

Mr. Lucky Straw

CLASS ACTIVITIES

Basic Reading | 1st Grade



LITERACY



MINDSET

How are gratitude and generosity connected?

Use this essential question to guide student learning with class discussion and inquiry activities.

1. DISCOVER MORE ABOUT A STORY THROUGH ILLUSTRATIONS (30 MINUTES)

Read **Mr. Lucky Straw** as a class using a projector or smartboard. Before you start reading, ask your students to pay attention to the illustrations, specifically to the setting and Yosaku's interactions with the people he meets. When you are done, discuss these questions as a class:

- Where do you think this story takes place?
- How do the illustrations help you understand the setting?
- Yosaku meets different people during his walk (the little boy and his mother, the peddler, the princess). What do the illustrations show us about these interactions?
- How are the people, places, and customs described in the story and shown in the pictures different from the people, places, and customs where you live? How are they similar?

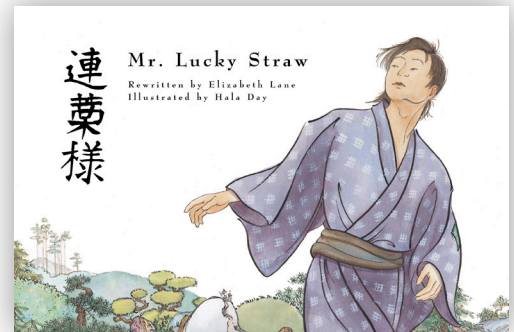
Print pages 3, 8, 13, 17, and 18. If you cannot print the pages, write brief descriptions of the illustrations on pieces of paper. Tape the illustrations to the wall around the classroom.

Ask students to pick their favorite illustration and stand beside it. Have each group decide on three reasons they chose the illustration. Make sure they include details about the illustration. Have each group share their three reasons.

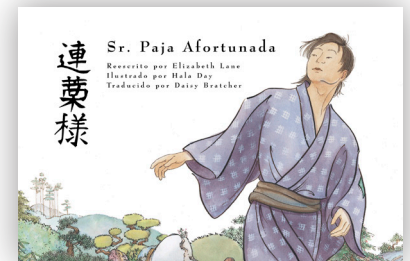
Support: Locate Japan on the map before reading. Share images of the countryside similar to where the story takes place, but also show images of the city. Include images of traditional clothing that students might see in the story.

BOOK

- Mr Lucky Straw <https://bit.ly/3qmSDEt>
- Sr. Paja Afortunada <https://bit.ly/3gLS9oqw>



Mr. Lucky Straw
Rewritten by Elizabeth Lane
Illustrated by Hala Day



Sr. Paja Afortunada
Reescrito por Elizabeth Lane
Ilustrado por Hala Day
Traducido por Dena Bratcher

*Use the bilingual book **Sr. Paja Afortunada** to help support Spanish ELL students with these activities.*



ELL SUPPORT

For writing and speaking activities, provide students with sentence starters to help organize thoughts.

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2. IDENTIFY KEY DETAILS IN THE STORY (60 MINUTES)

What are the key events in *Mr. Lucky Straw*? Discuss this as a class, guiding students to identify the following key events:

- Yosaku falls in the mud and feels fortunate.
- Yosaku gives the dragonfly to the little boy and his mother and receives the oranges.
- Yosaku offers the tired peddler the oranges and is given the cloth.
- Yosaku gives all the cloth to the princess, and she rewards him with a bag of gold.
- Yosaku wants to help his friends and neighbors, so he gives all the gold to his village.

After the discussion, ask students to draw the key events using the **Story Board 2** graphic organizer. (Tell them to leave the last box blank.) Underneath each picture, ask students to answer this question: How did Yosaku show he cared for others?

In the last box, ask students to draw a picture of a time when they did something that showed they cared for another person's feelings. Underneath the picture, ask them to describe what they did.



PRINTABLES

- Story Board 2 <https://bit.ly/2Rh9aN9>
- Guión gráfico 2 <https://bit.ly/3vVayDn>

3. LEARN ABOUT NARRATORS (90 MINUTES)

Read the first ten pages of *Mr. Lucky Straw* as a class. Ask your students, “Who is telling this story? Is it Yosaku? Is it another character?” As you explore the question, explain that a narrator is telling the story and help students understand the role of a narrator.

