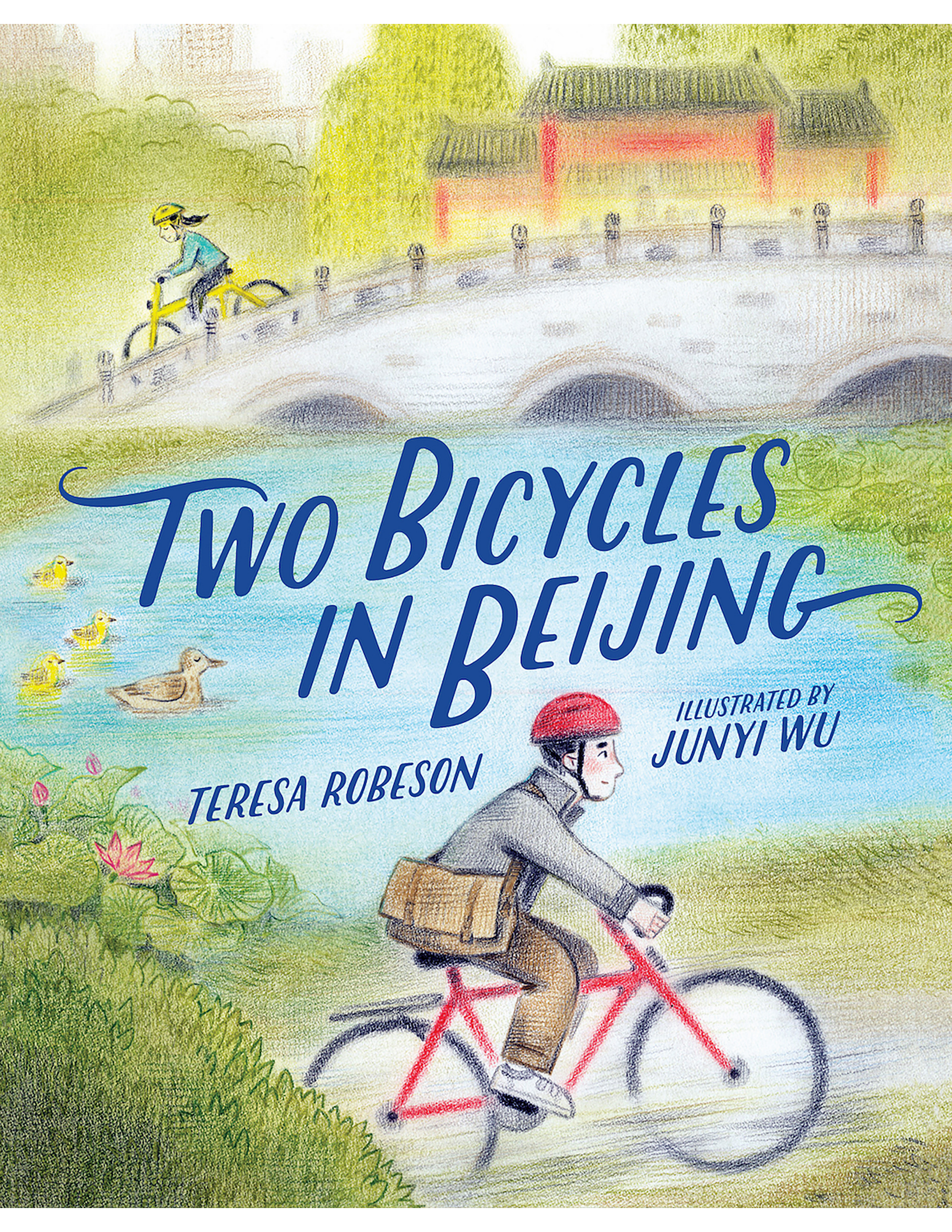




TWO BICYCLES IN BEIJING

TERESA ROBESON

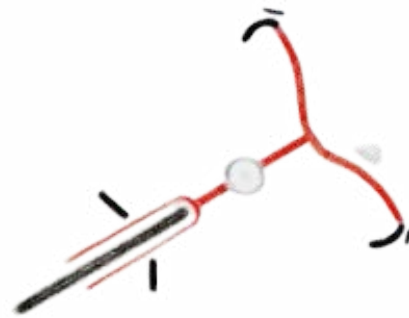
ILLUSTRATED BY
JUNYI WU



Teresa Robeson is the APALA Picture Book Award-winning author of *QUEEN OF PHYSICS* (also ILA Nonfiction PB Honor and NCTE Orbis Pictus Nonfiction Recommended Book). Other publications include *TWO BICYCLES IN BEIJING* and an essay in *NONFICTION WRITERS DIG DEEP*, edited by Melissa Stewart. Her upcoming works include a nonfiction poem in *NO WORLD TOO BIG*, edited by Dawson, Metcalf, and Bradley; two biographical graphic novels with Penguin Workshop, one on the Dalai Lama (2023) and the other on Bruce Lee (2024); as well as two picture books, the informational fiction *CLOUDS IN SPACE: THE NEBULA STORY* with MIT Kids/Candlewick (2024) and an own-culture picture book with Astra Young Readers (2024). Teresa and her family try to live a self-sufficient lifestyle on 27-acres where they've been raising chickens for twenty years and growing and processing much of their own vegetables. When not writing or washing veggies for hours on end, Teresa enjoys knitting, soap-making, sewing and doing art.



Junyi Wu is a freelance illustrator and designer and a graduate of ArtCenter College of Design. Her passions include pies, puns, and puzzles. She is based in Orange County, California.



About *Two Bicycles in Beijing*

One, two; yi, er. Side by side, two bicycles, Lunzi and Huangche, come out of the factory. Side by side, they watch the city of Beijing from their shop window. Then a young girl comes in and buys Huangche, rolling him away from Lunzi! With the help of a delivery boy, Lunzi begins an epic race to find her friend that introduces readers to all the sights and sounds of Beijing.

Reviewers say:

"Robeson's spare text is poetic, while Wu's hazy illustrations lend a reminiscent feel. Young readers are given the opportunity to learn a few Chinese words sprinkled throughout the text. Even better, they can indulge in warm feelings of friendship and how wonderful it is to be two."—Booklist

DISCUSSION QUESTIONS

- This book is about two friends who happen to be bicycles! What makes someone your friend? How do you show someone you are their friend? What kinds of things do you like to do with your friends?
- Why does Lunzi want to find Huangche?
- What would you do if you lost a friend?
- The bicycles go on adventures through Beijing. Where would you like to go on an adventure?
