



## Kindergarten Teacher Guide

“One Bright Ring” is useful and fun for thinking about both math and how stories work. I created teacher guides for my book by grade level, each guide consisting of questions that I also draw upon for school visits. The questions are inspired by Common Core State Standards. I’ve noted the standard(s) relevant to each question and provided a list of all the standards used for that grade.

My goals were to inspire thinking and discussion by the students, help them practice the new standards, and assist teachers. I’ve included possible answers and some follow-up questions, which I hope teachers will find beneficial. I don’t use the answers during school visits. That’s for the kids to do!

### Math

**Q:** Were you able to count ten tears on the ten tears page? Some people have a hard time counting all of the tears, including a couple of grown-ups! How about you? (Math Common Core Standard K.CC.B.4a)

**A:** There are ten tears on that page. Did you notice that the shape of the tear on the ground is different from the shape of the other tears? Does that matter for counting? Why is the tear on the ground a different shape?

**Q:** Does it matter where you begin counting the man’s tears? For example, will you count the same number of tears whether you start from the tear that’s falling from the man’s eye or from the tear on the ground? (Math Common Core Standard K.CC.B.4b)

**A:** The answer is no, but try it yourself!

**Q:** The last two pages show twenty cupcakes “at least.” (Leave book open for counting.) Can you count them? Is it hard for you to count the cupcakes, since they’re scattered about? (Math Common Core Standard K.CC.B.4c)

**A:** There are exactly twenty cupcakes on these two pages. Did you make counting easier for yourself by counting all of the cupcakes on one plate or shelf before you counted the cupcakes on another plate or shelf?

## Kindergarten Teacher Guide *continued*

**Q:** On the “twenty cupcakes” pages, can you tell if a cupcake is missing from the plate with the heart cupcakes? If so, why do you think it’s missing? (Math Common Core Standard K.OA.A.1)

**A:** You can probably tell a cupcake is missing. Look for the space in the group of heart cupcakes. How many cupcakes are on that plate? How many cupcakes do you think were there before?

**Q:** Where is that heart cupcake now? (Math Common Core Standard K.OA.A.1)

**A:** I bet you found it! It’s on the girl’s plate.

### English Language Arts

**Q:** Who are the author and illustrator of this story? Must they be the same person?

**A:** Gretchen Géser is both, but like most authors Ms. Géser had an editor. Editors help authors change some of their words for the better, so “One Bright Ring” was written by Ms. Géser but made better with the help of her editor. For most picture books, the author and illustrator are different people. By the way, Géser sounds like *Gazer*.

**Q:** Did you see the cat? (Literature Common Core Standard RL.K.7)

**A:** If you didn’t see it, keep looking! The cat is busy throughout the story.

**Q:** Did you hear about the cat in the words of the story or only see it? (Literature Common Core Standard RL.K.7)

**A:** The cat is not mentioned in the words of the story. You can only know about the cat by looking.

**Q:** Did you see what color socks the man wears? Could knowing the socks’ color help children looking at the story? Why? (Literature Common Core Standard RL.K.7)

**A:** The man wears red socks. Once you know this, you can find him even if you see only his shoes and socks. Also, red socks are a little fancy, which suits what the man plans to do.

**Q:** What is the first thing the girl does? (Show illustration on the cover and re-read the first two spreads.) (Literature Common Core Standard RL.K.1 and RL.K.7)

**A:** The cover shows the girl watching a ring fall from a man’s pocket. Is watching the same as doing? Very early in the book, she catches the ring. Is that the first thing she does? (Ms. Géser thinks watching can be a kind of doing.)



## Kindergarten Common Core State Standards Used for “One Bright Ring”

### Math

To view the Kindergarten Counting & Cardinality and Operations & Algebraic Thinking strands, visit <http://www.corestandards.org/Math/Content/K/CC> and <http://www.corestandards.org/Math/Content/K/OA>.

