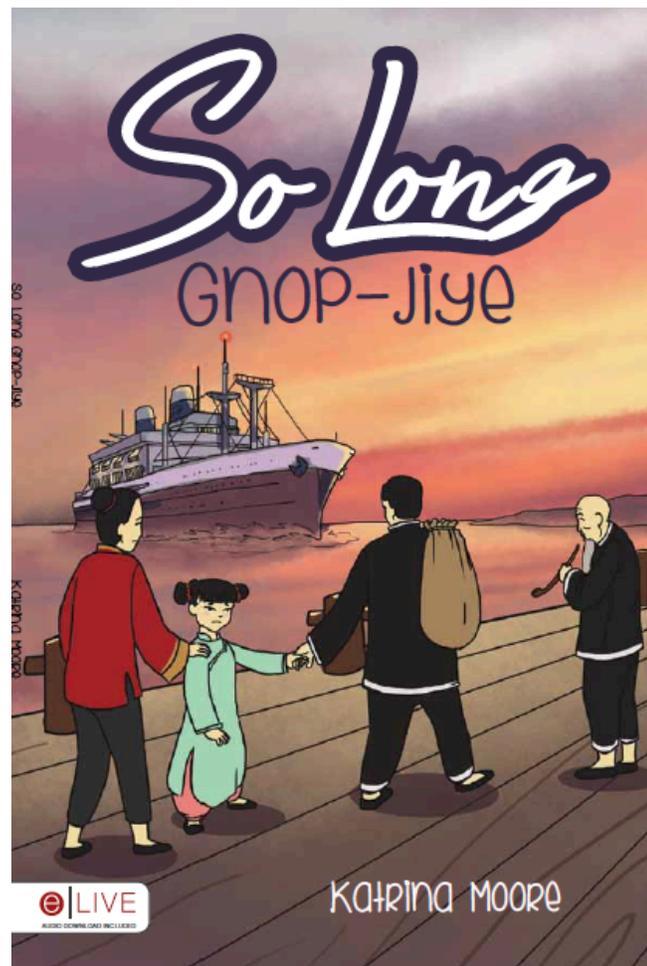


# So Long Gnop-Jiye

## A Teacher's Guide

Created by Katrina Moore



## **Katrina Moore, Author**

### ***So Long Gnop-Jiye***

Katrina was born and raised as the middle child of four sisters and a brother in Maryland. As children, they always created fantasy scenarios and played, played, played! Many of these memories are inspirations for the stories that she writes. Her parents, on the other hand, both emigrated from China before she was born. Katrina has learned the importance of hard work, determination, and family values from them. You will notice that this is a prominent theme in her book.

### **Elementary School Teacher**

Katrina is also an elementary school teacher and loves every second of it! She earned her Masters of Arts degree in Teaching from Loyola University Maryland, and her Bachelor of Arts degree in Psychology and Art History from the University of Maryland, College Park. Everyday in her classroom is an adventure, and her students are her shining stars. She has taught fourth grade for the past three years and has previously taught third and second grade, as well. She loves to read to her students, and she loves when they discover books that speak to them. When she decided to become an author, she hoped to write stories that children will not only relate to, but be inspired by!

**Visit her at <http://www.katrinamoorebooks.com>**

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## How to Use this Guide

This classroom guide for *So Long Gnop-Jiye* is designed for students in second grade through fifth grade.

It offers discussion questions and resources to help teachers integrate *So Long Gnop-Jiye* into English language arts (ELA).

All discussion questions and resources were created in conjunction with relevant content standards in ELA according to the [common core curriculum](#).

**This teaching guide aligns with the following common core English Language Arts standards for grades 2-5, which are referenced in this guide. For more standards in grades 2-5, please refer to the [Common Core Curriculum website](#).**

## Included in this Guide

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## Discussion Questions Before Reading:

Before reading *So Long Gnop-Jiye*,

Help students preview the front cover, back cover, and title, and make predictions about the story:

*CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

- What do you think this story will be about?
- Who do you think is the main character in the story?
- Who do you think are the other characters in this story?
- What do you think will be the problem in this story?
  - What clues does the illustration give you about what the plot might be in this story?
- How does the little girl look in the story? Why might she feel that way?
- What clues does the clothing that the characters wear give you about the setting of the story?

