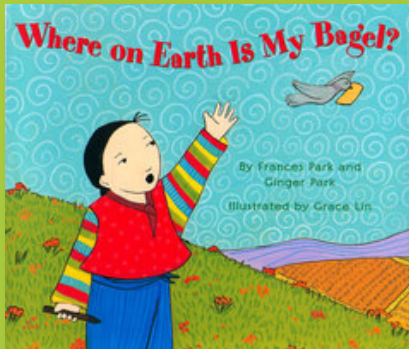


TEACHER'S GUIDE



LEE & LOW BOOKS



Where on Earth Is My Bagel?

written by Frances Park and Ginger Park
illustrated by Grace Lin

About the Book

Genre: Fiction

*Reading Level: Grades 2–3

Interest Level: K–3

Guided Reading Level: M

Accelerated Reader® Level/
Points: 3.8/0.5

Lexile™ Measure: 590L

*Reading level based on the Spache
Readability Formula

Themes: Sharing and Giving, Imagination, Creative Solutions, Perseverance, Friendship and Community, Food, Korea, Collaboration, Cultural Diversity, New York, Asian/Asian American Interest

SYNOPSIS

Even though Yum Yung lives in Korea, the idea of a New York bagel just pops into his head one day, and he decides he just has to have one. No one knows how the idea of a New York bagel popped into his head—perhaps it was inspired by a dream, or by listening to sparrows' songs. Yum Yung lives in Korea where there are no New York bagels, but one day he just knows he has to have one.

Yum Yung's search begins at the highest mountaintop in Korea, where he finds a pigeon to take his message to New York. "I would like to order one bagel to go." After a long wait and no bagel, Yum Yung asks his friends (the farmer, the fisherman, the beekeeper, and the baker) for help. Their creative solution in this timeless fable will make young readers giggle with delight and satisfaction as Yum Yung (with the help of his friends) fulfills his bagel dream. The tale illustrates the power of perseverance and imagination. Anything is possible, especially if you have the help of your friends.

Sisters Ginger Park and Frances Park, acclaimed authors of children's books based on their family history in Korea, go in a fun, new direction with this whimsical romp. Illustrator Grace Lin brings her wacky, colorful touch to this charming story.



BACKGROUND

Bagels: A bagel is defined as a round yeast roll with a hole in the middle. In America, they are historically associated with the Jewish community and New York delicatessens. The cooking technique that separates bagels from other rolls is to briefly boil each one in water before baking to create a crisp crust. According to the *Smithsonian* magazine, ring-shaped breads have a long history in countries all over the world, including Poland, Italy, and China (<http://www.smithsonianmag.com/arts-culture/a-brief-history-of-the-bagel-4955497/>). Eastern European immigrants in the late 1800s brought bagels and bagel-making with them to the United States, gaining mass popularity in the 1970s. While bagels are now often mass-produced in commercial bakeries (see this view this Discovery/Science Channel “How It’s Made” episode for more information: <https://www.youtube.com/watch?v=4-BOY7lBqlc>), traditional bagel baking is regarded as somewhat of an art form (<http://nypost.com/2014/04/22/nyc-bagels-are-back-as-local-bakers-return-to-classic-style/>).

For a homemade version, see this recipe: <http://www.realmomnutrition.com/2017/01/10/easy-homemade-bagels/>.

Homing pigeons: These pigeons have a long history as messengers and spies in war (<http://www.nytimes.com/2004/01/30/style/the-hallowed-history-of-the-carrier-pigeon.html>). People collect them, train them and race them, and they are even still used today to carry medical samples from some remote regions. Scientists believe they use the sun, the earth’s magnetic field, and possibly low-frequency sound waves to find their way “home” to a familiar location—from up to 1000 miles away!

Informative links for students include:

<http://www.bbc.co.uk/schools/0/ww1/25403861>

<https://www.scholastic.com/teachers/articles/teaching-content/homing-pigeons/>

Plows: A plow is a tool used to prepare fields for planting. The manual plow in the story is a wheel plow—a blade pushed using handles attached to a wheel. View a short YouTube clip of a wheel plow in use here (<https://www.youtube.com/watch?v=e9jr gb47zgo>).

