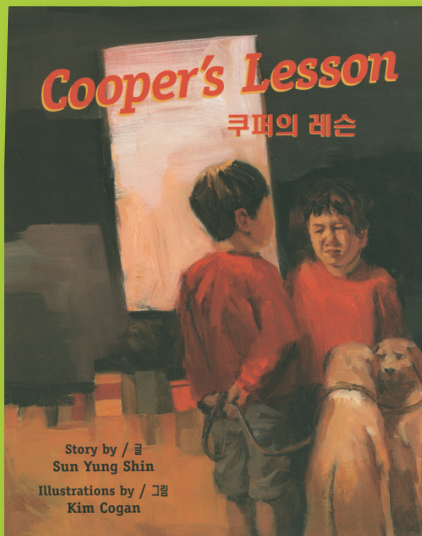


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Cooper's Lesson

written by Sun Yung Shin, illustrated by Kim Cogan

### About the Book

Genre: Realistic Fiction

\*Reading Level: Grade 3

Interest Level: Grades K–5

Guided Reading Level: O

Accelerated Reader® Level/

Points: 3.9/0.5

Lexile™ Measure: N/A

\*Reading level based on the  
Spache Readability Formula

**Themes:** Counting Money/  
Everyday Math, Identity/  
Self Esteem/Confidence,  
Responsibility, Overcoming  
Obstacles, Mentors, Immigration,  
Friendship, Forgiveness, Families,  
Discrimination, Cultural Diversity,  
Conflict resolution, Childhood  
Experiences and Memories,  
Biracial/Multiracial Interest,  
Bilingual, Asian/Asian American  
Interest, Empathy/Compassion,  
Integrity/Honesty, Realistic  
Fiction, Respect/Citizenship, Self  
Control/Self Regulation, Pride,  
Kindness/Caring

### SYNOPSIS

What could a biracial, bicultural child and a Korean grocer have in common? Much more than appearances might lead us – or them – to believe. Cooper feels that he does not belong in either the Korean or the white community, and he brings his frustration and anger to Mr. Lee's market. Mr. Lee sees Cooper's confusion and reaches out to him, showing Cooper a way into the community that has seemed so closed off to him. In the process, Cooper learns several valuable lessons about himself and his community. Cooper and Mr. Lee may not always speak the same language, but their cross-cultural, intergenerational friendship teaches each of them what it means to be both Korean and American.

Sun Yung Shin writes that, in *Cooper's Lesson*, she “wanted to capture what can be lost and gained as different generations adapt to and influence their adopted cultures.” Her story expresses the difficult questions facing a boy who is trying to understand himself and his community. Kim Cogan's paintings beautifully illustrate the conflicts that face Cooper and those who surround him. As students explore the book, they will also explore the assumptions they make about others and themselves. *Cooper's Lesson* is the winner of the National Parenting Publications Award (NAPPA).



## BACKGROUND

### Author's Note

“Like many other adopted Korean children and second generation Korean Americans, I’ve often been asked, “Do you speak Korean?” Or, often, older Koreans simply speak to me in Korean, assuming I will know how to respond. Sheepishly, I always have to say, ‘I only speak a little. I’m learning!’ I always wonder what personal connections and fascinating stories I’m missing out on.

In writing *Cooper's Lesson*, I wanted to capture what can be lost and gained as different generations adapt to and influence their adopted cultures. I also wanted to explore how language plays such an important part in who we are and how we relate to other people. I imagined how one boy might come to understand—and challenge—himself when he feels caught between two worlds. And I imagined how Mr. Lee, who as a Korean grocer may be a well-known figure to some, would have a lesser-known past all his own. I truly believe that cross-cultural and intergenerational friendships—like the one that develops between Cooper and Mr. Lee—are an essential way for all of us to explore the different parts of who we are.” – Sun Yung Shin

### Talking about Race with Children

There are several different resources that you can consult when talking about race with children. It’s important to address children’s curiosity and questions about identity with honesty and straightforwardness. This article (<https://www.parents.com/parents-latina-magazine/how-to-help-multiracial-kids-establish-their-identity/>) from *Parents Magazine* provides tips on how to help multiracial children see themselves in the world and discussion tips on addressing racial and being multiracial.

