

**AUTHOR:**

Oge Mora

Omu is making a big pot of thick red stew for dinner. The delicious smell attracts guests from all across town. With each new guest Omu shares a bowl of her thick red stew. Will Omu be left with enough of her thick red stew for dinner?

Ages: 3 to 9 years

Interest Level:

Preschool to 3rd Grade

ATOS Reading Level:

3.2

Lexile: AD630L

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Thank You, Omu!

Will Omu have enough stew to eat for dinner?

Topics: patterns, spatial relationships, size, comparisons, cause and effect

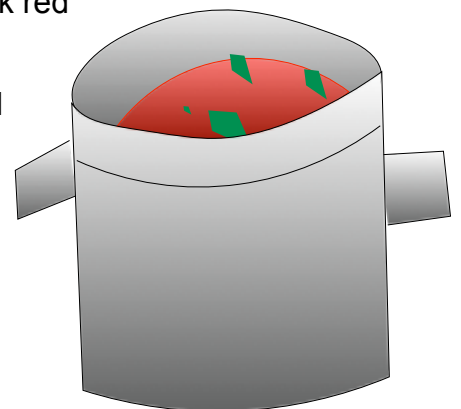
Math Connections: Use *Thank You, Omu!* to introduce and practice recognizing patterns that happen around us. Talk with your child about the pattern(s) that happen throughout the book. Think about what happens each time Omu sits down and begins to read. Where does the delicious smell of the stew go and who shows up at Omu's door? How does Omu react to each new guest? Talk about patterns that your child experiences in their everyday life. Can your child recall patterns they have seen in other books, in their morning routine, or at school? Talk about these patterns.

After reading, talk about cause and effect. The cause explains why something happened and the effect explains what happened. For example, when someone pushes you on the swing you go higher and faster. The cause is someone pushing you and the effect is going higher and faster on the swing. Can your child spot a cause and effect relationship in the book? What other cause and effect relationships did your child encounter today?

While reading, keep track of how many guest visit Omu. Talk with your child about how much stew Omu started with and ended up with. Did the number of guests that showed up cause Omu to run out of stew? If fewer guests showed up, would Omu have stew left for dinner? Explore the possibilities.

Extension Questions:

1. How many guests did Omu feed throughout the day?
2. Why does Omu run out of thick red stew before dinner?
3. How far do you think the smell of Omu's thick red stew traveled? Why do you think that?



EARLY MATH PROJECT LITERATURE REVIEW

Vocabulary for Building Math Concepts	big, down, empty, in, inside, most, on, out, second, small, top
Vocabulary for Extending Math Concepts	patterns, spatial relationships
Vocabulary for Reading Comprehension	delectable, delicious, Omu (Queen), scrumptious, wafted

Early Math Project Resources:

Thick Red Stew: <https://bit.ly/3p9Cqkv> (English)

Thick Red Stew (Spanish)

Omu's Town: <https://bit.ly/3h2kSDY> (English)

Omu's Town (Spanish)

Online Resources:

Activity about Patterns for Infants and Toddlers: <http://bit.ly/37m8CtE>

Teaching Patterns to Preschoolers: <http://bit.ly/3oYRr8B>

Exploring Everyday Patterns: <http://bit.ly/37n6frG>



Copyright: 2018

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Classification: Picture Story Book

Spanish Title: ¡Gracias, Omu!

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Related Books: *Room on the Broom* by Julia Donaldson; *The Napping House* by Audrey Wood

Find this book at your local library: https://www.worldcat.org/title/thank-you-omu/oclc/1109834788&referer=brief_results

EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Preschool Foundations and CA State Standards
Preschool/TK	Preschool Learning Foundations: https://bit.ly/34vEeN3
Preschool/TK	Algebra and Functions 2.0 Children begin to recognize simple, repeating patterns; 2.1 Begin to identify or recognize a simple repeating pattern. Geometry 2.0 Children begin to understand positions in space; 2.1 Identify positions of objects and people in space, such as in/on/under, up/down, inside/outside, beside/between, and in front/behind.
Grades K-3	California Common Core State Math Standards: https://bit.ly/31No7bP
Kindergarten	Look for and make use of structure. Operations and Algebraic Thinking K.A.O.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Geometry K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Grade 1	Look for and make use of structure.
Grade 2	Look for and make use of structure.
Grade 3	Look for and make use of structure.