- How did the author use sound to make the story stronger?
- Do you know how to ride a bike? If so, how did you learn? What was hard? Do you ride something else (like a skateboard or scooter)? Where do you like to ride?
- How is Beijing similar to or different from where you live?
- When you explore a new place what does it feel like? What about when you explore where you live?
- Examine the backmatter and explore the Mandarin Glossary.

WRITING PROMPTS

- Write about things you like to do with friends. (See printable.)
- If you were a bicycle, where would you like to go? What city or place would you like to go for a ride in?

CRAFT MOVES

Revisit some of these lines from the text. What do you notice the author doing? How does this make the words more effective? What could you try in your own writing?

- "...a girl with a sky-blue sweater and a cloud-white apron came into the shop."
- "Her eyes lit up when she saw Huangche. 'This is the perfect bike,' she said. 'The sun to my sky.'"

PICTURE BOOKS THAT CONNECT TO *TWO BICYCLES IN BEIJING*

Bike for Sale by Carter Higgins illustrated by Zachariah O'Hora

Wherever You Go by Pat Zietlow Miller, illustrated by Eliza Wheeler

Small in the City by Sydney Smith

Lost and Found by Oliver Jeffers

STEM

Using found and recycled materials, build your own bicycle. Use the design printable to make a plan/diagram before you start to build!

Extension: Build a bicycle for a specific person. What special things might their bike need? Here is a list of people whom you could design for: a delivery person, a child who rides to school, a preschooler's first bike, a family, an older couple, a librarian, a baker. Who else could you design a bike for? Brainstorm a list as a class, then pick one to build a bike for.

Extension: Using the engineering and design process, get feedback on your bicycle from a peer. How can you make your design even better? Revise and try again!

SOCIAL STUDIES

Look at a map of Beijing. Can you find the places listed in the story? Use Google Maps and input the places the bicycles visit, can you map their route? (Nanguan Park, Forbidden City, Beihai Park, Beijing Concert Hall, Tiananmen Square.) Where on the map do you think the bike shop was? Where do you think the bakery at the end is?

Make a story map. Where did the bicycles start? Where did they go first, second, and third? Where did they go last? Use the printable to record your story map.