## Discussion Questions for After Reading:

### Story Elements:

**CCSS.ELA-Literacy.RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**CCSS.ELA-Literacy.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- Whose perspective was the story from?
- How did this story begin?
- Who was the main character?
- What was this story's setting?
- What challenge did the main character face?
- What was the plot of the story?
- How did this story end?

### Key Ideas and Details:

**CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges.

- **Why was Kuen Mun upset about leaving China?** (she missed her life in China, she had to leave behind her pet duck and all her toys)
- **What words in the text describe how Kuen Mun felt about coming to America?** (*"I remember being scared...I spent the whole month on the ship staring out at the water...I wondered if my dolls were safe..."*)
- **How does Kuen Mun react when her teacher asks for her name? How might she be feeling? What words or sentences support your thinking?** (she cries, she is confused and nervous)
- **What event makes Kuen Mun (Mary) understand why her family moved to America? How does this event**

**change her attitude?** (she talks to her grandpa (Ye-ye) and he explains how they moved to America for freedom and opportunity, she stops complaining and works hard in school and helps out her parents, she gets a good education and fulfills her grandpa's dream for her)

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- **What do you think is the theme of this story? What examples from the text support your thinking?**
- **Choose 2 words from the text to summarize the story to your partner.**

## Craft and Structure:

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

- **Who is the narrator in the beginning of this story? The middle? The end?** (Katrina-author, Kuen-Mun/Mary (Katrina's mother), Katrina-author)
- **Why do you think the author chose to tell the story from the point of view of a little girl? How does this help the reader understand the character's feelings better?**

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- **The author describes the four sisters in the beginning as “smiling with waiting eyes” as their mother begins to tell them a story.**

**What does it mean to smile with waiting eyes? What words/sentences from the text support your answer?** (the sisters are excited, eagerly anticipating a familiar story, looking at their mother with admiration...they just heard the story last week, they rally together to hear the story again, they all lean against each other comfortably)

- **When Joanne realizes why Kuen Mun was crying at school, the author describes the reaction of Kuen Mun’s family as “a sense of relief swept the room”**

**What do you think the author means by “a sense of relief?” What words/sentences from the text support your answer?** (the family feels relaxed now that they realize why Kuen Mun is upset, they feel relieved because her problem can be “fixed” by giving her a name, they are no longer worried without knowing how to help, they no longer feel helpless)

- **Why do you think the author includes some Chinese words in the story (gnop-jiye: *little duck*, wei-sick-mow: *hungry cat*, Ye-ye: *grandpa*)?** (to tie in the theme of assimilating to a new culture, including the character’s native language with her new American culture)

## Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.4.7](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- **How does this story relate to another story that we have read?**
- **How can you compare/contrast the main character in this story to the main character in another story?**
- **What similarities do we notice between the way this story and (another memoir or narrative) are told? What are the differences?**

**CCSS.ELA-Literacy.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- **What do you think is the theme of this story? What examples from the text support your thinking?**
- **What is another text where we are presented with the same/similar theme?**
- **Is there a lesson that the reader can gain from reading this story?** (hardwork pays off, sometimes we make sacrifices to create opportunities, families love each other and stick together, etc.)

**CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)



- **Look at the illustration where Kuen Mun is laying down, dreaming about her pet duck. What is she feeling? How is this feeling supported by words/sentences in the text?**
- **Compare the illustration of Kuen Mun dreaming about her pet duck to the illustration of (Kuen Mun) Mary presenting her name to her class.**

**How do these illustrations demonstrate a change in the main character’s attitude in the story? How is this change supported by words/sentences in the text?**

(in the earlier picture she looks nostalgic and wistful... “I spent the whole month on that boat staring out at the water,” in the latter picture she is proud and smiling, “I did not feel shy...I walked up to my teacher and recited my name.”)



