>Let's review the PEER Sequence. Today we are going to practice the PEER strategy using <i>A Big Mooncake for Little Star</i> by Grace Lin.</p>	<p>between adults and children when reading together. Ask parents to talk with a partner and find a similarity between the ACIRI behaviors and the PEER strategy.</p>		
<p>Review Objectives: Our objective is to: Explain how <i>who, what, when, where, why, and how</i> questions support comprehension. Comprehension is understanding the meaning of the text. As readers, we sometimes become so involved in the process of sounding out words,</p>	<p>Write the objective on the board.</p>	<p>Large group</p>	<p>5 minutes</p>
<p>Opening Activity: <i>Distribute copies of A Big Mooncake for Little Star. Depending on how many copies you have, parents can work in pairs or small groups. Give parents time to review the book.</i></p> <p>Before we begin reading, what do you notice about this book? Take some time to look through the book. Please look to me when you are ready to continue.</p> <p><i>Discuss the questions and record notes on the board.</i></p> <p>Thank you! You noticed a lot of interesting elements to this book. I am excited for you to share it with your children.</p>	<p>On the board write: What do you notice? What is the book about? What do you notice about the pictures/illustrations?</p>	<p>Large group</p>	<p>15 minutes</p>
<p>Central Ideas and Practice: Let's begin by reading the book together. Recall the questions on the board. Consider these as I read.</p>	<p>In 2019, Grace's picture book "A Big Mooncake for Little Star" was awarded a Caldecott Honor. Point out the award sticker on the cover of the book. Have parents noticed awards like these</p>	<p>Large group</p>	<p>10 minutes</p>

<p><i>Read the book aloud to parents.</i></p> <p>Thank you for your attention. Let's consider these questions. As I read, did you notice anything else you'd like to mention or add?</p>	<p>on other books for children? The Caldecott Medal is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children.</p> <p>In what ways might the illustrations in this book support young readers' comprehension of the text?</p>		
<p>Direct Instruction: <i>Be sure that the PEER Handout: Open-Ended Questions and Expansion and PEER Handout: The PEER Sequence parent handout are available as refreshers and guides for parents.</i></p> <p>Recall the PEER reading strategy that we have used with other books. Who remembers this strategy. The first strategy in the PEER strategy is to "Prompt" children by asking questions.</p> <p><i>Review the Open-Ended Questions and Expansion handout.</i></p> <p>Asking open-ended questions prompts a child to answer with more than one-word answers. With an open-ended question, there can be more than one response.</p> <p><i>Select a page from the book, and point to a specific picture. When reading we can ask, "What is this?" Or we can ask, "What do you see on this page?" How did</i></p>	<p>Write down the questions parents generate related to the story. It may help to write the headings <i>who, what, when, where, why</i> and <i>how</i> on the board ahead of time.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Who do you see? • Tell me what you think she is going to do. • What else do you see on this page? • What do you think is going to happen? • What does Little Star do when she is getting ready for bed? • What are some things you do when it is bedtime? • Why is Little Star getting out of bed? • What would you do if there was a cake in the kitchen? • What would happen if Little Star's mom hears her? • Where do you think she is going? • Why is the cake changing its shape? • How is the cake like a moon? 	<p>Large group</p>	<p>15 minutes</p>

<p>it feel when asked open-ended questions vs. closed questions?</p> <p><i>Walk through the pages of the book again, this time brainstorming a list of who, what, when, where, why and how questions related to the story. Ask parents to identify which questions are open-ended questions. If parents suggest closed questions, offer support to adapt the questions to open-ended ones.</i></p>	<ul style="list-style-type: none"> • Why do you think the cake is called a moon cake? 		
<p>Guided Practice: To prepare for ILA, we will work in pairs or small groups to practice reading the story to others who will act as the child listening. As you read, practice asking questions from the list we developed. When the listening child responds, you can practice the second and third strategy in the PEER Sequence - Evaluating what the child said, and Expanding to add to their response. If time allows, we will switch roles.</p> <p>Let's talk about this activity. How did you feel asking the questions? And then how did you feel answering them? How did this change your understanding of the story?</p>	<p>Before reading, remind parents it is ok to take their time when reading through the book. Children enjoy having time to take in the illustrations and think about the story.</p>	<p>Pairs/Small groups</p> <p>Large group</p>	<p>20 minutes</p>
<p>Independent Practice/Formative Assessment: <i>During ILA, parents will have the opportunity to read the story with their children, and practice asking who, what, where, when, why and how questions while reading.</i></p>		<p>Parent/child dyads</p>	<p>20 minutes</p>
<p>Review Objectives: Our objectives were to:</p> <ul style="list-style-type: none"> • Develop questions about the key details in a story. 	<p>It is valuable to note that asking questions to support comprehension is a literacy strategy that can extend beyond reading books together.</p>	<p>Large group</p>	<p>5 minutes</p>