Research and look at how bicycles have changed over time. What do you notice? What do you wonder?

MATH

The text of the book repeats the Mandarin words for one and two. Learn how to count in other languages. What do you notice about how the numbers and words connect? How many languages can you learn to count to ten in?

OTHER ACTIVITIES

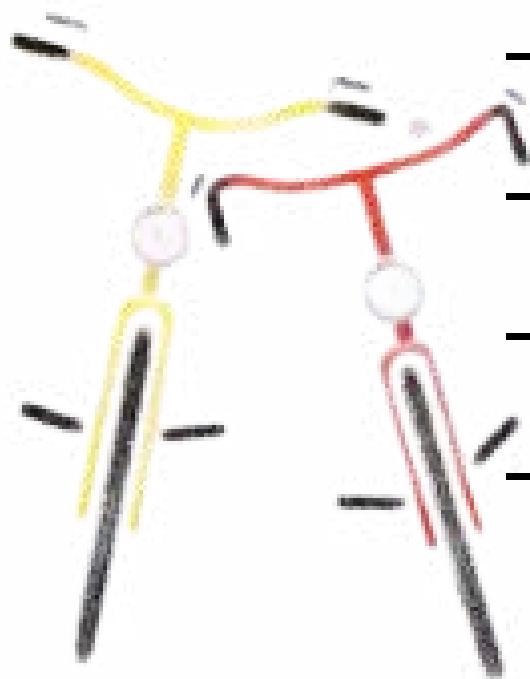
Go on a color walk. Pick a color to focus on for the entirety of your walk. (Maybe you pick red or yellow like the bicycles!) Every time you find something that is that color document it! (Use the printable to draw what you find or take a photo of each object.)

Extension #1: Create a piece of writing based on your walk.

Extension #2: Repeat the walk taking the same path, this time focusing on a different color. How does your perspective change when you change the color? Did you notice different things?

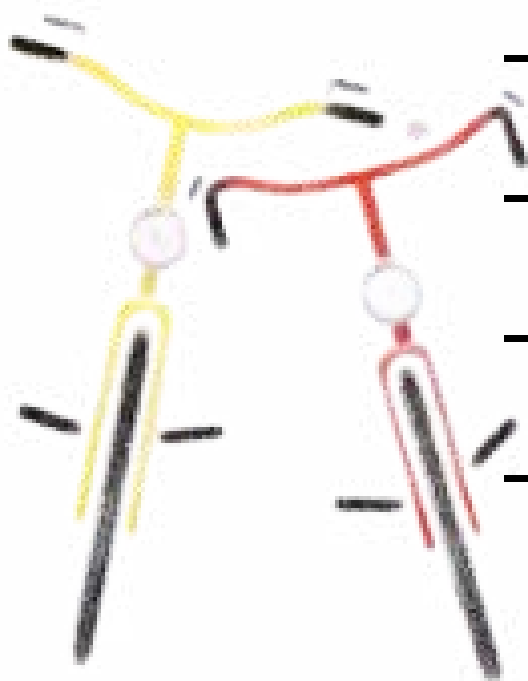
The author Teresa Robeson traveled to Beijing. Look at this [slide deck](#) of photos she took. What do you notice? What are we wondering? What questions would you want to ask the author? (Or use the photo pages at the bottom of the guide.)

Write about things you like to do with friends.

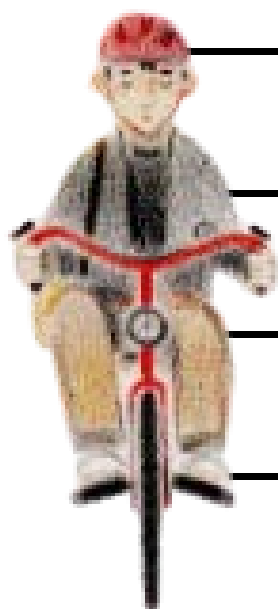


How do you know someone is your friend?

I know someone is my friend when they...



