

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> 1 <sup>st</sup> -2 <sup>nd</sup>	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>A New Kind of Wild</u> Written and Illustrated by Zara Gonzalez Hoang			
<b>Theme(s)/Big Idea(s):</b> Moving to a new place; Memories; New Adventures; Cities; Perspective; Change can be hard sometimes; Looking for the positive can help us feel better; New places can be exciting; Our perspectives can change.			

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> <b>Perspective-</b> the way we see or feel about something. Explain that we each have our own perspectives or ways of looking at things. Sometimes those might be the same as other people and sometimes they may be different.	
<b>Image/symbol:</b> Show images at the end of the lesson. Explore how and why the perspectives are different.	<b>Gesture:</b> N/A
<b>Use in context:</b> Use images to explore perspective in context.	
<b>Prompt kids to use in context:</b> Tell kids that you are going to ask them a question to see what their perspective is. <b>Ask:</b> Which season do you like best? Summer, Fall, Spring or Winter? Conduct a hands-up vote for each season. Then call on volunteers for different seasons to share why they like it best. Reinforce that some of them had the same perspective and some of them had a different perspective.	
<b>Bridge to book:</b> Explain that in our story, we are going to learn about our characters' perspectives and see how they change.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<input type="checkbox"/> Review RR expectations  <input type="checkbox"/> Introduce Book/Author/Illustrator  <input type="checkbox"/> Teach focus vocab word ( See plan above)  <input type="checkbox"/> Ask 1-2 questions to activate prior knowledge/ solicit predictions	<p>Explain that today we are reading a story called <u>A New Kind of Wild</u>. It was written and Illustrated by Zara Gonzalez Hoang. Before we read, let's learn our special word of the day. <i>Use the vocab plan to teach the focus word and then continue below with Question 1.</i></p> <p><b>Q1. Take a look at the cover. What do you notice or see? Based on what you see, what do you think our story will be about? (Hands-up/volunteer)</b></p> <p><i>Call on volunteers to share what they notice. Then call on volunteers to make predictions. Be sure to involve the rest of the group by asking if they agree with their groupmates or to share different ideas.</i></p> <p><b>Additional Notes:</b> N/A</p>
DURING READING	
<i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i>	
<input type="checkbox"/> Ask 3-4 questions that target different comprehension strategies (predict, infer,	<p><b>Q1. Nature can be a tricky word to understand. One way to think about nature is to look at everything around us that was not made by humans or people. Animals, plants, water, the weather. All of these are examples of nature. Take a look at the picture. What are some kinds of nature that you see? (Stop and Jot)</b></p>

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<p>connect, synthesize)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Note opportunities to reinforce focus word.</li> <li><input type="checkbox"/> Identify other potential new vocab to define while reading</li> </ul>	<p><i>Prompt children to stop and jot examples of nature. Explain that they can write or draw. After 1-2 minutes, prompt children to hold up responses. Call out what you see, add on any examples they miss and clear up any misunderstanding. Ideas to look for: Trees, flowers, roosters, rocks, the river. Prompt children to look out for more nature as you read.</i></p> <p><b>Q2. How is Ren feeling right now? (Act it Out) Follow-up: Why do you think Ren is feeling that way? What do you think is happening? What makes you think so? (Turn and Talk)</b></p> <p><i>Prompt children to act out how Ren is feeling with their faces and bodies. Call out what you see and call on a few volunteers to share what they acted out. Then, ask children why Ren might be feeling this way and what is going on to make him feel that way. Prompt children to turn and talk. After 1-2 minutes, take a few shares from pairs. <b>Ideas to look for:</b> Ren is sad/upset. You can see that he is crying. It looks like he is moving away from home. We can see a truck with luggage and they are waving goodbye.</i></p> <p><b>Q3. Why doesn't Ren think the city is for him? Follow-up: How is the city different from Ren's old home? (Turn and Talk)</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: It looks and sounds different; Less nature that you can see; More buildings and stores; More people; Noisy.</i></p> <p><b>Q4. Ava and Ren both come from very different places and can't imagine living anywhere else. Can you imagine living someplace different than where you do now? (Thumbs-up/Thumbs-side/Thumbs-down) Follow-up: What would you miss about home if you moved someplace new? (Stop and Jot)</b></p> <p><i>Prompt children to finger vote and call out what you see. Then, prompt children to Stop and Jot things they would miss about home. After 1 minute, prompt children to hold up their responses. Call out what you see and call on a few volunteers to share.</i></p> <p><b>Where and how will you reinforce focus word? What additional words might you address while reading?</b></p> <ul style="list-style-type: none"> <li>• El Yunque</li> <li>• Coqui</li> <li>• Homesickness</li> <li>• Lonely</li> </ul>
<b>AFTER READING</b> <i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask 1 question reflecting on book theme</li> <li><input type="checkbox"/> Make connection to extension activity</li> </ul>	<p><b>Q1. Let's think about our word of the day. How did Ren's perspective change? How did Ren feel when he first got to the city? How did it change in the end? Follow-up: Why did Ren's perspective change? (Hands-up/Volunteer)</b></p> <p><i>Call on volunteers to share and then prompt other children to add-on or extend the ideas of their groupmates. Ideas to look for: He began to see the magic of the city. He felt less lonely; He saw that he could use his imagination in the city, just like at home; If he looked at the positive parts of the city, he could be happy there too.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b> Change can be really hard and take some time to get used to. Sometimes, if we give new things a chance and look for the good, they might turn out better than we think. Ava helped Ren see the good things about the city. While he still missed home, the change became a little easier with the help of a friend.</p>

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### EXTENSION ACTIVITY

#### Activity Description

Children will create a “Community Asset Map” for their neighborhood to share with visitors or new neighbors.

