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Luna and her brothers have six pork buns to share, but one falls on the floor. The three children have to figure out how to share the remaining pork buns fairly.

Ages: 2 to 6 years

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Luna's Yum Yum Dim Sum

How can Luna, Kai, and Benji share fairly?

Topics: division, fractions, parts and wholes, equal sharing

Activities To Do Together:

Luna's Yum Yum Dim Sum explores the concept of equal sharing. The story is a helpful conversation starter for discussing whether sharing something equally is always the same as sharing something fairly.

Before reading the book:

- If your child isn't already familiar with dim sum, read the description "What is Dim Sum?" on the final pages of the book.
- Your child may also be interested in the explanation of the legend of the Chinese Zodiac, which is provided on the final pages of the book. This information helps to explain why Luna, Kai, and Benji refer to themselves as rats, dragons, and tigers.

While reading the book:

- Notice and talk about how the pork buns were served to Kai, Benji, and Luna.
- Count the items you see in the restaurant with your child. Notice the shapes. What is round, what is cylindrical, what is rectangular?
- Compare the shapes, colors, and appearances of the foods in the bamboo baskets with your child.

When you have finished reading the book:

- Ask your child what they think would be the fairest way to divide two pork buns between three people.
- By the Chinese Zodiac, Kai is a rat, Benji is a dragon, and Luna is a tiger. On the final pages of the story, the order of the twelve animals of the lunar calendar is given. Have fun figuring out how many years separate Kai, Benji, and Luna based on their zodiac animals.
- Have fun figuring out the zodiac animals for every member of your household.

Conversations During Daily Routines with Toddlers:

1. Meal Time - Talk about how food is shared among the people eating the meal. Does everyone get the same amount, why or why not?
2. Play Time - Divide an assortment of toys into two equal groups and count the toys in each group.
3. Snack Time - Talk about how you would equally share six snack items between three people so everyone has the same amount.
4. Bed Time - Encourage your toddler to give two hugs to everyone before bed. One hug, two hugs, equal hugs for everyone.

Questions for Mathematical Thinking:

1. If you were Luna, how would you have shared the pork buns between the family members at the table?
2. Do you think that Kai's idea for sharing the extra pork bun was a good strategy? Why or why not?
3. The three children suggested several ways to decide who got the extra pork bun. It should go to the oldest, the youngest, the tallest, the smallest, the birthday girl, the rat, the dragon, the tiger. Which reason do you think made the most sense? Why do you think so?
4. What do you think of the way the three children shared the two pork buns? Do you like their solution? Why or why not?

Early Math Project Resources:

Visit [Luna's Yum Yum Dim Sum Activities](https://countplayexplore.org/book/lunas-yum-yum) (<https://countplayexplore.org/book/lunas-yum-yum>)

Vocabulary

Math words found in the story: anytime, bigger, divide, extra, fair, first, half, older, oldest, one, pieces, shortest, tallest, three, two, younger

Related math words: division, equal, fourths, fractions, thirds

Words to build reading comprehension:

bamboo, bravest, char siu bao, chatter, chopsticks, dim sum, dismay, dumplings, exclaims, finally, fluffy, glare, left out, lunar calendar, puffing, servers, stomp, tickle, tunics

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Related Books: *The Last Marshmallow* by Grace Lin; *The Doorbell Rang* by Pat Hutchins; *Bean Thirteen* by Matthew McElligott; *One Hundred Hungry Ants* by Elinor Pinczes

Click this link to the [World Catalog](http://bit.ly/3DJXW8S) or enter <http://bit.ly/3DJXW8S> to find *Luna's Yum Yum Dim Sum* in the public library.

Math Connections:

Young children frequently encounter situations in their everyday activities that involve mathematical reasoning and problem solving. Equal sharing is an important foundational skill that supports children's later success and comprehension of division and fractions.

Many young children have shared food or toys with other people. Build upon these experiences and look at a variety of equal sharing situations. For example, ask your child to consider how:

- Two friends could equally share four toys.
- Two friends could equally share one brownie.
- Four children could equally share six colored pencils.
- Eight children could equally share six bagels.

Drawing can be an excellent tool for exploring equal sharing. After reading the story, you might consider drawing a circle to represent a pork bun and asking your child to draw lines across the circle to show you how they would divide up a pork bun so each of the three people had the same amount. After your child has drawn how they believe the pork bun could be divided so it is equally shared, you might use scissors to cut out the three pieces and compare their sizes by placing one piece on top of the other pieces. If the pieces aren't close in size, encourage your child to come up with a different way to divide up the circle so each piece is more similar in size.

Drawings can often help children talk about their approach. Encourage your child to talk about what their drawings represent and to tell you about their mathematical thinking.

Serving meals and snacks can be a fun and tasty way for children to learn more about equal sharing. Encourage your child to figure out how much each person should be served so there is the same amount on each plate. Ask them how they think an item should be cut so you have the right number of same-size servings.

While playing, your child can explore the concept of equal sharing by making sure that everyone has the same number of toys or the same amount of time to play with a toy that can't be shared easily.



Age Level	Related Preschool Foundations and CA State Standards
Preschool/ TK	<p>Number Sense 2.0 Children ebegin to understand number relationships and operations in their everyday environment</p> <p>Number Sense 2.1 Compare visually two groups of objects that are obviously equal or non equal and communicate, “more” or “same.”</p> <p>Mathematical Reasoning 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</p>
Kindergarten	<p>Counting and Cardinality K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group</p> <p>Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 4. Model with mathematics.</p>
Grade 1	<p>Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 4. Model with mathematics.</p>
Grade 2	<p>Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 4. Model with mathematics.</p>
Grade 3	<p>Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. 4. Model with mathematics.</p>

