

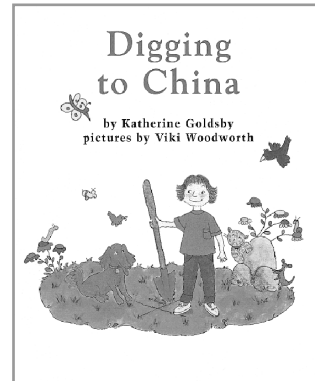
# Books for Young Learners Teacher Resource

## Book Notes



### Digging to China

Author Katherine Goldsby  
 Illustrator Viki Woodworth  
 12 pages ■ 108 words



Digging to China

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared G = Guided I = Independent

#### SYNOPSIS

A child takes the phrase “digging to China” literally.

#### WHAT THE BOOK OFFERS

- Fiction narrative fantasy
- First person
- Past tense
- Varied layout
- Dialogue across two pages
- Illustrations portray the imaginative perspective of the text
- Contractions—“you’ll”
- Ellipsis introduces story climax

#### POSSIBLE SKILLS EMPHASIS

- Attending to letter and word detail to maintain consistency
- Coping with past tense with dialogue referring to the future
- Reading beyond the obvious
- Finding layers of meaning
- Summarizing
- Understanding the role of the illustrations in showing the possible outcome imaginatively

#### INTRODUCING THE BOOK

- Many children will be unfamiliar with the phrase “digging to China,” so the introductory discussion could include the fact that it is a saying, with students suggesting the contexts in which it might be used.

*Think how far China is from this country. It is too far for anyone to dig from one to the other. So if the story says she is trying to do that, what kind of story might it be?*

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### Digging to China (continued)

#### FOCUS OF INSTRUCTION

- It will be important that the children realize the imaginative element in the text before the reading gets under way.

Page 3: *What confirms for you that this is not a true story?*

*What might the girl have been thinking as she was digging?*

Page 4: *Was the mother really worried about the jeans getting dirty?*

*What was she really telling the child?*

*Why didn't anybody want her to keep digging?*

Page 6: *Why did the friend suggest she should try to dig to India?*

Page 7: *What have you noticed about what the illustrations show?*

Page 11: *I wonder what the ellipsis is telling us to think about. Do you think it is something else that the sister wants or...?*

#### FOLLOWING THE READING

*What did the illustrations show?*

*What was the story really about? How could you tell the story in a few sentences?*

*Who was the most believable character? Why?*

- Work together to compose a fantasy story based on a common saying.