EmbraceRace is an organization that works to support a multiracial community of parents,

teachers, experts, and other adults who support one another in talking about race with children, families, and communities. It’s critical to nurture resilience in color in addition to helping all children think critically about race, racial inequity, and racial justice. The EmbraceRace blog has a wealth of information featuring webinars, articles about raising multiracial children and talking about racial identity, and more (<https://www.embracerace.org/blog>).

### Korean Culture and History

The Korean American Museum includes a time line of Korean American history, information about Korean American community organizations, writings about Korean American art and literature, and relevant online exhibits ([www.kamuseum.org](http://www.kamuseum.org)). The Asia Society Center for Global Education also has additional information about the Korean language and the specific speaking and writing systems (<https://asiasociety.org/education/korean-language>).



## VOCABULARY

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

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. The following words from the book have special meanings in basketball.

### Content Specific

ginger, Korean, register, citizen, Korean, American

### Academic

allowance, insisted, neighborhood, reflection, miniature, skyline, inspect, aisles, buzzing, stammered, expectantly, prickles, gripped, ashamed, apologize, chemist, blurted, glanced, awkward, mingling

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and 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. What does it mean to learn a lesson? When have you learned a lesson? What happened? What did you learn? How did it affect you?
2. What do you think culture means? Are there specific things that you do at home with your family or friends that is part of your culture? What does culture mean to you? How do you celebrate your own culture?
3. Do you speak another language, or more than two languages? What languages? Who do you speak another language with? Why is it important to you to speak another language, or more than two languages?
4. How do you show others respect? What does it mean to be respectful? Why is important to treat others with kindness and respect?
5. Why do you think it's important to listen to stories from people who are older than you? What can you learn from older family members or people from your community?
6. Was there ever a time when you learned something new about someone? How did it affect your relationship? How did it feel to find out something that you didn't know before about that person? What did it teach you?

### 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)

1. Talk about the title of the book, *Cooper's Lesson*. Read the title aloud in both English and Korean, if possible. 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?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page,



illustrations, copyright/about the author and illustrator page, and the author's note.

3. Point out that this book is bilingual. Ask students why a book might be written this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears it?

## Setting a Purpose for Reading

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

Have students read to find out:

- what lesson Cooper learns
- how culture plays a role in Cooper's actions and identity
- how Cooper's interactions with Mr. Lee teaches the pair what it means to be both Korean and American
- how and why cultures and languages are essential understanding one's self
- why racial and multiracial identities are important
- how compassion can be used in conflict-resolution

Encourage students to consider why the author, Sun Yung Shin, would want to share this story with young people.

The students can also write one or two questions of their own that they think the story might answer.

## 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 did Cooper carry in his pocket?
2. What does Cooper's mom ask him to pick up at the store? What is the name of the store?
3. With whom does Cooper live?
4. Where does most of *Cooper's Lesson* take place?
5. What are some of the problems Cooper faces? What do his family members say to him about his appearance?
6. What language do people speak in Mr. Lee's store?
7. What language did Cooper's mom speak with Mr. Lee?
8. At the beginning of the story, why did Cooper feel funny when he walked by Mr. Lee's store?
9. For whom did Cooper want to buy a hairbrush?
10. What did Cooper do when he realized he didn't have enough money to buy a hairbrush?
11. What did Mr. Lee say to Cooper after he took the hairbrush? What did Cooper discover about Mr. Lee?
12. What did Cooper say after Mr. Lee asked him why he took the hairbrush?
13. Why didn't Cooper tell his mom about the hairbrush incident?
14. What word surprised Cooper when he passed an oak tree on his way home from Mr. Lee's store?
15. Before Mr. Lee came to America, what profession did he have?
16. What does Cooper say to his mom after she discovers him in Mr. Lee's store?
17. Through what point of view is *Cooper's Lesson* told?
18. What are some of the sights from Cooper's neighborhood?





