

TEATIME

Around the World



**A COMPANION GUIDE FOR
TEACHERS AND PARENTS**



Title: *Teatime Around the World*

Author: Denyse Waissbluth

Illustrator: Chelsea O'Byrne

Genre: Picture Book

Themes: Diverse Cultures, Similarities and Differences,
Global Interconnections, International Traditions

Suitable for: Ages 4–10, PreK–Grade 5

Guided Reading Level: O

Lexile Level: AD830L

Common Core Standards:

RI.3.1,2,3,4,6,7,8

W.3.1,2,3,4,7,8,10

SL.3.1,1c,1d,2,3,4,5,6

RF.3.3,3c,3d,4,4a,4b,4c

L.3.3,4,4a,4d,5,5b,5c,6

RL.3.1,2,4,5,6,7,10

SUMMARY

*Tea for one. Tea for two. Tea for me. Tea for you.
With sugar or spice, yak butter or ice.*

In *Teatime Around the World*, a simple rhyming poem runs parallel to short passages of informational text about different tea traditions around the world. Chelsea O’Byrne’s vibrant, detailed illustrations bring to life scenes of people enjoying tea in Morocco, India, Tibet, Thailand, Canada and the United States, Argentina, Chile, Uruguay, South Sudan, Japan, Russia, England, Malaysia, Pakistan, Iran, Hong Kong, China, Taiwan, and Jamaica.

At the end of the book, the author Denyse Waissbluth shares her own connection to tea, from her grandparents offering tea to guests, to sharing teh tarik with new friends in Singapore. She reflects on how tea has grown popular over the centuries and can now be found in all corners of the globe. As tea travelled, it has been adapted to reflect local customs and traditions, and to both unite cultures and demonstrate their glorious diversity.



ABOUT THIS GUIDE

These discussion questions and activities are designed to support students exploring *Teatime Around the World*, the themes presented in the book, and their own creativity.

DISCUSSION QUESTIONS

1. Have you ever had a tea party (either a pretend one or a real one)? What did you do? Who was with you?
2. If you could make up your own drink, what would you put in it? What would you call it?
3. Have you tried any of the different kinds of tea in *Teatime Around the World*? Are there any that you would like to try? Why?
4. In the author's note at the end of the book, Denyse Waissbluth says that her grandparents served tea to guests to welcome them. How do you make guests welcome?
5. Have you ever met someone from a different culture, or someone whose family seemed very different from your own? How did you get to know them? What did you learn?



BEFORE READING

The following questions and activities build context and introduce the topics of the book, and establish prior knowledge and interest.

1. Before reading *Teatime Around the World*, look at the cover. Discuss with the class what you think the book will be about.
2. Look at the illustrations at the beginning and end of the book. Which objects can you name? Which ones are new to you? What do you think the new objects are?
3. Think about a time when you've visited someone else's home. Did your host offer you anything to eat or drink? What did you have? Why do you think they gave it to you?



DURING READING

These activities check comprehension, stimulate interest, involve readers in reflection, and encourage consideration of other readers' reactions.

LANGUAGE ARTS: REPORTING FOR THE DAILY TEATIME NEWSPAPER, OR FOR TEA TV NEWS

In this assignment, students will interview a friend or someone in their family who drinks tea. They will ask them a variety of questions and record their answers on the sheet below. Using the answers they record, students can write a rough draft of their news story. Then, they will present the final version of the story either as a newspaper article or a video.

Newspaper article: If your final presentation will be a newspaper article, then use the questions below (or make up your own) when you are conducting your interview. Then write your final copy in the newspaper template following the questions.



Video interview: If you have access to a cell phone or camera that can record video, then you can use the questions below as a guide for your video interview—but feel free to write different questions. The person you are interviewing might have other stories to tell you as well. Ask your teacher how to submit your final video interview.



Why do you like tea?

What kind do you like? Or don't like?

Has anything funny, or surprising, or interesting ever happened to you while you were drinking tea?

If you could have a tea party with anyone in the world, at any time in history (or in the future), who would you choose? What would you talk about?





The Daily Teatime



LANGUAGE ARTS: SIGHT READING -K AND -CK WORDS

In this game, students can practise their sight reading using vocabulary from *Teatime Around the World*.

MATERIALS

- A Teatime Bingo card. See template on the next page.
- About 20 counters per player. These can be bingo markers, pennies, pebbles, bread bag tags, or small pieces of paper.
- Blank piece of paper for bonus words

METHOD (UP TO FOUR PLAYERS)

1. Each player gets one Teatime Bingo card.
2. The teacher or adult reads out words, one at a time.
3. If the word is on the player's card, they cover it with a marker.
4. When a player's markers line up to make a complete row (horizontal, vertical, or diagonal), they yell "Bingo!" to win the round and score a point.

Bonus! When a player wins a round, they can search their card for pairs of rhyming words and write them down on their piece of paper. Or, they can think of rhyming words to go with any of the words on their card and write the rhyming pairs on their piece of paper. At the end of the game, players can read aloud their rhyming pairs. Whoever has the most pairs wins ten bonus points.