Additional titles to teach about collaboration and community:

Armando and the Blue Tarp School written by Edith Hope Fine, Judith Pinkerton Josephson, illustrated by Hernán Sosa
<https://www.leeandlow.com/books/armando-and-the-blue-tarp-school>

Sweet Music in Harlem written by Debbie Taylor, illustrated by Frank Morrison
<https://www.leeandlow.com/books/sweet-music-in-harlem>

Xochitl and the Flowers/ Xóchitl, la Niña de las Flores written by Jorge Argueta, illustrated by Carl Angel
<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>

Auntie Yang’s Great Soybean Picnic written by Ginnie Lo, illustrated by René King Moreno
<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>

Under the Lemon Moon written by Edith Hope Fine, illustrated by Christy Hale
<https://www.leeandlow.com/books/under-the-lemon-moon>

Sweet Potato Pie written by Kathleen D. Lindsey and illustrated by Charlotte Riley-Webb
<https://www.leeandlow.com/books/sweet-potato-pie>

Finding the Music / En pos de la música written by Jennifer Torres and illustrated by Renato Alarcão
<https://www.leeandlow.com/books/finding-the-music-en-pos-de-la-musica>

Growing Peace: A Story of Farming, Music, and Religious Harmony written and photographed by Richard Sobol
<https://www.leeandlow.com/books/growing-peace>



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. 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

bagel, village, waterfalls, lilacs, hillside, New York, cream cheese, sparrows, Central Park, “to go,” mountaintop, flocked, pigeon, plow, wheat, life ring, honey, beehive, rice cakes, pine nuts, flour, sift, yeast, kneaded, sesame seeds, persimmon tree

Academic

squishy, bawling, attend, streaming, nod, village, smothered, curious, declared, message, blanketed, search, “in order,” collect, thick, swarm, circling, moaned, delicious, tickled, blinked, delight, recipe, fresh, ingredients, pleaded, grunted, replied, return, exclaimed, instructed, sprinkle, fragrant, perfected, simmering, plump, heavenly, gently

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. Have you ever had a bagel? Where did you get it? What do bagels look like? What do they taste like?
2. Have you ever heard the expression, “Where on Earth...” is something? Share examples of how and when someone might use this expression.
3. What does it mean to “crave” something? What might someone do when he or she gets a craving for a certain food? Describe a time you craved a food. Were you able to satisfy your craving? Why or why not?
4. Where is Korea on the map? Where is New York City? How would you get from Korea to New York and back again?

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.

Setting a Purpose for Reading

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

Have students read to find out about:

- what Yum Yung does to try to get a New York bagel and who he meets during his search
- how Yum Yung solves his problem in an unexpected way

Encourage students to consider why the authors, Frances Park and Ginger Park 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 it like in Yum Yung's village? What do the illustrations show villagers doing?
2. What is Yum Yung thinking about? What does thinking about a bagel make his body do? What does he "declare?"
3. What does Yum Yung decide to do to try to find a bagel?
4. Why does he write a message to New York?
5. What does Yum Yung think when night arrives? What funny detail does the illustrator include on this page? What does Yum Yung declare now?
6. Who does Yum Yung visit in the morning? What does he ask Farmer Ahn? What is the farmer's reply?
7. Who else does Yum Yung visit on his search? What do Fisherman Kee and Beekeeper Lee say?
8. Why does he visit the farmer, fisherman, and beekeeper?
9. After a disappointing search, what makes Yum Yung "blink with delight?"
10. What is Baker Oh doing in the bakery? What does she say to Yum Yung?
11. What does the message say? Why doesn't Joe send a bagel? How does Baker Oh react? How does Yum Yung react?

12. How do Yum Yung and his helpers make the bagel? Describe the steps in order.
13. What do Yum Yung and the others do while the bagel bakes? What do they do when it's ready?
14. Describe Yum Yung's first bite of the bagel. Does it live up to his expectations?

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 is "how a New York bagel popped into Yum Yung's head" a "mystery?" Why is it unusual for a boy in a Korean village to crave a New York bagel?
2. Why are "dreaming about a New York bagel and actually eating a New York bagel" "worlds apart?"
3. Why do you think Yum Yung chooses to use a pigeon to carry his message about the bagel?
4. What does it mean to "not give up hope?"
5. Why does Farmer Ahn ask if the plow wheel is a bagel? Why doesn't he know what a bagel is? How do Fisherman Kee and Beekeeper Lee's responses follow a similar pattern? Why do you think the author chooses to include these three examples of round shapes?
6. How does Yum Yung feel after talking to Beekeeper Lee? What does "All hope for a bagel seemed lost!" mean?
7. What makes Yum Yung hopeful again even though the pigeon does not bring a bagel when it returns?
8. In your opinion, do you think he could have made a bagel on his own? Why or why not?
9. Imagine where Yum Yung goes and what he says when he leaves the bakery, even though it isn't described in the book.
10. How is Yum Yung's bagel unique?
11. How might the process of searching for and making a bagel make the experience of finally eating the bagel even more enjoyable?