Share that many stories are told by a narrator (the third-person point of view). Ask, “Why do you think the story is told this way?” Talk about the benefits and disadvantages of having a narrator. For example, one benefit of having a narrator is that the reader gets to hear about all the characters’ feelings and thoughts. Finish the book. Talk about how the characters feel about Yosaku’s gifts and about how Yosaku feels about giving.

Next, watch the video **Kids with Character: Generosity** from GreatSchools as a class. Explain how Sonali Raweera received \$100 from her parents to invest in a positive way. (You can also learn more at the website [RECYCLING 4 SMILES](#).) Ask students to summarize what Sonali did. Also, ask them to explain how Sonali felt. An important moment is at 2:25 when Sonali describes generosity.

Using the **Letter Outline**, ask students to write a letter to Yosaku or Sonali. In the letter, ask students to

- explain why they think what Yosaku or Sonali did was important,
- explain how they feel about what Yosaku or Sonali did,
- and share a time when they helped someone and describe how that felt.

Be sure to discuss student responses to these topics before having them write their letters.

Support: Provide example sentences or sentence starters for students. Use the **Letter Outline** graphic organizer and fill in some details, leaving blanks for the students to complete.

PRINTABLES

- Letter Outline <https://bit.ly/3odKbq5>
- Bosquejo de una carta <https://bit.ly/35LiVqz>

VIDEO GreatSchools | Kids with Character: Generosity <https://bit.ly/35LgUuv>

4. IDENTIFY WORDS WITH MULTIPLE MEANINGS (60 MINUTES)

Present the following words from the book to the class: *poor, fortune, fine, litter, raise*. Explain that these words can have different meanings. As a class, discuss each word. Identify the meaning of the word as it is used in the book and at least one different meaning of the word.

Make two cards for each of these words. Divide the class into five groups, and give each group one word (two cards). Tell the groups to find their word in *Mr. Lucky Straw*. On one card, they can draw the meaning of the word in the book. On the other card, they can draw another meaning of the word. Here are some examples:

Word	Book Meaning	Other Meaning
poor (p. 1)	lacking material possessions	inferior in quality or value
fortune (p.3)	luck	a very large sum of money
fine (p.13)	superior in kind, quality, or appearance	all right (e.g., "That's fine with me.")
litter (p.14)	a covered and curtained couch provided with shafts and used to carry a single passenger	trash, wastepaper, or garbage lying scatter about
raise (p.20)	to grow your own food	to lift up (e.g., your hand in class)

To finish, lead a word brainstorm. Ask the class to call out words that describe Yosaku and write them on the board. (Words may include *lucky, kind, generous, fair, honest, giving, positive, nice, creative, thoughtful, helpful*, etc.) Ask students to give you examples from the book to support the words they choose, such as "Yosaku was kind when he . . ." or "He was honest when he said. . .".

5. REIMAGINE THE STORY WITH THE SAME MAIN IDEA (2 HOURS)

Return the story boards from Activity 2. Ask your students to review their story boards. Then, as a class, discuss the main idea of the story. You can ask these questions:

- How does Yosaku respond to falling in the mud?
- What does Yosaku do when others ask him for things?
- How does Yosaku help his village?

When you come to a consensus about the main idea(s), write it on the board (e.g., *kindness, gratitude, empathy, luck*, etc.)

Divide the class into small groups. Give each group a new **Story Board 2**. Ask the students to write the main idea at the top of their group story board.

Next, ask the groups to reimagine the story with a different main character who meets different people and in a different setting. As they reimagine the story, make sure they follow the main idea and a similar storyline. The groups can draw their new stories on the story boards and write a short sentence describing what they imagine under each image.

Have the students make a video summarizing their new stories.



ELL SUPPORT

As you read the story and talk about the activities, ask questions that are not open-ended (including yes-no questions) to check comprehension.

Support: Provide students with possible events for their reimagining of a story with new characters. Students must then decide what kind of response the new character has to that event. Students may think-pair-write with a partner or small group.