- CCSS.Math.Content.K.CC.B.4a  
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- CCSS.Math.Content.K.CC.B.4b  
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- CCSS.Math.Content.K.CC.B.4c  
Understand that each successive number name refers to a quantity that is one larger.
- CCSS.Math.Content.K.OA.A.1  
Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

### English Language Arts

To view the Kindergarten Reading : Literature strand, visit <http://www.corestandards.org/ELA-Literacy/RL/K>.

- CCSS.ELA-Literacy.RL.K.1  
With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K.3  
With prompting and support, identify characters, settings, and major events in a story.

## Kindergarten Common Core Standards Used *continued*

- CCSS.ELA-Literacy.RL.K.6  
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- CCSS.ELA-Literacy.RL.K.7  
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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Common Core State Standards FAQ may be viewed at <http://www.corestandards.org/resources/frequently-asked-questions>



## Grade 1 Teacher Guide

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### English Language Arts

**Q:** Who are the author and illustrator of this story?

**A:** Gretchen Géser is both, but like most authors Ms. Géser had an editor. Editors help authors change some of their words for the better, so “One Bright Ring” was written by Ms. Géser but made better with the help of her editor. For most picture books, the author and illustrator are different people. By the way, Géser sounds like *Gazer*.

**Q:** What is the first thing the girl does? (Look at the cover illustration and the first four pages.) (Literature Common Core Standard RL.1.1 and RL.1.7)

**A:** The cover shows the girl watching a ring fall from a man’s pocket. Is watching the same as doing? Very early in the book, she catches the ring. Is that the first thing she does? (Ms. Géser thinks watching can be a kind of doing.)

**Q:** Why does she try to catch the ring? (Literature Common Core Standard RL.1.2 and RL.1.3)

**A:** Does she catch it just because it comes to her? She does hope to return it. Would you try as hard as the girl in the story to return the ring?

**Q:** What would you have done in her place? (Literature Common Core Standard RL.1.2)

**A:** You have to answer this question for yourself!

## Grade 1 Teacher Guide *continued*

**Q:** Why does the girl put the ring in her purse? (Literature Common Core Standard RL.1.2)

**A:** Ms. Géser thinks she wants to keep the ring safe. Do you agree?

**Q:** Would you have done something like that? Where would you have put the ring? (Literature Common Core Standard RL.1.2)

**A:** If you wanted to protect the ring, you could have put it in your pocket, given it to your mom or dad to hold, or tucked in a purse, just like the girl in the story does. Do you think your mom or dad would have let you hold onto the ring?

**Q:** What would have happened if the girl hadn't found the ring? (Literature Common Core Standard RL.1.2 and RL.1.3)

**A:** There are many possible answers to this question. I leave the answers up to your imagination!

**Q:** What is the most important thing that happens in the story? (Literature Common Core Standard RL.1.2 and RL.1.3)

**A:** Again, there are several possible answers. Three that come to mind are (1) finding the ring, (2) deciding to return the ring, and (3) finally returning the ring.

**Q:** Did anyone in the story show his or her feelings? How do you know? (Literature Common Core Standard RL.1.4)

**A:** The man “sheds ten small tears” just before the girl returns the ring, but many other answers would be correct. For example, how about when the man checks his pockets “nine frantic times”? Or look at the girl's face after she's returned the ring and is about to lead her mommy to cupcakes. Is she happy? How do you know?

**Q:** What is the setting for the story? How do you know? (Literature Common Core Standard RL.1.7)

**A:** Ms. Géser tried to set the story in the kind of city or town where people can walk to a beautiful park. Did she succeed?