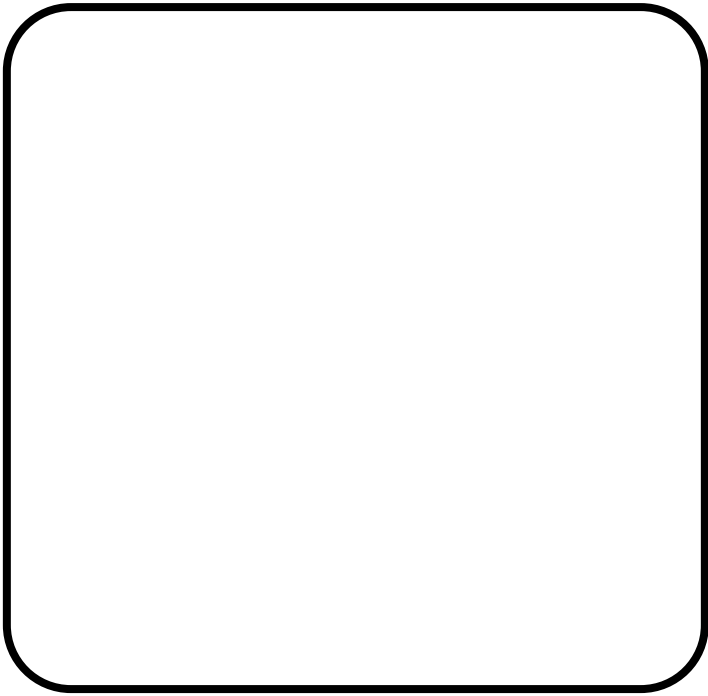
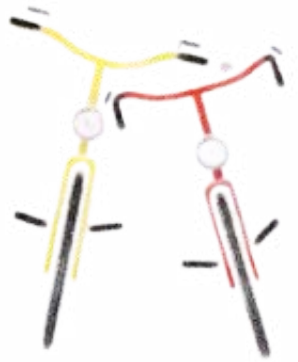
If you were a bicycle where would you like
to ride?



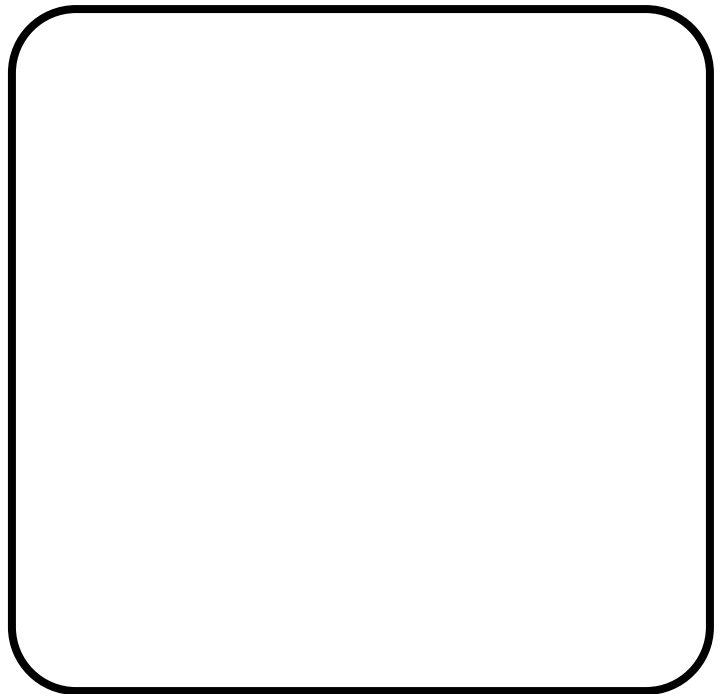
My Bicycle Design

A large, empty white rectangular area with rounded corners, intended for drawing or writing the bicycle design.