Name : \_\_\_\_\_

Date: \_\_\_\_\_

# STORY MAP

Title: So Long Gnop-Jiye

Author: Katrina Moore

Setting: \_\_\_\_\_

**First...** (What happened in the beginning?)

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**Then...** (What happened next?)

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**But...** (What was the problem?)

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**So...** (What action was taken?)

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**Finally...** (How did the story end?)

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Name : \_\_\_\_\_

Date: \_\_\_\_\_

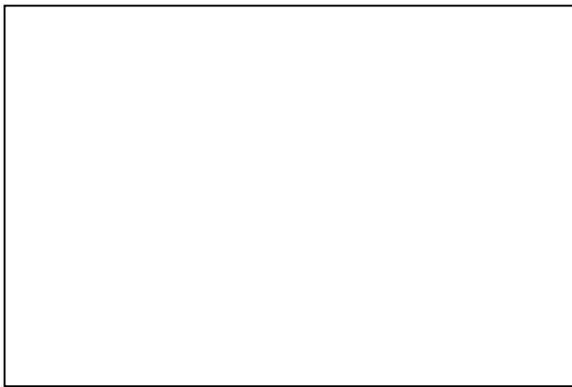
# STORY MAP

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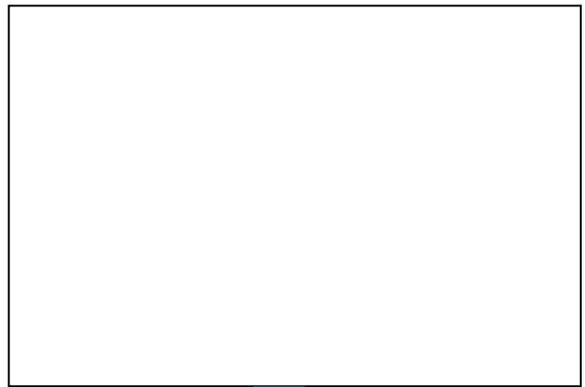
Author: Katrina Moore

Setting: \_\_\_\_\_

**First...** (What happened in the beginning?)



**Then...** (What happened next?)



**But...** (What was the problem?)



**So...** (What action was taken?)



**Finally...** (How did the story end?)



Name : \_\_\_\_\_

Date: \_\_\_\_\_

# MY PERSONAL NARRATIVE MAP

Title: \_\_\_\_\_

By: \_\_\_\_\_

Setting: \_\_\_\_\_

**First...** (What happened in the beginning?)

**Then...** (What happened next?)



**But...** (What was the problem?)



**So...**(What action was taken?)

**Finally...**(How did the story end?)



CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

# MY MEMOIR STORY MAP

Title: \_\_\_\_\_

By: \_\_\_\_\_

Setting: \_\_\_\_\_

**First...** (What happened in the beginning?)

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**Then...** (What happened next?)

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**But...** (What was the problem?)

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**So...** (What action was taken?)

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**Finally...** (How did the story end?)