“Both author and illustrator are Korean American, and their poignant picture book is an intimate look at a biracial child’s bewilderment, denial, anger, and finally, acceptance about being ‘half and half.’

—*Booklist*

“Told in gentle language, this quiet story focuses on the challenges of being caught between two cultures...This story can be used to explore and stimulate discussions about sense of identity.”

—*School Library Journal*

“Written and illustrated by two Korean adoptees, *Cooper’s Lesson* is a meaningful story about a young hapa Korean boy who, in a moment of frustration, steals a hairbrush for his mother, gets caught and learns from the patient storeowner that the question of who we are can never—and shouldn’t—be simply answered.”

—*AsianWeek*

19. Who are the main characters in the story?

Secondary characters?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

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

1. What lesson does Cooper learn?
2. How does Cooper change from the beginning of the story to the end? What about Mr. Lee? Other characters?
3. How does Cooper feel about going to Mr. Lee’s store at the beginning of the book versus the end? Why?
4. What examples can you provide to show examples of the ways Cooper and Mr. Lee change in the book, perhaps in how they see and treat each other?
5. What do you think would have happened if Cooper had successfully stolen the hairbrush from Mr. Lee? Why?
6. What are some actions from *Cooper’s Lesson* that demonstrate the themes of identity and pride?
7. What was Cooper’s motivation when he first saw the hairbrushes?
8. When Cooper asked Mr. Lee if he had any other hairbrushes, why did the Korean writing seem to dance off the labels and aisles close in on him? What was the significance of these details?
9. What happened to Cooper as he was sweeping Mr. Lee’s store? How was this a significant part of the story?
10. How does having the dual identities of Korean and American cause Cooper to struggle? How does Mr. Lee’s explanation of how easy things that can be put in a box help Cooper find another perspective? Why do you think that?
11. How would you describe Cooper’s mood throughout the book? Provide details from the story.
12. When Cooper’s mom finds Cooper in Mr. Lee’s store and he tells her he’s buying saenggang, she says, “better late than never.” What does this mean? How could it have more than one meaning?
13. Why did Cooper feel more grown-up than ever at the end of the story?
14. What are some other titles you could use for *Cooper’s Lesson*?
15. Why do you think Sun Yung Shin wrote *Cooper’s Lesson*?
16. What are some of Cooper’s strengths and weaknesses as a character?



17. Why do you think the illustrator, Kim Cogan, chose to paint the illustrations in a blurry way? Why do you think he used the colors he did?
18. Why do you think this book is bilingual? Why does it matter what language the author uses? What do you do when you come to a word that you don't know in a book?

### Reader's Response

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

1. Think about a time you learned a lesson. How has that lesson changed you?
2. What words or actions can provide evidence that someone has changed? Why is change important for personal growth?
3. Tell about a time when you felt “half and half,” or like you didn't fit in with a group of people, like Cooper feels at the beginning of the story. Why did you feel like that?
4. Does *Cooper's Lesson* remind you of something from your own life? What was that particular moment? How did it affect you?
5. Connect *Cooper's Lesson* to another story that you think is similar. Why did you pick that book? How do they relate to each other?

### 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)

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 *Cooper's Lesson*.
  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. Make an audio recording of the book and invite students to listen to it as they follow along with the text.
  7. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.
  8. Ask students what English or Korean words they didn't know when they first looked at or listened to the book. Provide strategies to figure out what those words meant, such as looking at the pictures, using context clues, using a dictionary (or Korean-English dictionary), or consulting an authentic Korean speaker.

### Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strands 4-6, and Integration of Knowledge & Ideas, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3, and Presentation of Knowledge & Ideas, Strands 4–6)  
(Writing Standards, Research to Build & Present Knowledge, Strand 7)  
(Vocabulary Acquisition & Use, Strand 5)

Social and emotional learning involves being aware of and regulating emotions for healthy



development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of *Cooper's Lesson*:

1. Have students act out the scene where Mr. Lee catches Cooper trying to steal a hairbrush. Then, have them describe Mr. Lee's and Cooper's emotions and talk about other ways Mr. Lee could have reacted. Engage students in a discussion of emotional regulation and have students determine how well Mr. Lee regulated his emotions to de-escalate the situation.
2. Complete a graphic organizer that shows the outlines of a body, such as this one <https://stephanieaffinito.blogspot.com/2015/02/character-analysis-through-character-x.html>. Inside the body, have students put words or phrases that describe how Cooper or Mr. Lee feels at the beginning of the story. Outside the body, have students write down words or phrases that describe how other people see them. After, have students complete the same graphic organizer for either character at the middle or end of the story.
3. Ask students what they would have done in Cooper's situation when Mr. Lee asked Cooper to return to sweep his story? What emotions would they have felt? Ask them what they would have done if they were Mr. Lee? What emotions must he have felt?

## 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 and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)*

*(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)*

*(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)*

1. Connect the Korean words to their English counterpart. Provide students with a list of Korean words found in *Cooper's Lesson* and have them write the English translation. (p. 3: Kamsahamnida - Thank you, p.4: insam - Ginseng, p.6:Anyong-Hi, p. 6: An yong ha se oh - Greeting, like "hello," p.12:Ye-Yes, p. 12: Mullon imnida - It is trouble, p. 18: Aigo - Gosh or Alas, p. 20: Namu - tree, p. 29: Saenggang - ginger, p. 30: Igosul Hanguk-o-ro mworago malhamnikka? - How do you say this in Korean?) Have students write an essay about reading a story with words other than English. How did it make them feel? What was it like to read the Korean words, both for students who speak Korean and students who do not speak Korean?
2. Show, Don't Tell. In *Cooper's Lesson*, Sun Yung Shin uses numerous instances of figurative language. Some examples include similes, such as "his tongue lay as heavy and still in his mouth as a dead fish," and personification, such as "Cooper's ears were buzzing." Have students identify other examples of figurative language and try writing their own, mimicking the structure of the examples from *Cooper's Lesson*.
3. Write Your Own Story! Have students write their own stories describing a time they learned a lesson. What lesson did they learn? How did it change them? What were the events that happened before and after the lesson that were crucial to the learning process? How did it make them feel?
4. Compare and Contrast. Collect a few other books about Korea or Korean-American children and compare and contrast them with *Cooper's Lesson*. Some great titles include *Where on Earth is my Bagel* (<https://>





[www.leeandlow.com/books/where-on-earth-is-my-bagel](http://www.leeandlow.com/books/where-on-earth-is-my-bagel)), *The Name Jar* (<https://www.penguinrandomhouse.com/books/27340/the-name-jar-by-yangsook-choi-illustrated-by-the-author/9780440417996/>), *My Name is Yoon* (<https://us.macmillan.com/books/9781250057112>), and *Juna's Jar* (<https://www.leeandlow.com/books/juna-s-jar>). Have students write or discuss in small groups about how these books are similar and different. What did they learn from each story?

5. **Somebody Wanted But So Then.** Identify the plot of *Cooper's Lesson* by filling in the sentence "Somebody Wanted But So Then." (Cooper wanted to buy ginger for his mom at Mr. Lee's store. But, he didn't speak Korean and got distracted by a hairbrush that he wanted to buy for his mom. So, he tried to steal it. Mr. Lee caught him and made him sweep the store for many days. During that time, Cooper learned to speak some Korean, which made him proud. Then, his mother walked in to the store, he got her the ginger, and he said the word in Korean.) How did this structure help them summarize the story and think about the events in *Cooper's Lesson*?
6. In a large group, point out places in the story where Sun Yung Shin uses figurative language to describe how Cooper feels. Some examples include page 10, "his tongue lay as heavy and still in his mouth as a dead fish;" page 12, "The Korean writing on the cans and boxes seemed to dance off the labels" and "Cooper felt hot prickles under his skin;" and page 20, "The Korean word for tree rose in his mind, surprising him, like a fish breaking the surface of a calm pond." As a class, discuss what these descriptions mean and how they make the reader understand Cooper's experiences.

## Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)  
(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. **Neighborhood Model.** Enlist students to help you recreate Mr. Lee's grocery in a corner of your classroom. Stock the shelves with items you would find in a Korean market, such as gingerroot, powdered ginseng, soaps, rice crackers, canned goods, and tea. Use details from the story and other resources to help you. Then, with your students, discuss the differences between objects found in their kitchens, such as lettuce, and those from traditional Korean cooking, such as kimchee. What would they find in a Korean market that they would not see where they go grocery shopping?
2. **Exploration of Korea.** Help students to learn about Korea, Mr. Lee's birthplace. Set aside an area of your classroom for materials about Korea, including a map of the world with Korea highlighted, photographs of the Korean countryside and people, and letters from the Korean alphabet. Include books about Korean Americans and Korea, such as *The Land of Morning Calm* (<https://www.leeandlow.com/books/land-of-morning-calm>).
3. **Crime and Punishment.** Students can discuss the ways that Cooper's theft could impact him, Mr. Lee, and the community. Have them draw connections between these consequences and the legal system and consider the positive roles that they can play in their community. Ask the class whether they think there should be a rule against stealing. Why or why not?
4. **Breaking Stereotypes:** Discuss the different stereotypes that Cooper and Mr. Lee face. What might they not know about people based on their appearance or how they speak a language? Consider discussing microaggressions with students through the following videos: "I, Too, Am Harvard" (<http://www.pbs.org/newshour/extra/daily-videos/how-doesunintentional-bias-impact-people-of-color/>) and PBS's Lesson Plan, "How does unintentional bias affect people of color?" (<http://www.pbs.org/newshour/extra/daily-videos/how-doesunintentional-bias-impact-people-of-color/>). Students can reflect on the microaggressions from the videos in partners or groups, and then share their thoughts with the whole class. Students can write their ideas





on chart paper or in other visual formats so that all of the students can see their thoughts.

5. **Korean American Connections:** As a group, explore Mr. Lee's journey from Korea to the United States. On a map, identify Korea, the United States, and the distance between the two. What traditions do immigrants bring with them? What do they have to leave behind? Have students do research on the Korean community in the United States by interviewing immigrants from Korea, reading books, or looking on the Web. Consult different organizations, such as the Korean American Community Foundation (<http://kacfny.org/>) or the Korean American Family Service Center (<http://kafsc.org/>).
6. **Writing Words:** Explore the graphic nature of the Korean alphabet with students. Compare written Korean words with Chinese ideographs and Japanese writing to understand the differences between Asian writing systems. Practice writing simple words in each language. Consult Korean dictionaries and different references for writing (<http://www.omniglot.com/writing/korean.htm>).

## Math

(CCSS 8 Grade 2 Measurement & Data: Work with Time and Money: Solve word problems involving dollar bills, quarters, dimes, nickles, and pennies, using \$ and cents symbols appropriately).

1. **Calculate Earnings and Savings.** Create word problems to help your students practice thinking about the value of their money. Give Cooper an hourly wage at Mr. Lee's store and ask students to calculate how much money he earns in one week. How long would Cooper need to work to buy the hairbrush for his mother? How much would he have to save over time to buy himself a present? To make a donation to a group of people he wants to help?
2. **Grocery Shop.** Ask students to pretend that they are Mr. Lee and that they have to make change for people who are buying groceries. Develop word problems that help students practice addition and subtraction skills by

totaling up the cost of items, adding tax, and subtracting the total from \$5, \$10, or \$20 bills.

