



Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and say, **“Today we will read a book called *Cora Cooks Pancit*. It’s about a girl who really wants to be grown-up enough to cook dinner with her mom. Let’s read to find out if she can do it.”**
2. Explain that you’ll also continue practicing talking to partners. Review expected behaviors with a practice question if needed.

During Reading

Focus your comments and questions on revisiting previous conversation topics (likes, families, emotions) and Cora’s goal of cooking *pancit* with her mom. For instance:

- **“Who is in Cora’s family?” (Ask one student to answer.)**
- **“When it says ‘Cora longed to be a real cook,’ I think that means she really wants to do the grown-up cooking jobs like her mom and older siblings.”**
- **“Cora is thinking about foods that she likes. What kinds of food do you like?” (Talk to partners.)**
- **“How do you think Cora feels when Mama lets her shred the chicken?” (Talk to partners.)**
- **“Cora loves the smell of garlic. What food smells do you like?” (Talk to partners.)**
- **“When Cora is waiting for her family to taste the *pancit*, I think she feels nervous. She’s worrying about whether she did a good job or not.”**

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Cora Cooks Pancit* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by discussing questions with the group and a partner
- Students will follow agreed-on rules for discussion (raising hands, talking and listening to partners)
- Students will practice using vocabulary for words to describe emotions introduced in Lesson 3
- Students will discuss their goals as a way to help establish a supportive classroom community

Common Core Standards

- RL.K.1, RL.K.3
- SL.K.1/1-A

NOTE: See the end of this lesson for additional English Language Learner support strategies.

- **“How do you think Cora feels when everyone likes the pancit she made?” (Ask a few students to answer.)**

After Reading

1. You’ve likely spent a long time reading and talking during the book, so simply end by restating Cora’s goal and a few main events of the story.
2. Compliment students for talking with partners.
3. Explain that another day you’ll reread the book and talk more about what students hope they’ll be able to do this year in kindergarten.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *Cora Cooks Pancit* and talk more with partners.
2. Explain that you’ll pay extra attention to listening to your partner today, just like you’ve worked on listening when someone raises his or her hand to share.
 - Ask a student to be your partner. Model *not* listening when your partner responds. Dramatically admit that you can’t remember what your partner said.
 - Ask students to help you remember what to do when listening to your partner. Model, and excitedly share, that now you can remember what your partner said!
 - Use a simple question to practice listening to partners. Ask a few students to share what they remember their partners saying and compliment their listening.

During Reading

1. Choose places to pause for discussion related to emotions or Cora’s goal. For instance:
 - **“How do you think Cora feels when Mama lets her wear her red apron?” (Talk to partners.)**
 - **“What does Cora want to learn how to cook?” (Ask one student.)**
 - **“How do you think Cora feels when she spills the noodle water?” (Talk to partners.)**
2. After each partner conversation, ask a student to share what his or her partner said and compliment him or her on listening well.

After Reading

1. Say, **“In this book, Cora really wanted to be grown-up enough to help make pancit. When you really want to learn how to do something or get better at something, that’s called a goal. Let’s talk for a few minutes about goals we have for ourselves this year in kindergarten. Maybe we can help each other work toward them!”**
2. Model talking about a school-related goal of your own. Be sure to be concrete. For instance, you might say you want to get better at using a new technology tool, learn about a certain topic, or contribute to a school effort such as recycling or gardening.
3. Ask students to think for a few moments about goals they have. Then ask them to turn and talk to partners about a goal. Give more examples if needed.
4. Ask a few partners to share each other’s goals and compliment their listening.

Extension

1. Explain that you'll be making a class book (or bulletin board) about everyone's kindergarten goals. (Student sheet available at the end of the lesson plan.)
2. Model deciding on your own goal and starting to draw a picture of it. Think aloud about which specific elements to include. (**"I'm going to draw myself working in the school garden and lots of plants."**)
3. It may help to ask students to decide on the goals they will draw and share with their partners before starting to work.
4. As your students draw, circulate around the room and scribe a sentence about each student's goal.
5. Share students' work. Talk about how you might help one another work toward your goals. Refer back to your list of feeling words. Discuss how one might feel about achieving a goal. Happy? Proud? Excited?
6. Continue to practice talking to partners and emphasizing listening to one another.

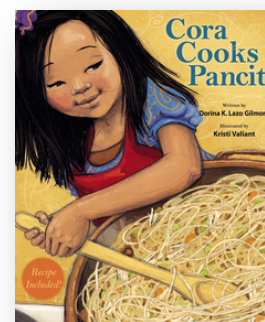
ELL Support Strategies

- Refer back to any visual supports you created for Lessons 1–3 during reading (e.g., active listening and partner photos, "Feelings Words" list).
- Provide the sentence frames "I want to _____." and "_____ wants to _____." to offer a simpler format for responses to questions about goals.
- Draw/write a brainstorm chart about possible student goals for students to refer back to as they complete the Extension activity.

BOOK INFORMATION

Cora Cooks Pancit

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RESOURCES ON THE WEB

Check out the complete

Building

Classroom Community Unit for Kindergarten

at www.leeandlow.com/collections/278

Learn more about *Cora Cooks Pancit* at www.leeandlow.com/books/2840

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_____ 's Goal

_____ 's goal is to _____

_____ .