<ul style="list-style-type: none"> Explain how <i>who, what, when, where, why,</i> and <i>how</i> questions support comprehension. 	<p>When waiting at the doctor’s office, visiting the grocery store, or getting ready for bed, parents can use open-ended questions to support children’s understanding and expand vocabulary.</p>		
<p>Wrap-up/Closure: As you become more comfortable with using <i>who, what, where, when, why</i> and <i>how</i> questions to support reading comprehension, your child’s engagement and enjoyment of reading together will grow. Children may begin to initiate reading times together.</p> <p>One aspect of the book that you may relate to is the struggle that Little Star experiences with staying in bed. Despite her mama’s instruction, she continues to sneak out of bed for a nibble of cake. Has anyone experienced this? When your child has trouble staying in bed at bedtime?</p> <p><i>Share the article Bedtime Struggles with families.</i> This is an article you may find helpful if you have this struggle. It says most young children have times when they don’t want to go to bed, or stay in bed. Creating a consistent bedtime routine, which can include reading together, can encourage a more restful bedtime.</p> <p>The article also suggests simply talking with your child about their day. <i>Who, what, where, when, why</i> and <i>how</i> questions can be a great tool to guide a cozy night time conversation.</p>	<p>Teaser: Another interesting perspective would be to ensure that parents read the story BEFORE and AFTER the adult education lesson. For those who were not familiar with the details of the Mid-Autumn Moon Festival, how did learning about the festival impact their comprehension and perception of the story?</p> <p>Similarly, background knowledge is a very important contributor to young children’s reading comprehension. The more a reader knows about a topic, the easier it is to read a text, understand it, and retain the information. Having this additional knowledge creates a fun opportunity to re-read the story, discovering new details each time that can be talked about to expand children’s understanding.</p>	<p>Large group</p>	<p>5 minutes</p>

Adult Education Activity

Lesson Topic: The Mid-Autumn Festival
Level: (ABE, ASE, ESL, multi-) Multi-
College and Career Readiness Standard(s): Anchor # 1 Level A, B <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> <i>Level A: Ask and answer questions about key details in a text.</i> <i>Level B: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i>
ELPS Anchor and Level Correspondences: (Optional) NA
Adult Education Lesson Objectives: <ul style="list-style-type: none">• Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a nonfiction text.
Materials: <ul style="list-style-type: none">• Reading passages from https://studycli.org/chinese-holidays/mid-autumn-festival/• 5 W & H Handout

Adult Education Lesson Framework

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: What is a cycle? What are some cycles that you notice in nature? Recall the book "A Big Mooncake for Little Star." What do you remember about the book?</p> <p>(Virtual adaptation: Provide a PPT with images of the different cycles. Use your camera to share the book.)</p>	<p>Cycles that students may notice include: seasons, plant life cycle, lunar cycle</p> <p>Have images on available of the cycles.</p>	<p>Whole group</p>	<p>5 minutes</p>
<p>Review Objectives: As we learn about the Mid-Autumn Festival, we are going to focus on identifying important details in what we read. You will:</p> <ul style="list-style-type: none"> • Develop <i>who, what, when, where, why, and how</i> questions for a nonfiction narrative. 	<p>Write the objective on the board.</p>	<p>Whole group</p>	<p>5 minutes</p>
<p>Direct Instruction: Let's begin by recalling important details from the book <i>A Big Mooncake for Little Star</i>. What do you remember? One way to recall important details is to ask yourself the 5 Ws and H questions.</p> <p>Thank you - you remembered a lot of key details from the story!</p> <p>Asking yourself the who, what, when, where, why, and how questions while reading help you comprehend, or understand what you are reading. This applies to things you read with your children, things you read for personal enjoyment, but also important things you read - perhaps something from</p>	<p>Record student responses on the board. Some responses may include:</p> <ul style="list-style-type: none"> • The book is about Little Star and her mother • They bake a mooncake for the festival • Little Star's mother tells her not to take bites from the mooncake • Little Star wakes up each night to take little bites • Eventually she eats the whole mooncake • Little Star and her mother make a new mooncake 	<p>Whole group</p>	<p>5 minutes</p>