“Pair this story with Ina Friedman’s *HOW MY PARENTS LEARNED TO EAT* for a fun program on foods in different cultures.”

—*School Library Journal*

“[The artwork] makes for a successful expression of the story’s trans-cultural happening, but it is the pursuit of passion — and warm rewards that may follow on its wake — that makes this story special.”

—*Kirkus Reviews*

“Authors Frances and Ginger Park have cooked up a sweet story with subtle lessons about geography and the connecting power of food.”

—*Washington Parent*

12. What would happen if Yum Yang were not able to get all of the ingredients to make his bagel? How would the story be different? Why do you think so?

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. Write about a time when you really wanted something. Did you get it? How? Describe your feelings during the experience.
2. Stories often describe a problem and its resolution. What is the problem in this book? How is it solved? What problem solving strategies can readers learn about from Yum Yung’s actions? Describe a time when you or someone you know used a similar strategy to solve a real-life problem.
3. How might the story have turned out differently if the pigeon had actually brought back a bagel? What are the advantages to making something you want yourself? What are the advantages of getting something ready-made?
4. Share a time you have worked with others as a team to make or achieve something special.

5. How is this book an example of the power of global community?

ELL/ESL 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 a favorite food, including where to find it or how to make it.



- 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.
- Use picture cues or a written chart to review the characters, setting, problem and solution in this book with students.
- Have students act out this story to build oral fluency. Adapt the "script" or speaking expectations to students' language levels. See "Interdisciplinary Activities" for more details.

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, Strand 1, Craft and Structure, Strands 4 and 5 and Integration of Knowledge and Ideas, Strand 9)

(Writing Standards, Text Types and Purposes, Strands 2 and 3)

(Speaking and Listening Standards, Comprehension and Collaboration, Strand 1)

- This story lends itself to being acted out. Assign students the roles of Yum Yung, the pigeon, Farmer Ahn, Fisherman Kee, Beekeeper Lee and Baker Oh. Provide simple costumes or props to identify each person if possible (e.g. hats.) Have the rest

of the class help supply the actors' lines as a way to remember repeated text and key phrases in the story, or write cues on sentence strips.

- Create a chart of all the words for "said" the authors use in this book (e.g., declared, wondered, cried, explained, hollered, pleaded, exclaimed.) Have students practice saying lines from the book and other statements with relevant expression. Encourage students to use these words in their own writing.
- Revisit the characters' "question" phrases in the book ("What is a farmer's field..." "What in the salty sea...") Practice reading these with exaggerated expression and discuss why the authors chose to alter the familiar expression "What in the world..." in these ways. Tap into students' creativity and humor by brainstorming other context-based variations (e.g., "What in the muddy schoolyard..." "What on the bouncy basketball court...").
- In the tradition of homing pigeons, have students write messages to others in your school. Send the students out to deliver messages and return "home" to the classroom. Enlist others to write messages in return if possible. Discuss strategies students used to find their way back.
- Use shared or interactive writing to produce a simplified recipe or "How To" chart for making bagels based on information from the book. If possible, try making bagels in your classroom using this recipe: <http://www.realmomnutrition.com/2017/01/10/easy-homemade-bagels/>. Or, provide props for students to pretend to make bagels in your dramatic play area.
- Read and discuss this interview that explains how sisters Frances and Ginger Park collaborated to create this book and others (<https://www.leeandlow.com/books/where-on-earth-is-my-bagel/interviews>). Then discuss how the bagel Yum Yung and his neighbors baked was giant-sized compared to regular bagels, perfect for sharing. Have students work in pairs to brainstorm another food they wish they could create in a giant-sized portion. What ingredients would they need? Whose help would they need? Who would share the feast? Have



each pair collaborate in the spirit of the Park sisters to draw and label artwork depicting their giant food or write a story about making it.

7. Read *Drummer Boy of John John*, the story of a boy who goes to great lengths to win a hot roti (a flatbread-type sandwich) at the local carnival (<https://www.leeandlow.com/books/drummer-boy-of-john-john>). Compare his creative problem solving to that of Yum Yung. In a short response, have students explain how the characters in both stories are alike.