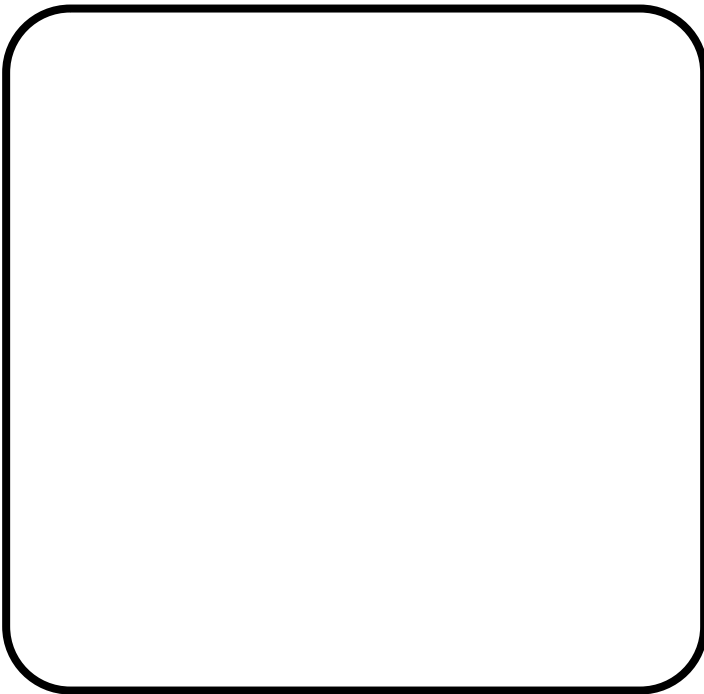
Story Map



Start

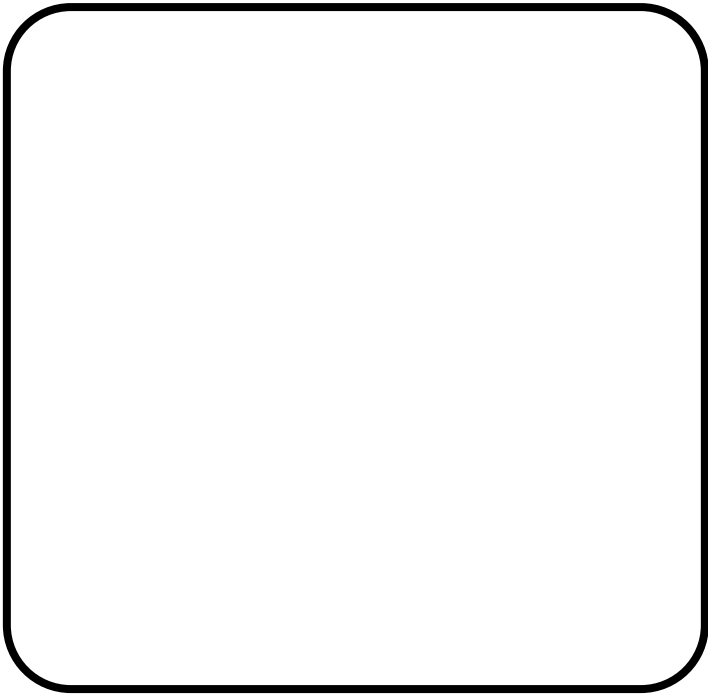


First

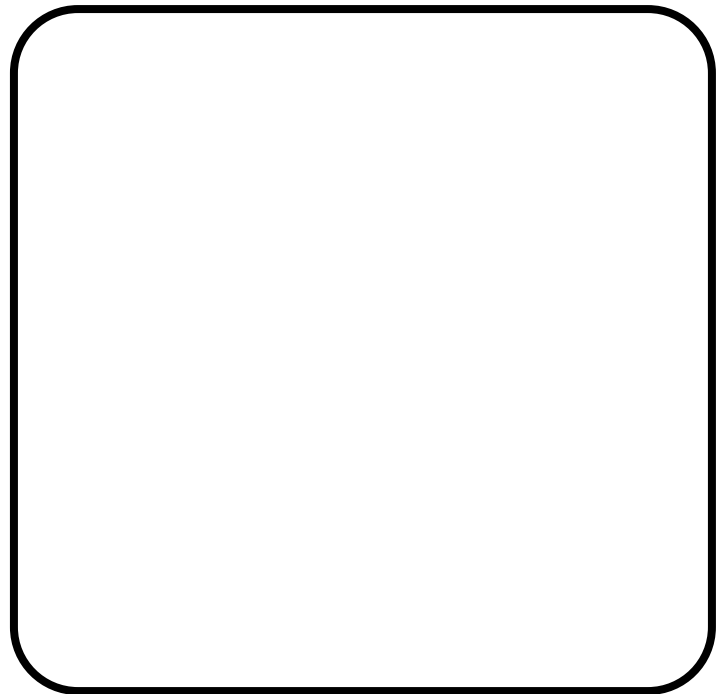


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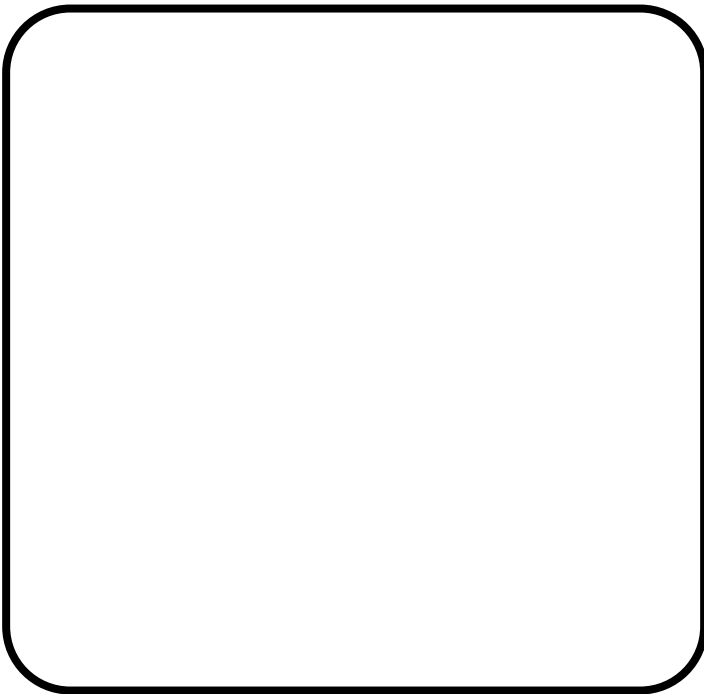