<p>your doctor, your child’s school, or your landlord. When you have to comprehend what you read, keep these questions in mind. It is ok to grab a piece of paper, like this handout, to keep track of important details.</p> <p>(Virtual adaptation: Use the whiteboard to record student’s responses to the questions.)</p>	<ul style="list-style-type: none"> The mooncake Little Star takes bites from is like the moon in the sky 		
<p>Guided Practice: In A Big Mooncake for Little Star, Little Star and her mother are baking a mooncake for the Mid-Autumn Festival.</p> <p>Has anyone heard of or celebrated this festival? <i>If you have students who are familiar with the festival, ask them to share their knowledge and experiences (if they are comfortable).</i></p> <p>This website/handout from CLI, the Chinese Language Institute, has some great information about the Mid-Autumn Festival. Let’s take a few moments to examine the website/handout. Make a note of things that you notice.</p> <p>What are some things that you noticed?</p> <p>To begin, I would like you to read the first two sections silently to yourself. Please look back to me when you are finished and ready to continue. Thank you. Now please listen as I read. As I am reading, keep in mind these what, who, and when questions.</p>	<p>Share the reading passage for CLI. You can copy and paste the material into a document (be sure to cite your source!) or you can direct students to the website.</p> <p>Give students 3-5 minutes to examine the resource they will be reading.</p> <p>Make note of what students notice on the board. Allow students time to read the first two sections.</p> <p>Post these questions on the board:</p> <ul style="list-style-type: none"> What is the Mid-Autumn Festival? Who celebrates the Mid-Autumn Festival? When is the Mid-Autumn Festival celebrated? 	<p>Whole group</p>	<p>15 minutes</p>

Distribute **5Ws & H Handout**. Read the first two sections aloud to class.

Thank you for your attention. Who is able to answer these questions? First, what is the Mid-Autumn Festival? As I look through the passage, I see that it is **a day for friends and family to gather together, offer thanks to the fall harvest, and pray for longevity and good fortune.**

Who celebrates the festival? Let me look back - the first sentence tells me the Mid-Autumn Festival is **one of the most important holidays in China and is recognized and celebrated by ethnic Chinese around the world.**

When is the festival celebrated? Again, the first paragraph of the passage tells me more about when the festival is celebrated. First, **the festival is held on the 15th day of the eighth month of the Chinese lunisolar calendar (the night of the full moon between early September and October).**

Let's continue. Please follow along as I read. Use your handout to answer the questions.

(Virtual adaptation: Share your screen to show the reading. You can also copy and paste it into a Word document or PDF so students can easily view and annotate it. If you did this, be sure to credit the creator. You can share the handout as a PDF, email it to students, or even develop a Google slide where students can answer the questions.)

<p>Independent Practice: <i>Begin reading with the section: The story of the Mid-Autumn Festival.</i></p> <p>As I read, answer the questions on your handout.</p> <p><i>Read the passage through section Mid-Autumn Festival Quick Facts.</i></p> <p>Take a few moments to look back through the questions on the handout. Have you answered each question? If you need to review before you answer, please do that and look up to me when you are ready to continue.</p> <p>Let's review the questions for this section. <i>Ask students to share their responses aloud.</i></p> <p>What is the origin of The Mid-Autumn Festival? The Mid-Autumn Festival is based on the legend of a brave warrior who destroyed the eight of nine blazing suns making Earth a place where man and woman could live.</p> <p>How did the king reward Houyi? He rewarded him with a magic elixir that would send him to the heavens if he drank it.</p> <p>Why didn't Houyi drink the elixir? Because he was in love and didn't want to go to the heavens.</p> <p>Who planned to steal the elixir from Houyi? His arch nemesis.</p>	<p>Depending on the level(s) of your students, you can read the remaining sections aloud as students follow along, ask students to read sections, or have students read silently to themselves.</p> <p>5 Ws & H Questions</p> <ul style="list-style-type: none"> • What is the origin of The Mid-Autumn Festival? • How did the king reward Houyi? • Why didn't Houyi drink the elixir? • Who planned to steal the elixir from Houyi? • Who ended up drinking the elixir? What happened as a result? • Who do the Chinese people remember during The Mid-Autumn Festival? 	<p>Whole group</p>	<p>15 minutes</p>
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<p>Who ended up drinking the elixir instead? What was the result? Houyi's love drank the elixir and was sent to the heavens.</p> <p>Who do the Chinese people remember during The Mid-Autumn Festival? Loved ones who they are separated from.</p> <p>Congratulations! Everyone did a great job finding the answers to those questions! Could you tell a friend who didn't know the origin of The Mid-Autumn Festival?</p> <p>(Virtual adaptation: Share your screen to show the reading. You can also copy and paste it into a Word document or PDF so students can easily view and annotate it. If you did this, be sure to credit the creator. You can share the handout as a PDF, email it to students, or even develop a Google slide where students can answer the questions.)</p>			
<p>Formative Assessment</p> <p>Let's end the lesson by creating and answering some questions.</p> <p>Please read from section Mid-Autumn Festival quick facts through section Other Names. As you read, use your handout to develop five 5W & H questions. When you are finished, we will partner up to answer each other's questions.</p> <p>Please look to me when you are ready to pair up and answer questions.</p>	<p>Some possible questions for students:</p> <ul style="list-style-type: none"> • When did The Mid-Autumn Festival originate? 3000 years ago/during the Shang dynasty • What is the literal translation? middle autumn festival • Who was Houyi's love? Chang'e • What is Chang'e companion on the moon? the moon rabbit • Why do the Chinese celebrate the moon in mid-autumn? that is when the moon is brightest 	<p>Individual/s mall groups/pair</p>	<p>30 minutes</p>