## Art

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. **Reflected Selves.** Students can create self-portraits illustrating what they hope to find reflected in the mirror, based on the cover of *Cooper's Lesson*. What would they hope to find inside of themselves? How might those characteristics show in their faces? If they were to use their imaginations, what might characteristics that people normally don't see look like in a reflection? Create an art gallery to showcase student work or post it on a class website (with parental permission).
2. **Mood Portraits:** Ask the class to look at the colors that Kim Cogan uses in the illustrations for *Cooper's Lesson*. How do the different colors express Cooper's feelings? Ask students to create their own illustrations of an emotion, using colors to convey how they feel.

## School-Home Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)  
(Writing Standards, Text Types & Purposes, Strand 3, Production & Distribution of Writing, Strands 4-6, Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. **Stories from the Past.** Talk with your class about how Cooper was surprised by Mr. Lee's past. Have them interview an elder person in their family or community about their personal histories that they may not have known about. What was it like to learn this particular part of this person's life? How did it change their view of that person? Why?
2. **Immigration Stories:** Ask students to interview immigrants they know about their experiences, both as young people in their home countries and as newcomers to the United States. Encourage students to explore cultural and other differences between the two countries.

## ABOUT THE AUTHOR

**Sun Yung Shin** was born in Seoul, South Korea, in 1974. She was adopted by American parents in 1975 and grew up in the Chicago area. A poet, essayist, and teacher, Sun Yung is the editor of the best-selling anthology *A Good Time for the Truth: Race in Minnesota*, author of numerous award-winning poetry books, and co-editor of *Outsiders Within: Writing on Transracial Adoption*. She lives in Minneapolis where she co-directs the community organization Poetry Asylum with poet Su Hwang. To learn more about Sun Yung Shin and her work, visit her website

at <http://www.sunyungshin.com>.

## ABOUT THE ILLUSTRATOR

**Kim Cogan** was born in Pusan, Korea, in 1977. After coming to the United States to live with a loving family who adopted him, Kim grew up in California's Bay Area. He is now an award-winning artist who has exhibited paintings all over the United States. His work has appeared in *American Arts Quarterly*, *Harper's Magazine*, *American Art Collector Magazine*, and more. To create the characters in *Cooper's Lesson*, Kim used several models, including an actual convenience store owner a block away from a studio where he used to work. Visit his website at <https://www.kimcogan.com> to see more of his work.

## 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](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

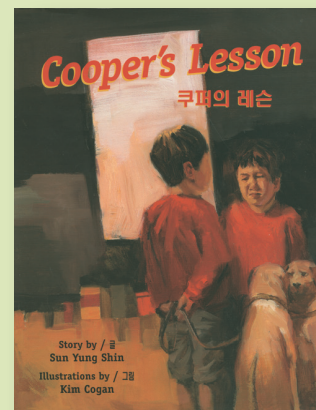
<https://www.leeandlow.com/books/cooper-s-lesson> (secure online ordering)

**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

*Cooper's Lesson*



\$9.95, PAPERBACK

9780892393619

\*Reading Level: Grade 3

Interest Level: Grades K–5

Guided Reading Level: O

Accelerated Reader® Level/  
Points: 3.9/0.5

Lexile™ Measure: N/A

**THEMES:** Counting Money/  
Everyday Math, Identity/Self  
Esteem/Confidence, Responsibility,  
Overcoming Obstacles, Mentors,  
Immigration, Friendship, Forgiveness,  
Families, Discrimination, Cultural  
Diversity, Conflict resolution,  
Childhood Experiences and Memories,  
Biracial/Multiracial Interest, Bilingual,  
Asian/Asian American Interest,  
Empathy/Compassion, Integrity/  
Honesty, Realistic Fiction, Respect/  
Citizenship, Self Control/Self  
Regulation, Pride, Kindness/Caring

### RESOURCES ON THE WEB:

[https://www.leeandlow.com/  
books/cooper-s-lesson](https://www.leeandlow.com/books/cooper-s-lesson)

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