Story Map



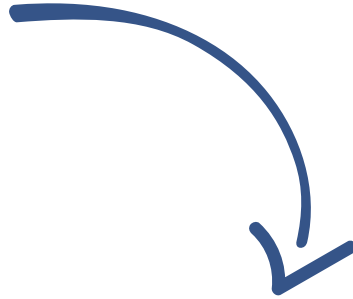
Third



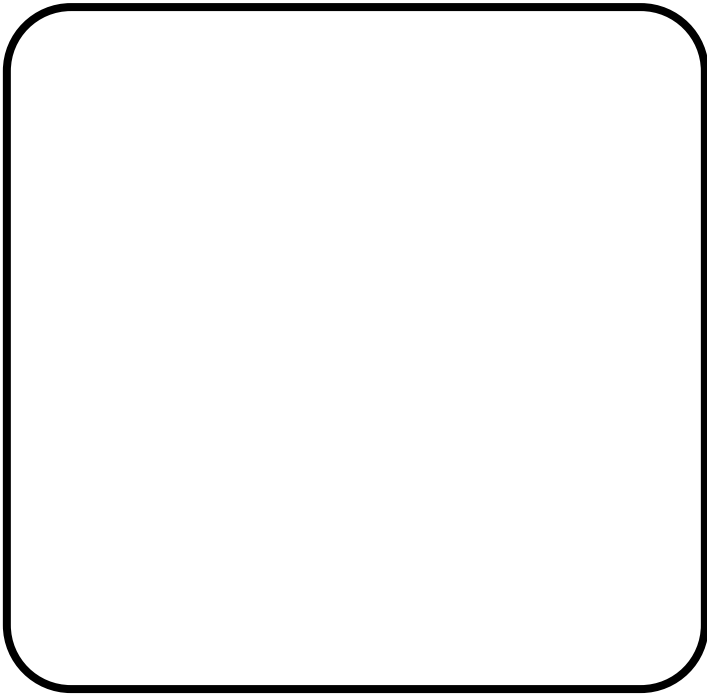
Fourth



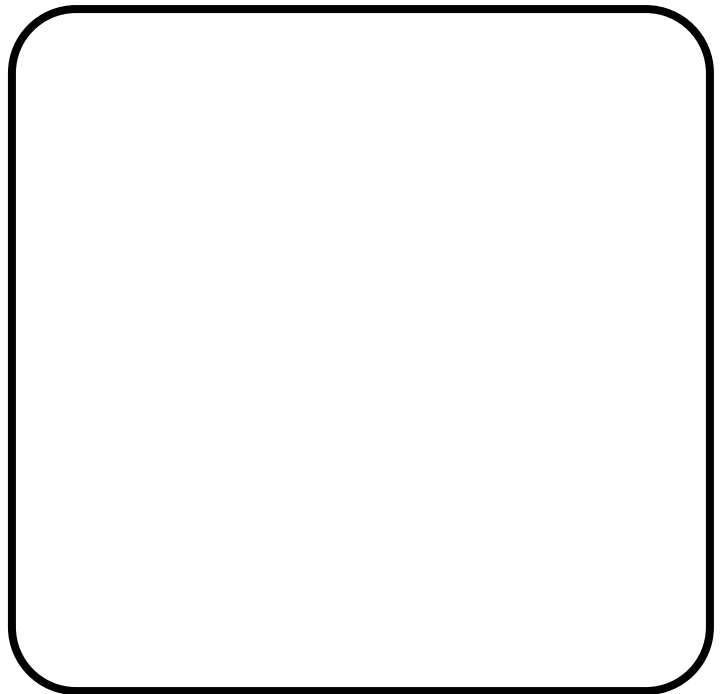
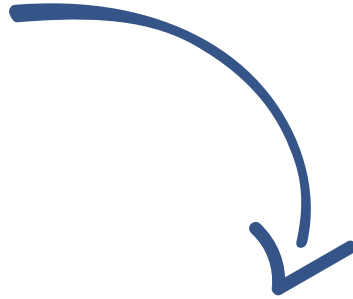
Fifth