<p><i>When students are ready, group them as appropriate for the size of your class. Ask them to share their handouts with their partner or within small groups.</i></p> <p>Let's take some time to respond to one another's questions. Please look to me when you are ready to continue.</p> <p><i>When students are finished, collect the handouts for review and to reflect on the activity.</i></p> <p>Were you able to answer all of your partner's questions?</p> <p>Did you notice that you had similar or even the same questions? Why do you think this is?</p> <p>How could you use this skill at home?</p> <p>(Virtual adaptation: Students could create their questions in Google Docs or Slides. You could use breakout rooms for the small group or partner work.)</p>	<ul style="list-style-type: none"> • How big are mooncakes? about the size of a hockey puck • What do mooncakes taste like? they can be sweet or savory • What are some other countries that celebrate The Mid-Autumn Festival? Japan and Vietnam • What are some other names for The Mid-Autumn Festival? Moon Festival, Harvest Moon Festival, Mooncake Festival, Reunion Festival 		
<p>Review Objectives:</p> <p>Today we used comprehension skills to learn about the Mid-Autumn Festival from our PE/ILA book. We</p> <ul style="list-style-type: none"> • Asked and answered who, what, where, when, why, and how questions to demonstrate understanding of key details in a nonfiction text. <p>What is something that you learned today that you didn't know before?</p>	<p>Write students' responses on the board.</p>	<p>Whole group</p>	<p>5 minutes</p>

(Virtual adaptation: Write students' responses on the whiteboard.)			
<p>Wrap-up/Closure: Remember when you are reading something important - or even reading for pleasure - you ensure your understanding by asking yourself the 5 Ws & H questions.</p> <p>Over the next week, please try this.</p>	<p>In a week, check in with students to see when they have encountered opportunities to monitor comprehension using the 5Ws & H questions.</p>	<p>Whole group</p>	<p>5 minutes</p>

Interactive Literacy Activities

ILA Topic: A Big Mooncake for Little Star (The Mid-Autumn Moon Festival)	
Parent Level: (ABE, ASE, ESL, multi-) Multi Child Level: (infant, toddler, Pre-K, school-age, multi-) Pre-K	Time to Complete: 45 minutes
NELP Predictors of Later Success: <ul style="list-style-type: none">• Phonological memory: the ability to remember spoken information for a short period of time• Oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar• Visual processing: the ability to match or discriminate visually presented symbols	
ILA/Parent Education Lesson Objectives: (Restate the objectives from the parent education lesson.) <ul style="list-style-type: none">• Develop questions about the key details in a story.• Explain how <i>who, what, when, where, why, and how</i> questions support comprehension.	
Materials: <ul style="list-style-type: none">• Copies of “A Big Mooncake for Little Star”• Pat-a-Cake handout• Mooncake Images sheet• A cookie, pancake, slice of bread, or real mooncake to act out the story• https://wonderopolis.org/wonders?q=moon - Moon wonders• https://youtu.be/sS7li1KtH08 - Rabbit drawing video• Drawing/scratch paper and pencils, crayons (red, pink, orange, green are referenced)	

