

**AUTHOR/
ILLUSTRATOR:**

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?

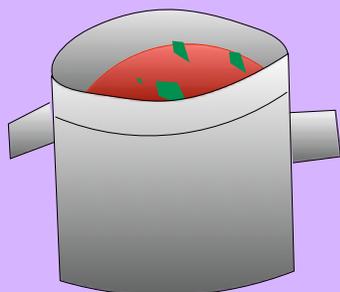
Ages: 3 to 9 years

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

Activities To Do Together:

Thank You, Omu! can be used to explore patterns, spatial relationships, and cause and effect which are all important early math skills. These skills help children have expectations, predict what will happen next, and communicate and describe what is happening. They also help build the child's understanding that their actions influence what occurs around them.

Before reading the book, with your child:

- Flip through the pages and make observations about what you see. What do you notice about the art? What shapes do you see?
- Talk about patterns that happen in everyday life. What patterns does your child notice?
- Talk about cause and effect relationships, for example what are some things that could cause a tower of blocks to tip over?

While reading *Thank You, Omu!*:

- Encourage your child to find the pattern(s) that happen in the story.
- After the boy visits at the beginning of the story, talk with your child about what they think will happen next.
- What do you notice about who comes to visit?

When you have finished reading the book:

- With your child, go back through the story and write down Omu's guests in order.
- What could Omu have done differently so she could have had a bowl of stew for herself?
- Make a snack pattern. For example: pretzel, strawberry, pretzel, strawberry.
- Write down your morning routine. Do you see a pattern?

Questions for Mathematical Thinking:

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 Resources:

Visit [Thank You, Omu! Activities](http://earlymathca.org/thank-you-omu) (earlymathca.org/thank-you-omu).

Follow this [link](#) or visit earlymathca.org/external-resources for additional online resources.

Vocabulary

Math words found in the story: big, down, empty, in, inside, most, on, out, second, small, top

Related math words: patterns, spatial relationships

Words to build reading

comprehension: delectable, delicious, Omu (Queen), scrumptious, wafted

Spanish Title: ¡Gracias, Omu!

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ISBN: 9780316541664

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

Click this link to the [World Catalog](#) or enter <http://bit.ly/to> to find *Thank You, Omu!* in the public library.



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 guests visit Omu. Talk with your child about how much stew Omu started with and how much she ended up with. If fewer guests had shown up, how would the story have been different? If more guests had shown up, what do you think would have happened? Would it have changed the story if Omu's bowls had been smaller/larger? Talk about this with your child.

The art in the book was created out of colorful cut-paper designs. Use the art to talk about shapes. Looking through the book together, talk about the art. What do you both notice? What shapes do you see?

Talking about where the scent goes and how it travels, can help children practice using spatial vocabulary. Opportunities to use and hear words like **up**, **over**, **under**, **beside**, etc. are important for a child's spatial thinking development. How does the stew's scent travel through the town? Encourage your child to describe the path of the stew's scent through the town. You can talk about how the scent travels **through** the window and **down** the building **into** the little boy's window. Where does it go next and what is its relationship to the different characters who visit Omu?

Use spatial vocabulary during daily routines with children. For example, use words like **under**, **behind**, **on**, and **out** to describe what you are doing, where an object is, and where you plan to go.



Age Level	Related Preschool Foundations and CA State Standards
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.
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.