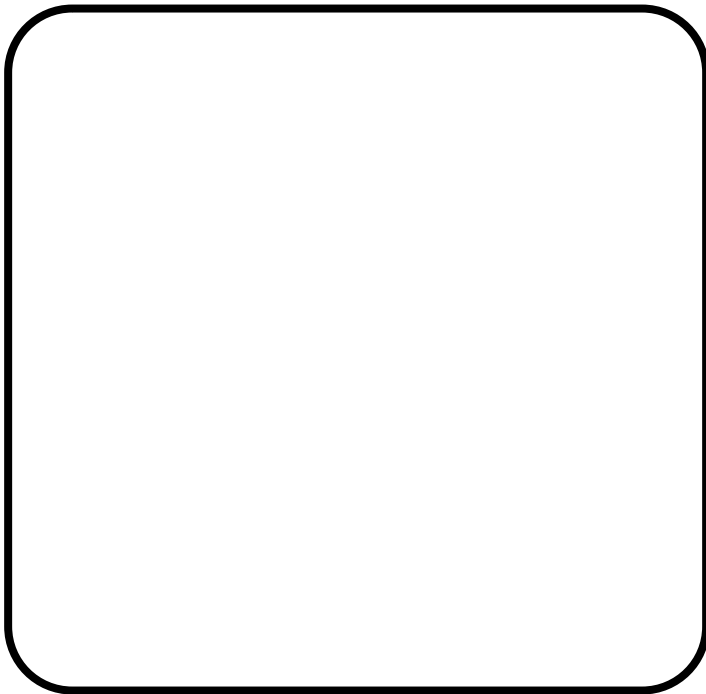
Story Map



Sixth



Seventh

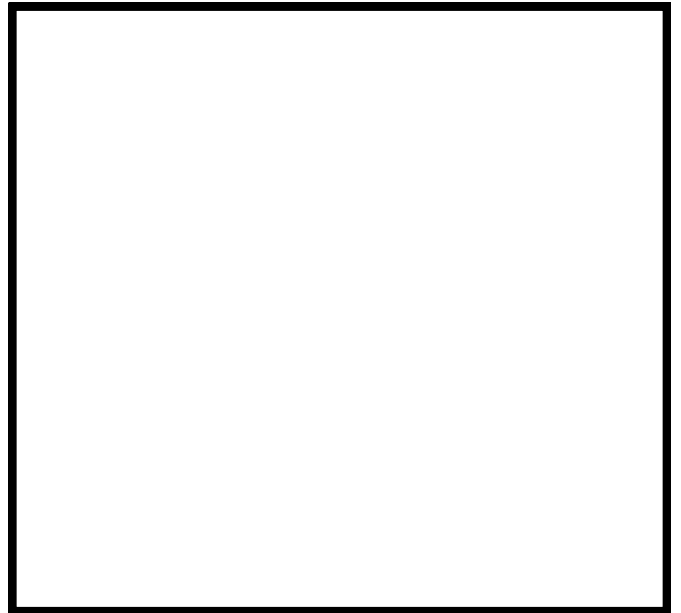
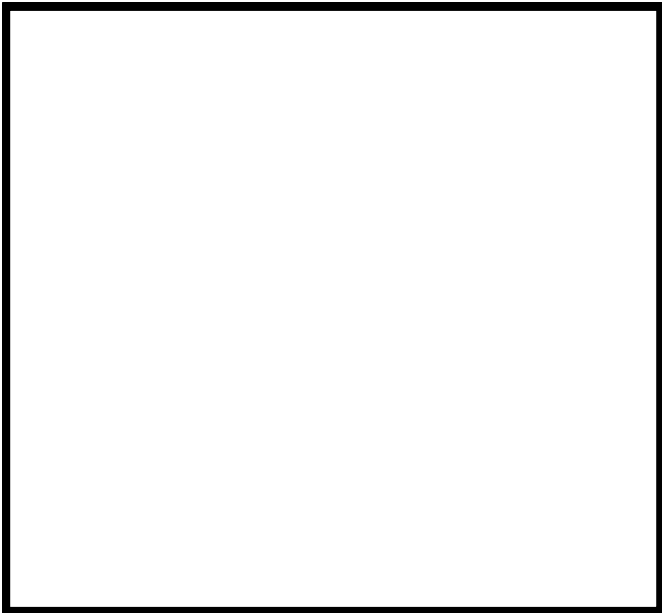