ILA Lesson Framework

Introduction:		
<ul style="list-style-type: none"> • Explain how <i>who, what, when, where, why,</i> and <i>how</i> questions support comprehension. • Prompt component of PEER strategy • Questions can also be used to Expand • Use the open-ended questions you brainstormed when reading to prompt and expand 		
Age Group:	Content:	Teaching Strategies:
Infant/Toddler	<p>When adults read with young children, children begin to understand that written and spoken words have meaning. This helps them to develop vocabulary, and to connect to the world around them. Even though infants and toddlers might not “answer” adults the way older children do, it is helping them grow when adults read and talk to them. Those same <i>who, what, where, when, why</i> and <i>how</i> questions brainstormed during parent education are just as important to ask infants and toddlers as they are older preschool and elementary age children.</p> <p>Infants are learning by leaps and bounds, and are soothed by the sound of their parent’s voice and words. They may use all of their five senses to explore a book; this is a normal part of their development. Parents may want to read “A Big Mooncake for Little Star” or select a board book, if preferred. Another option is to practice the rhyme, “Pat-a-Cake.” Just like Little Star and her mama baked a Mooncake, parents and children can celebrate with this playful rhyme. Pat-a-Cake handout provided.</p>	<p>Activity: Reading and Talking Together While reading the story, parents can ask questions to model language, and point to pictures in the book while saying the words to PROMPT children and build a foundation for vocabulary development. If they choose to recite the rhyme, they can narrate while doing the motions together. They can EVALUATE and EXPAND by observing their child’s verbal and non-verbal responses, such as smiling, kicking, and cooing. Parents can also REPEAT their children’s responses.</p> <p>Activity: Narrating Your Child’s Day Reading and talking to children can happen at any time of the day. Parents can tell a story about your child’s day or narrate the steps in their bedtime routine. At nighttime, parents can show their child the moon by pointing and repeating the word, and describing what it looks like.</p> <p>Virtual Adaptation: This activity can be done when together in person or virtually with minimal adaptation. The Pat-a-Cake handout can be shared on a screen or modeled using video.</p>
Pre-school	Before reading, peek inside the book’s cover at the description of the book. Just like a movie often has a	Activity: Using Questions to Support Comprehension

trailer, previewing a book can help to build excitement. Inside this book, parents will find an excellent example of an open-ended “*what*” question, which serves as a wonderful PROMPT:

*“Little Star loves the delicious Mooncake that she bakes with her mama. But she’s not supposed to eat any yet! **What happens when she can’t resist a nibble?**”*

Retelling is another important foundational skill for young readers. When children recall and retell the events of a story, it supports comprehension and promotes the development of expressive vocabulary.

“A Big Mooncake for Little Star” also presents an opportunity to explore and strengthen visual processing, which is the ability to match or discriminate the details in visual images. For example, you might see children investigating and organizing items by color, shape, size, or other characteristics. Learning that images have meaning is foundational to literacy, and helps children distinguish between letters as they learn to read and write.

Before getting into the story, parents can take a moment with children to look at the front and back cover of the book and ask children, “What do you think will happen in this story?” The repetitive pattern within the story will also help children continue to predict based on what they recall.

While reading, parents can integrate their *who, what, where, when, why* and *how* questions and evaluate their child’s interpretation of the story. This provides a great opportunity to add information to expand children’s comprehension, or understanding, of the story. For example, a parent might ask, “What is Little Star doing on this page?” A child might respond, “She is eating.” To expand, a parent could say, “That’s right. She is sneaking out of bed to eat the Mooncake!”

Parents can also PROMPT children to recall the events of the story by asking questions such as, “Do you remember what Mama said to Little Star about eating the Mooncake?”

Activity: Using PEER to Perform!

Using props to tell the story, such as a round cookie, a pancake, a piece of bread cut into a circle, or a mooncake of their own, children can nibble along with Little Star as they read and act out the story. Parents may choose to add movement, and encourage their child to tip toe (“pat, pat, pat!”) to take a bite and then return to “bed.” Parents can join in the fun by tiptoeing along or by playing “mama” and listening for sounds. When acting out the story, parents can use *who, what, where, when, why* and *how* questions to assist with recall of events.

- “Where does Little Star go next?”
- “What did Mama say to Little Star after she ate the mooncake?”