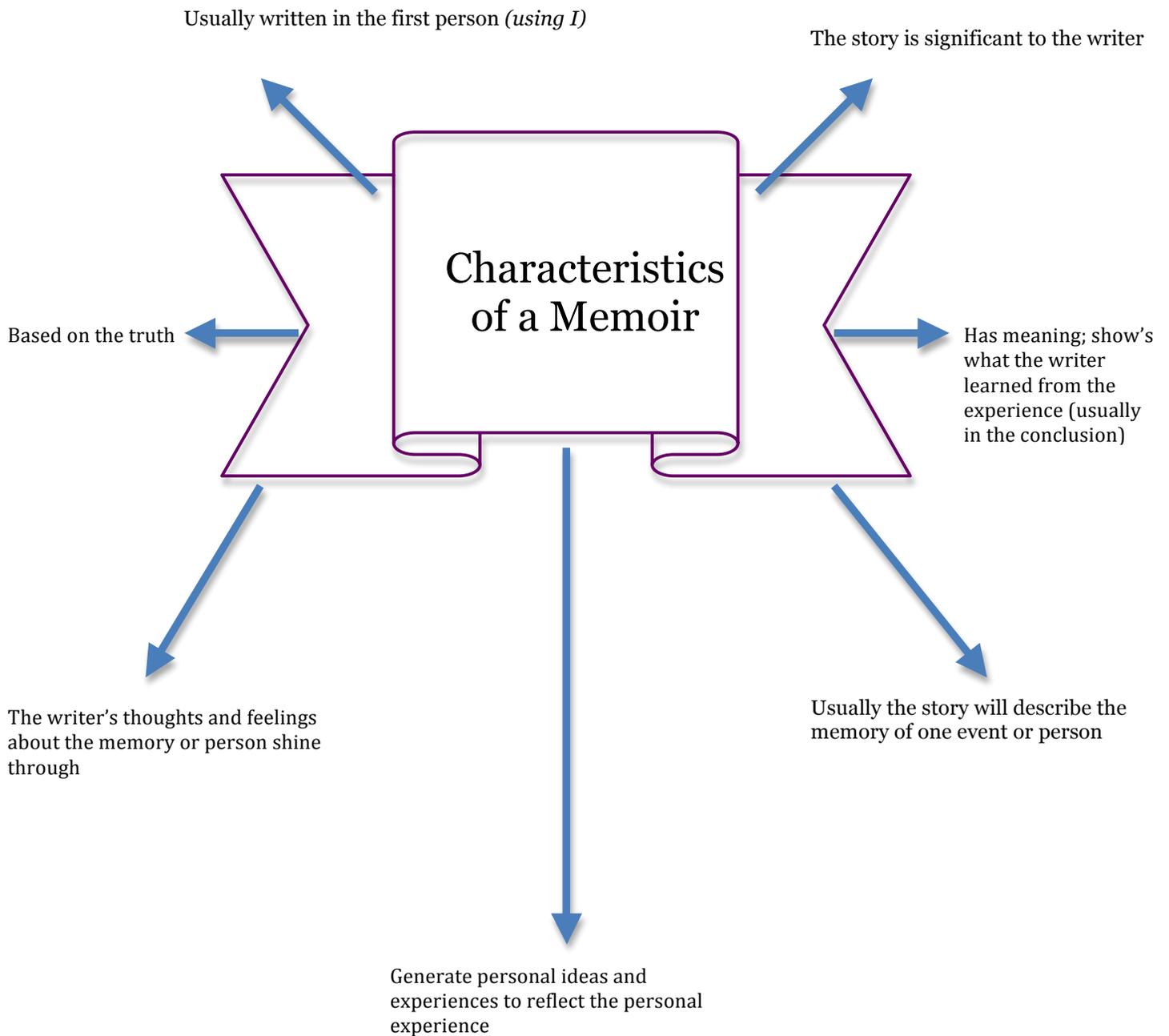
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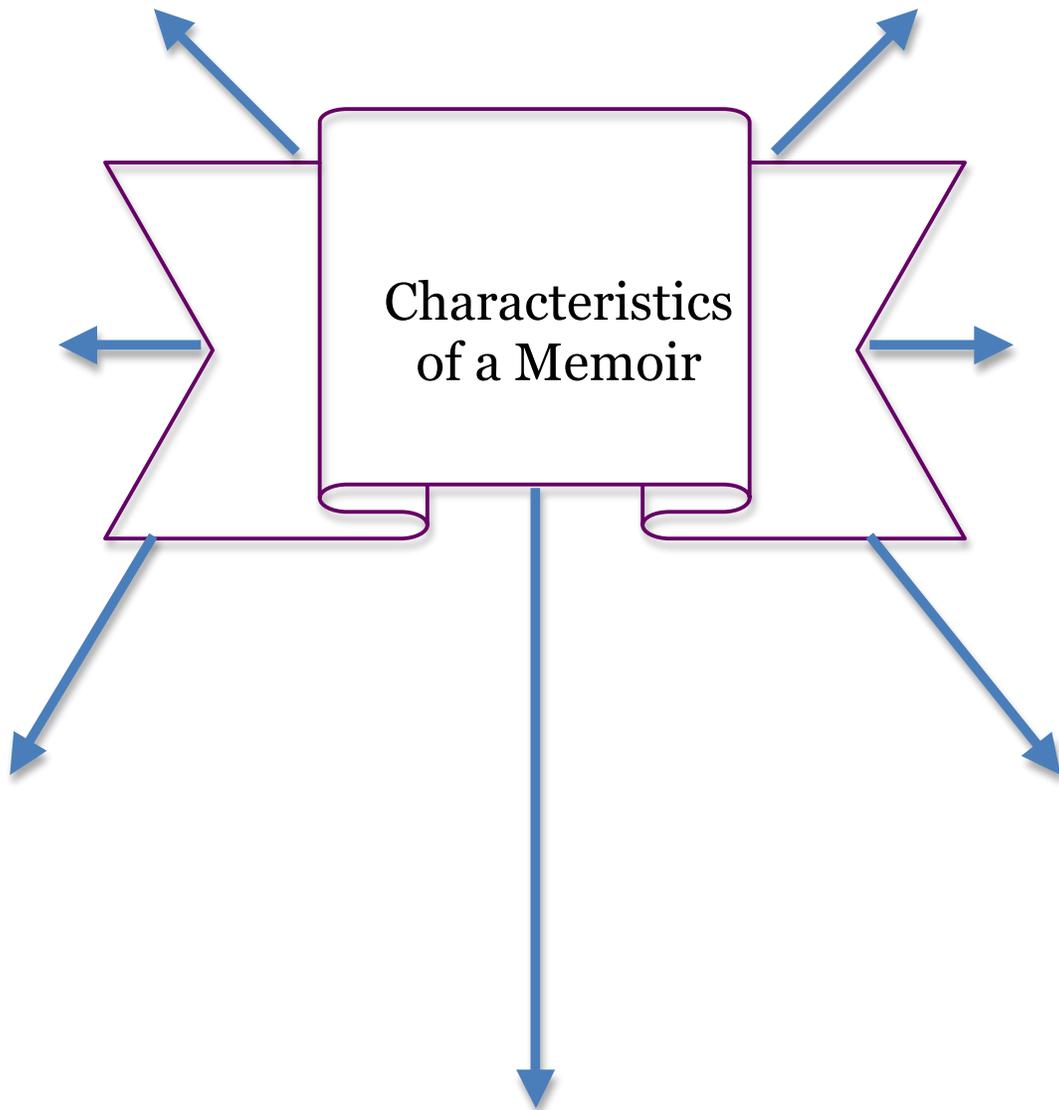
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# Analyzing the Author's Voice