#### Materials

- Asset Brainstorm Sheet
- Pencils/Pens
- Blank White Paper or Poster
- Coloring Tools (Crayons, Colored Pencils, and Markers)

#### Introduction

Sometimes it can be hard to see the good things around us. Just like Ava helped Ren, we can use our perspective to help others see the good things. For our special activity today, we are going to create a special map to show visitors or new neighbors the good things in our communities.

#### Brainstorm (Whole group and/or Individual)

Explain that a community asset is something good or positive in our community. Before we create our maps, we are going to brainstorm the assets or good things in our communities. Display a whole group chart and work together to list out examples: This might include: schools, stores, parks, restaurants, museums, theatres, libraries, art/murals, nature, people, etc. Once you have compiled ideas together, give children time to think about specific examples in their own communities. If on-site, give out brainstorm sheet for children to write or draw examples. If remote, give children time to do individual brainstorming on a paper at home.

#### Model

Facilitator should prep a model of their own community. Show and explain the different assets that you drew.

#### Instructions for Independent Work

Hand out blank paper/poster (If children are at home, they can draw in a notebook or on blank paper) and coloring tools. Give children 10-15 minutes to create their own maps. Remind them that it doesn't have to look exactly like the neighborhood. They just want to represent all of the assets somewhere on the map.

#### Share Back and Reflection

Option 1: Have children place maps around the room and conduct a gallery walk. Option 2: Give each child a chance to share their map.

#### Additional Ideas for Extension Activities

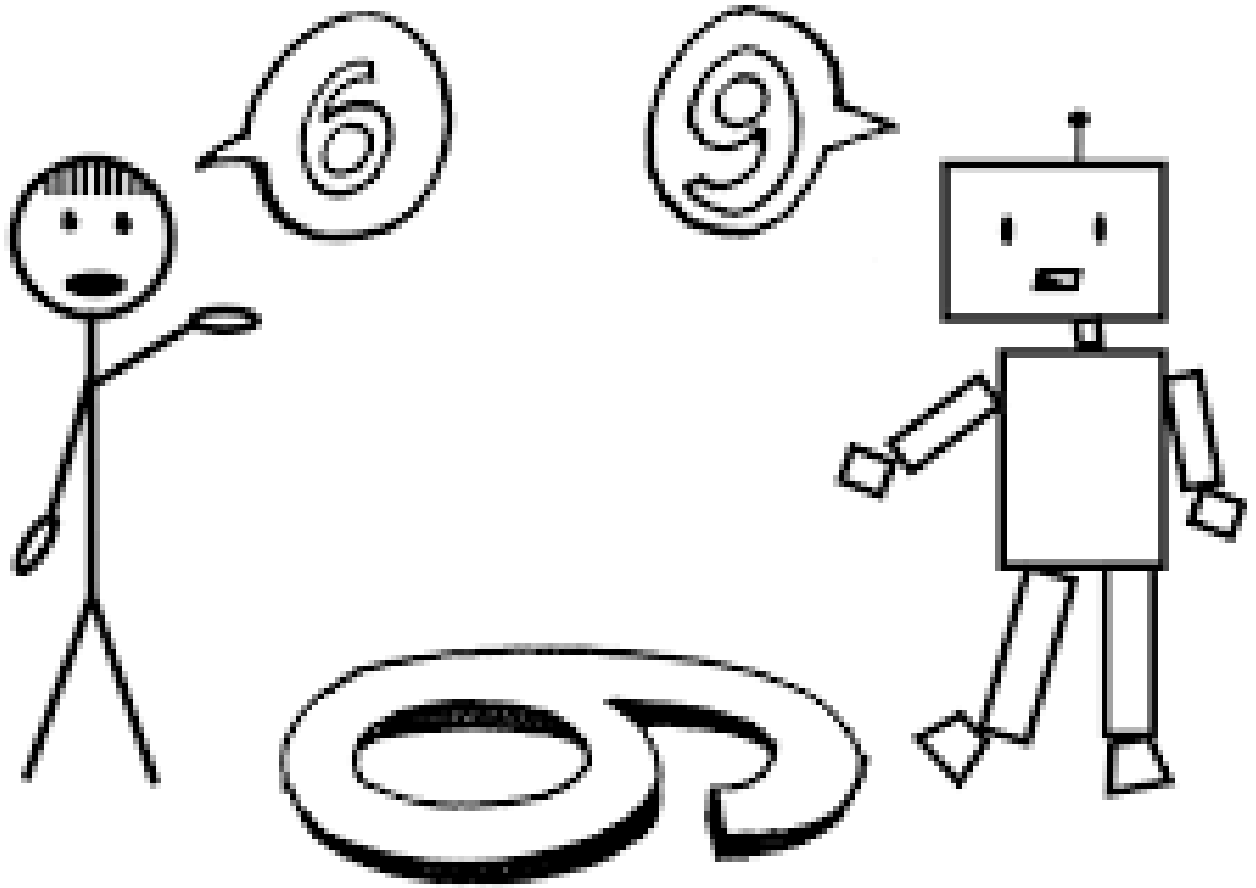
- Have children create a “Tour Guide” Pamphlet for their community

## READY READERS BOOK PLAN

Focus Word Images



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HALF  
FULL



HALF  
EMPTY

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