		<ul style="list-style-type: none"> • “How did Little Star feel when she was thinking about the mooncake?” <p>Activity: Visual Processing Grace Lin has a website dedicated to the books that she has written and illustrated. It can be found at https://gracelin.com/</p> <p>On this site are images showing the progression of the mooncake being nibbled away. Using the Mooncake Images sheet, children and parents can cut out the 12 images and match them to those shown on the double-page spread in the book. After matching them, children can practice sequencing the images in order, from full moon to crescent.</p> <p>Virtual Adaptation: The first two activities can be done when together in person or virtually with minimal adaptation. For the Visual Processing activity, if it is not possible for the family to access and create the moon images for matching, families can plan to view the moon outside that evening (or a clear evening that week), and decide together which image in the book their moon most resembles. Has Little Star already nibbled away at the moon they see in the sky, or does most of it remain visible?</p>
School-age	It's important for you and your child to continue reading together even after he or she begins learning to read in school. In elementary years, reading comprehension skills support children’s understanding of textbooks, worksheets, and other complex texts. Prior knowledge can also assist with navigating tougher text passages at school and in the world around them. Asking questions about what children are reading supports their verbal processing of the book, so the <i>who, what, where, when,</i>	Parents and school-age children can read the book, “A Big Mooncake for Little Star” together, and build on the themes in the story by asking questions to determine their child’s interests. Questions might include: <ul style="list-style-type: none"> • “What would you have done if you were Little Star?” • “The mooncake in the story changes shape like the moon. Tell me what you think makes the moon look different.”

why and *how* questions remain relevant to becoming a fluent reader.

- "How does the mooncake look different or similar to foods we have made or eaten?"
- "Can you summarize the book?"
- "What did you like about it?"
- "What other books does it remind you of?"

Parents can also extend learning by asking their children what they wonder about the moon. A great place to investigate wonders is Wonderopolis, found at:

<https://wonderopolis.org/wonders?q=moon>

By using the search feature, families can explore wonders on many topics, including the moon!

Activity: Curious about Caldecott

In 2019, Grace's picture book "A Big Mooncake for Little Star" was awarded a Caldecott Honor. Point out the award sticker on the cover of the book. The Caldecott Medal is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. In the video below, Grace Lin shares background information on how the rabbit in the story has significant meaning. She then provides a simple tutorial on how to draw your own rabbit. Families can enjoy learning and drawing together, along with the author. <https://gracelin.com/videos-for-kids/>

Virtual Adaptation:

The first activity can be done when together in person or virtually with minimal adaptation. For the Caldecott activity, if it is not possible for the family to access crayons and drawing paper, they can create shadow puppet bunnies by shining a flashlight or light at a wall, and using their hands to create a bunny with finger "ears" in the sky.

Notes for Implementation: *(Does the ILA happen during class time or outside class time? What is the teacher's role in each setting? How will the teacher support parents and children?)*

ILA can occur during class time, virtually, or continue at home. The strategies of asking questions facilitates children's vocabulary and comprehension skills and can be practiced during daily activities as well as when reading. During these interactions, the child takes the lead, the parent prompts and expands the learning, and the teacher is a coach and support.

Assessment/Evaluation: *(How will parents demonstrate the skill with their child(ren)? What evidence of mastery will you look for?)*

The ACIRI is an excellent guide for assessment of skill demonstration. Looking specifically at categories II and III: Promoting Interactive Reading and Supporting Comprehension and Using Literacy Strategies, both the adult and child behaviors, when observed, provide evidence of skill development and mastery.

Wrap-up/Closure: *(How will parents reflect on the ILA? How will they develop a plan to use the skill outside of the classroom?)*

As parents become more comfortable with using *who, what, where, when, why* and *how* questions to support reading comprehension, children's engagement and enjoyment of reading together will grow. Children may begin to initiate reading times together. One aspect of the book that parents may relate to is the struggle that Little Star experiences with staying in bed. Despite her mama's instruction, she continues to sneak out of bed for a nibble of cake. Share the article *Bedtime Struggles with families*. As the article states, most young children have times when they don't want to go to bed, or stay in bed. Creating a consistent bedtime routine, which can include reading together, can support families in having a more restful bedtime. The article also suggests simply talking with your child about their day. *Who, what, where, when, why* and *how* questions can be a great tool to guide a cozy night time conversation.

Teaser:

Another interesting perspective would be to ensure that parents read the story BEFORE and AFTER the adult education lesson. For those who were not familiar with the details of the Mid-Autumn Moon Festival, how did learning about the festival impact their comprehension and perception of the story?

Similarly, background knowledge is a very important contributor to young children's reading comprehension. The more a reader knows about a topic, the easier it is to read a text, understand it, and retain the information. Having this additional knowledge creates a fun opportunity to re-read the story, discovering new details each time that can be talked about to expand children's understanding