TEATIME BINGO

-K AND -CK WORDS

BRICK	MAKE	LUCK	LIKE
STOCKING	YAK	PINK	SNACK
THICK	DRINK	BACK	BLACK
STACK	COOKIE	BAKING	SOCK

TEATIME BINGO

-K AND -CK WORDS

LOOK	LUCK	CAKE	DRUNK
SILK	MAKE	STOCKING	MILK
PINK	THICK	SOCK	BRICK
DARK	SNACK	ROCK	YAK

TEATIME BINGO

-K AND -CK WORDS

STOCKING	PINK	TALK	STACK
BLACK	LOOK	DRINK	DARK
MAKE	SILK	MILK	CAKE
DRUNK	BACK	SNACK	ROCK

TEATIME BINGO

-K AND -CK WORDS

BLACK	STACK	MILK	DRINK
CAKE	SILK	COOKIE	TALK
SOCK	BAKING	DRUNK	BACK
LIKE	LUCK	THICK	DARK

VISUAL ARTS: MAKE A COIL CUP

In this activity, students will make a cup from playdough, Plasticine, or clay.

MATERIALS

- Playdough, Plasticine, or clay*, about one grapefruit-sized ball for each child
- A flat, clean work surface

* If you're using clay that will be fired in a kiln, you will need guidance from an experienced potter.

INSTRUCTIONS

If you have never used the coiling method before, then it can be helpful to watch someone demonstrate how to make a coil pot, cup, or bowl. Here's one example available on YouTube:

Making a Simple Clay Coil Pot, by The Clay Teacher (11:57 mins)
<https://www.youtube.com/watch?v=62-7qHckMMM>

MAKING COILS

- To make coils, break off a large chunk of your material (playdough, Plasticine, or clay) and roll it between your hands to form a thick snake-like shape. Put the "snake" on a flat surface.
- Lay your flat hands over the "snake" to roll it, starting with your fingertips and then rolling under your palm to your wrist and then back to your fingertips.
- Repeat this motion moving up and down the coil, or move your hands from the center to the end of the snake to gently lengthen the snake. As you roll, gradually increase pressure until the coil is about as thick as your finger or thumb, depending on the size of your hand. The final coil should be about a half inch (1.25 cm) thick. If the thickness of the coil is uneven, place your hand over the thicker spots and roll with a little pressure.
- Break off another chunk of your material to make more coils.



MAKING A BASE

- Before you build your cup, you'll need to make a base. Break off a small piece of clay and flatten it into a circle. It should be about a half inch (1.25 cm) thick. The base should be bigger than the bottom of your cup.

BUILDING THE CUP

- Place one coil around the perimeter (the edge) of your base. If your coil is long enough to go around more than once, then pinch off the extra. Or, as each coil runs out, attach a new coil directly against the end of the previous coil and blend them together with your fingers.
- Gently smear a small amount of your material from the coil into the base.
- Place a coil directly on top of the coil below it. It will make a straight-sided cup. If the coil is placed slightly on the outside edge of the coil below it, the cup will gradually get wider. If the coil is placed on the inside edge of the coil below it, the cup will begin to close.
- Keep adding coils until your cup is as tall as you want.
- If you like the bumpy look of the coils, then you can add a handle.
- If you'd like a smooth-sided cup, then join the coils by gently pushing a small amount of material from the top coil into the coil below it. Turn the cup while joining and smoothing the coils. Keep one hand cupped along the outside of the pot to support its shape. Then add a handle.

Are there any other tea accessories that you could make to go with your cup? Once your cup is finished, you could have a tea party with a partner or small group.

With thanks to Julie Voigt's Art for Small Hands blog post, "Coil Pots with a Twist" for ideas:

<http://www.artforsmallhands.com/2010/01/clay-coil-pots-with-twist.html>



**VISUAL ARTS:
DESIGN AN INVITATION TO A TEA PARTY**

Invite your friend, family, or an imaginary creature to a tea party. Who will you invite? Where will it be? What time? What will you ask your guest to bring? You can make your own invitation, or use the template below.



You're Invited

Time: _____

Date: _____

Place: _____

Details:

AFTER READING

These activities inspire continued reflection and response to the text, conclude the experience of reading this particular text, and stimulate further extensions.

ALL ABOUT ME: STORIES ABOUT OURSELVES AND OUR FAMILIES

Denyse Waissbluth, the author of *Teatime Around the World*, tells a story of her memories of her grandparents on the Prairies and their tradition of always greeting visitors with a cup of strong, black tea. Does your family have a story or tradition?

Each student can bring an object (or photo) to represent their family story or tradition. They can share their story individually with the teacher, or with the class. The teacher can take a photo of the child with their object and write down their story.

The stories can be displayed with the photos of the students on a display board, or the teacher can collect the stories into a booklet.





LANGUAGE ARTS: INVENT YOUR OWN TEA RECIPE

Invent a tea for an imaginary creature. What does would a space alien drink? What does a fairy drink? What do wizards drink? What's a witch's favorite tea? Write down the recipe. You can write it on a blank piece of paper, or use the attached template.



RECIPE: _____

INGREDIENTS:

_____	_____
_____	_____
_____	_____

DIRECTIONS:

CHEF: _____



VISUAL ARTS: DRAW YOUR OWN TEA PARTY

If you were to host a tea party, who would you invite? Your guests could be family, friends, or imaginary creatures. What would you serve? Where would you have your tea party? Draw a picture of your tea party. You can look at the pictures in *Teatime Around the World* for ideas, if you'd like.