**Q:** Did you see the cat? (Literature Common Core Standard RL.K.7)

**A:** Only you can answer this, but if you did see the cat, did you see it right away or after a few pages?

**Q:** Was the cat mentioned in the story? (Literature Common Core Standard RL.K.7)

**A:** The cat was not mentioned in the words of the story. Is that okay?

## Grade 1 Teacher Guide *continued*

**Q:** Did you see what color socks the man wears? Does this detail make viewing the illustrations more fun? Does it help you follow the text? (Literature Common Core Standard RL.1.7)

**A:** The man wears red socks. Once you know this, you can find him even if you see only his shoes and socks. Also, red socks are a little fancy, which suits what the man plans to do.

**Q:** What are some differences between the man's experiences in the story and the girl's? (Literature Common Core Standard RL.1.9)

**A:** There are many answers to this question. The big answers are that the man begins the story feeling happy and hopeful. He buys flowers and walks to the park. The girl begins the story worried. She watches the man's ring fall, catches it, then does everything she can to return it. They switch moods in the park. The man realizes he lost the ring, and the girl realizes she can return it. At the end, both are happy.



## Grade 1 Common Core State Standards Used for “One Bright Ring”

### English Language Arts

To view the Grade 1 Reading : Literature strand, visit

<http://www.corestandards.org/ELA-Literacy/RL/1>

- CCSS.ELA-Literacy.RL.1.1  
Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.2  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-Literacy.RL.1.3  
Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.1.4  
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-Literacy.RL.1.7  
Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-Literacy.RL.1.9  
Compare and contrast the adventures and experiences of characters in stories.

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## Grade 2 Teacher Guide

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### English Language Arts

**Q:** Who are the author and illustrator of this story? Must they be the same person?

**A:** Gretchen Géser is both, but like most authors Ms. Géser had an editor. Editors help authors change some of their words for the better, so “One Bright Ring” was written by Ms. Géser but made better with the help of her editor. For most picture books, the author and illustrator are different people. By the way, Géser sounds like *Gazer*.

**Q:** What is the first thing the girl does? (Reshow the cover illustration and the first four pages.) (Literature Common Core Standard RL.2.1 and RL.2.3)

**A:** The cover shows the girl watching a ring fall from a man’s pocket. Is watching the same as doing? Very early in the book, she catches the ring. Is that the first thing she does? (Ms. Géser thinks watching can be a kind of doing.)

**Q:** Why does she try to catch the ring? (Literature Common Core Standard RL.2.1 and RL.2.3)

**A:** Does she catch it just because it comes to her? She does hope to return it. Would you try as hard as the girl in the story to return the ring?

**Q:** Even though you're older than counting-book age, do you think the numbers in the story supply a useful beat? (Reread a page or two.) (Literature Common Core Standard RL.2.4)

**A:** Counting books create a feeling of expectation. You read “three” on one page and expect “four” on the next. Because it's satisfying to encounter each number in a series, numbers end up being read with a special emphasis or beat.

**Q:** Now that you're thinking about how the numbers work in other ways than for learning to count, why do you suppose Ms. Géser included the number “one” three times on the first page? (Reread the text.) (Literature Common Core Standard RL.2.4)

**A:** Repetition creates rhythm, and rhythm is pleasing because you *feel* the words. Meaning isn't the only thing about the words that's important when there's rhythm.

**Q:** What problem was the girl trying to solve? Did the problem occur at the beginning of the story? Is that a good place for it? (Literature Common Core Standard RL.2.5 and RL.2.7)

**A:** The girl's main problem is to return the ring. She sees the ring fall on the cover of the book, but we can't know then that she'll want to return it. Do you agree that we become sure of her plan when the girl tries to get the man's attention by shouting? (Unfortunately, the jackhammers are louder than she is!)

**Q:** Do we learn about the problem through pictures, words, or both? (Literature Common Core Standard RL.2.5 and RL.2.7)

**A:** Both pictures and words. Which was more important to you?

**Q:** What color are the man's socks? Does this detail make viewing the illustrations more fun? Does it help you follow the text? (Literature Common Core Standard RL.1.7)

**A:** The man wears red socks. Once you know this, you can find him even if you see only his shoes and socks. Also, red socks are a little fancy, which suits what the man plans to do.