Social Studies

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Writing Standards, Text Types and Purposes, Strand 2 and Research to Build and Present Knowledge, Strand 7)

Create a “Where in the World Is My Favorite Food?” map and have students add pictures and/or written blurbs with their favorite foods. Help your students research from where the foods they like originated if they are unsure. Ask school adults and family members to share their favorite foods to add to the map. Once the map is created, ask students to point out possible “delivery routes” between locations.

Science

(Writing Standards, Research to Build and Present Knowledge, Strands 7 and 8)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1 and 2 and Presentation of Knowledge and Ideas, Strand 4)

1. Have interested students research homing pigeons (In addition to the links in the background section, this article provides interesting information about how to train a homing pigeon: <http://animals.mom.me/train-homing-pigeon-carry-message-10844.html> and this National Geographic article describes theories about how they find their way: <http://news.nationalgeographic.com/news/2013/13/130130-homing-pigeon-navigation-animal-behavior-science/>.) Ask students to present their findings to the class. Discuss which aspects of the pigeon’s role in the story are realistic and which ones are improbable.
2. Have interested students research the various techniques for making bagels and how they

supposedly impact taste (e.g., using yeast or a sourdough starter, extended rise time, boiling before baking) (<http://nypost.com/2014/04/22/nyc-bagels-are-back-as-local-bakers-return-to-classic-style/>). If possible, compare the look, texture and taste of bagels made in different ways. Or, for a simpler approach, taste-test different bagel flavors or toppings. Record observations in a journal response and/or chart student likes/dislikes or favorites.

School-Home Connection

(Writing Standards, Text Types and Purposes, Strand 2)
(Speaking and Listening Standards, Comprehension and Collaboration, Strand 1)

1. Ask families to help students write about a food they enjoy making together, either by describing taste, texture, etc., or in recipe/How-To format, describing ingredients and steps to create the food.
2. Review the round “bagel” shapes included in the text. Brainstorm other items shaped like bagels and create a class chart of responses. Ask students to search for additional items at home to add to the list.
3. As a class, make a list of other foods someone might order from the United States. What might someone crave from the United States. Then encourage students to pick one of these foods and write a story similar to *Where on Earth is My Bagel?* If you can’t get the original food, who might be helpful in the community to make this food or provide ingredients?



ABOUT THE AUTHORS

Frances Park and her sister **Ginger Park** are the co-authors of *Where on Earth Is My Bagel?*, published by LEE & LOW BOOKS, and *The Have a Good Day Cafe*. They are also the co-authors of *My Freedom Trip*, winner of the IRA Children's Book Award, and *The Royal Bee*, a Parents' Choice Commended Book. Frances is the author of several books for adults. Frances and Ginger live in the Washington, D.C. area, where they are co-owners of a popular boutique, Chocolate Chocolate. Visit the authors' website at www.parksisters.com.

ABOUT THE ILLUSTRATOR

Grace Lin is a *New York Times* bestselling author and illustrator of picture books, early readers, and middle grade novels. Grace's novel, *Where the Mountain Meets the Moon*, was awarded the Newbery Honor in 2010 and Grace's early reader, *Ling and Ting*, was honored with the Theodor Geisel Honor in 2011. Many of Grace's books are about the Asian-American experience and has been recognized as a Champion of Change for Asian American and Pacific Islander Art and Storytelling. She graduated from the Rhode Island School of Design and now lives in Florence, MA. To find out more about Grace Lin, visit her web site: www.gracelin.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)

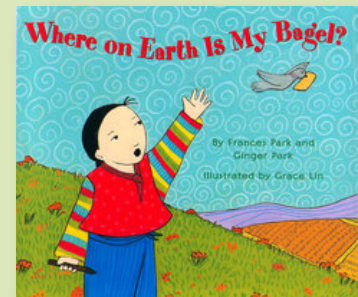
<https://www.leeandlow.com/books/where-on-earth-is-my-bagel> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

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

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*Reading Level: Grades 2–3

*Reading level based on the Spache Readability Formula

Interest Level: Grades K–3

Guided Reading Level: M

Accelerated Reader® Level/Points: 3.8/0.5

Lexile™ Measure: 590L

THEMES: Sharing and Giving, Imagination, Creative Solutions, Perseverance, Friendship and Community, Food, Korea, Collaboration, Cultural Diversity, New York, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/where-on-earth-is-my-bagel>