Title: So Long Gnop-Jiye

Author: Katrina Moore

Thoughts and Feelings...	In the text...
What does the author see? 	
What does the author feel? 	
What does the author think? 	
What does the author hear? 	
What does the author (or narrator) say to others? 	

# Analyzing the Author's Voice-TEACHER KEY

Title: So Long Gnop-Jiye

Author: Katrina Moore

Thoughts and Feelings...	In the text...
<p>What does the author see?</p> 	<p>family members shoving clothes into bags and running around, clouds in the sky that look like her pet duck, Joanne smiling and showing her teeth, Ye-ye eating a small bowl of rice, a tiny new bedroom, teacher smiling big</p>
<p>What does the author feel?</p> 	<p>Scared, nervous, wistful, nostalgic, shy, confused, proud</p>
<p>What does the author think?</p> 	<p>Worries about her pet duck, why did we move, why are we in America, why does everyone in America smile, why can't I play like the other kids?</p>
<p>What does the author hear?</p> 	<p>People rushing around trying to get their things, Ye-ye telling her about their new life, teacher asking a question...but can't figure it out, crying,</p>
<p>What does the author (or narrator) say to others?</p> 	<p>Author: interacts with siblings, asks mom to tell boat story</p> <p>Asks Ye-ye why the family moved to America, recites name to teacher, tells story to her children (beginning)</p>

# Finding Your Own Voice

Important Event/Memory:

By: \_\_\_\_\_

Thoughts and Feelings...	In the text...
What did you see? 	
What did you feel? 	
What did you think? 	
What did you hear? 	
What did you say to others? 	