**Q:** When does the girl solve her problem? How? Do we learn that she's solved it by looking at pictures, reading words, or both? (Literature Common Core Standard RL.2.5 and RL.2.7)

**A:** The girl's problem is to return the ring. The man's problem is to find the ring. The girl solves both problems when she drops the ring under the man's nose. Now the man must go back to his original problem: Will his love accept the ring?

**Q:** Does the girl solve her problem on the very last page or a little before? Does she deserve her cupcake? (Literature Common Core Standard RL.2.5)

**A:** She returns the ring before the end of the story. That leaves her enough time to lead her mommy to cupcakes. It's up to you to decide if she deserves one!



## Grade 2 Common Core State Standards Used for “One Bright Ring”

### English Language Arts

To view the Grade 2 Reading : Literature strand, visit

<http://www.corestandards.org/ELA-Literacy/RL/2>

- 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.2.3  
Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-Literacy.RL.2.4  
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 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.
- 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.

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## Grade 3 Teacher Guide

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**Q:** On the last two pages, we read that the bakery offers twenty cupcakes “at least.” How many cupcakes do you see? (Reshow the illustration.) Could there be cupcakes you can’t see? Why? (Literature Common Core Standard RL.3.1)

**A:** You can see twenty cupcakes, but the words “at least” suggest there may be more.

**Q:** When does the man realize he has a problem? What does “frantic” mean? (Literature Common Core Standard RL.3.1)

**A:** He realizes he has a problem when he searches his jacket pockets. He doesn’t feel the ring, but the ninth time he checks his pockets, he does feel the hole. “Frantic” means anxious or in a panic.

## Grade 3 Teacher Guide *continued*

**Q:** Is the girl determined to return the ring? How can you tell? (Literature Common Core Standard RL.3.3)

**A:** She is. You can tell because she doesn't give up, despite one obstacle after another.

**Q:** How do the girl's actions affect the story? (Literature Common Core Standard RL.3.3)

**A:** There may be many answers to this question, but the most important is that she returns the man's ring, and just in time.

**Q:** What about the man? What motivates him? (Literature Common Core Standard RL.3.3)

**A:** He wants to give the ring to his girlfriend. That's why he buys the flowers and walks to the park, where he meets her.

**Q:** What could the man have done differently? Could different actions from him have changed the story? (Literature Common Core Standard RL.3.3)

**A:** There are many answers to this question! What does your imagination suggest?

**Q:** You're past counting-book age, but think about whether each new number suggests a new level in the story's action. (Literature Common Core Standard RL.3.1 and RL.3.3)

**A:** The story could have been told without numbers, but each number does suggest a new level of action. That's because the numbers and the girl's problem get bigger at the same time. The numbers don't cause the drama, but they do enhance the story's mood.

**Q:** Even if the cat isn't mentioned in the text, does he – or she! – help create the story's mood? (Literature Common Core Standard RL.3.7)

**A:** The cat does help the story's mood by commenting on the action.

**Q:** Is the cat a boy or a girl? Does it matter? (Literature Common Core Standard RL.3.7)

**A:** This is a silly question, but Ms. Géser did adopt a cat when "One Bright Ring" was published, and he's a boy.

**Q:** What color are the man's socks? Does this detail make viewing the illustrations more fun? Does it help you follow the text? (Literature Common Core Standard RL.3.7)

**A:** The man wears red socks. Once you know this, you can find him even if you see only his shoes and socks. Also, red socks are a little fancy, which suits what the man plans to do.



## Grade 3 Common Core State Standards Used for “One Bright Ring”

### English Language Arts

To view the Grade 3 Reading : Literature strand,, visit

<http://www.corestandards.org/ELA-Literacy/RL/3>

- CCSS.ELA-Literacy.RL.3.1  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RL.3.3  
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-Literacy.RL.3.5  
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 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)

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