End



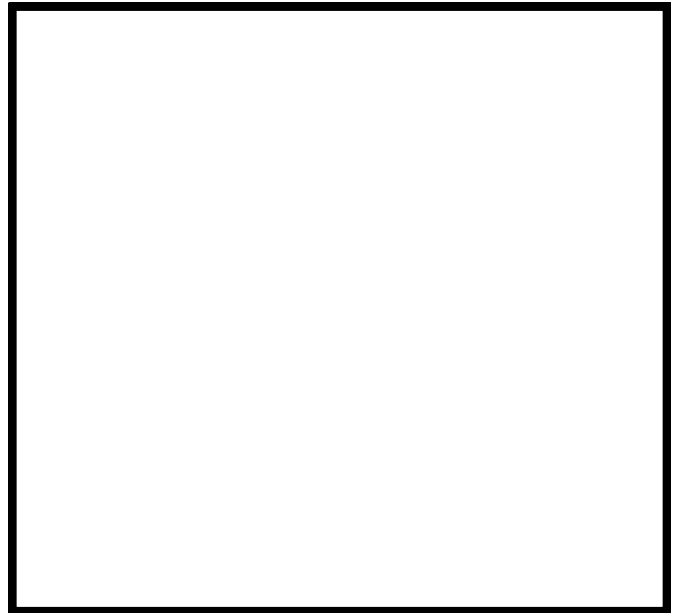
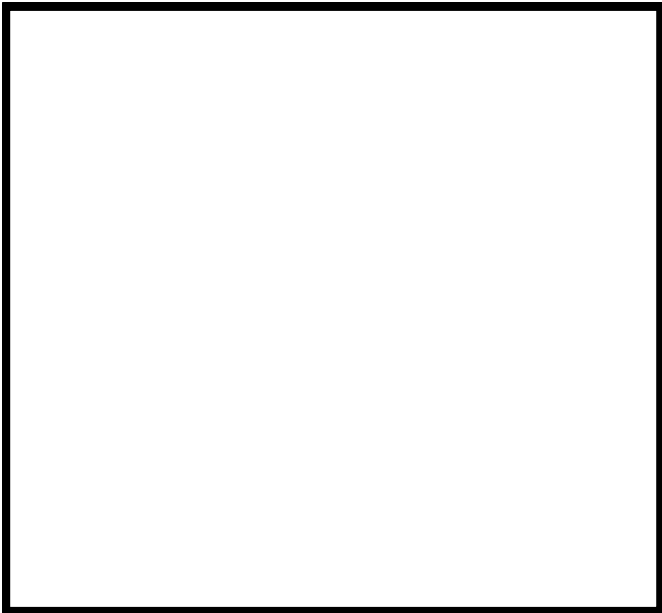
Color Walk

My color:



Color Walk

My color:



(your color)

is





NEXT GENERATION SCIENCE STANDARD CONNECTIONS

K-PS2-1 Motion and Stability: Forces and Interactions

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 Motion and Stability: Forces and Interactions

Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*

K-2-ETS1-2 Engineering Design

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

COMMON CORE LANGUAGE ARTS CONNECTIONS

Kindergarten:

- With prompting and support, ask and answer questions about key details in a text.
- Ask and answer questions about unknown words in a text.
- 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).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

First Grade:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Recall information from experiences or gather information from provided sources to answer a question.