

READY READERS BOOK PLAN

Suggested Grade: 2 nd -3 rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>After the Fall: How Humpty Dumpty Got Back Up Again</u> . Written and Illustrated by Dan Santat			
Theme(s)/Big Idea(s): Courage; Facing Fears; We can do hard things when we try; It's okay to be afraid sometimes; Don't let fear keep you from what makes you happy.			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Courage -doing something even though it is hard or scary.	
Image/symbol: N/A	Gesture: Explain that sometimes when we are scared or having a hard time with something, doing a special pose can help us to feel stronger and be courageous. Show images of "power poses" at the end of the lesson and invite children to come up with their own.
Use in context: I used to be really afraid to share my ideas out loud in class. With some practice and support from my friends, I was able to face my fears and showed courage by participating in class discussion.	
Prompt kids to use in context: Ask: Can you think of a time that you or someone you know showed courage? Call on a few volunteers to share or prompt children to Turn and Talk.	
Bridge to book: In today's story, our main character is having a hard time facing his fear. Let's read to learn more about what happens.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today, we are going to be reading a story called <u>After the Fall: How Humpty Dumpty Got Back Up Again</u>. It was written and illustrated by Dan Santat Before we take a look at our book, let's learn our word of the day. Teach Focus Word Plan and then continue below.</p> <p>Q1. Have you ever heard the story of Humpty Dumpty? What have you heard about it? Follow-up: Look at the pictures. What do you think happened to Humpty Dumpty? (Hands-up/Volunteer)</p> <p><i>Call on a few volunteers for idea. Explain that they will get to check their ideas as we read about Humpty.</i></p> <p>Additional Notes: N/A</p>
DURING READING	
<i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) Note opportunities to 	<p>Q1. How do you think falling changed Humpty's life?-pg. 2 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes take a few shares from pairs Answers will vary, but ask children to explain their thinking.</i></p> <p>Q2. What do you think it means to be "afraid of heights"? (Turn and Talk) Follow-up: Look at the picture. What favorite thing is Humpty missing? Why is he missing</p>

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<p>reinforce focus word.</p> <ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>out on it?-pg.6 (Hands-up/Volunteer)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes take a few shares from pairs Ideas to look for: Being afraid be up high or climb. Afraid of going up too high in the air. Humpty is missing out on his favorite cereal because he is afraid to climb the ladder.</i></p> <p>Q3. Humpty is missing a lot of his favorite things because he is feeling scared. Have you ever wanted to do something, but was afraid to try?-pg. 8 (Hands-up/Volunteer)</p> <p><i>Call on a few volunteers to share.</i></p> <p>Q4.Uh Oh! What accident do you think happened?-pg.18 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes take a few shares from pairs. Ideas to look for: The paper airplane flew away. The paper airplane flew over the wall. The paper airplane got lost</i></p> <p>Q5. How do you think Humpty feels after climbing to the top of the wall?-pg.26 (Act it Out)</p> <p><i>Prompt children to act out with their faces and bodies. Call out what you see. You can also call on a few volunteers to explain what they acted out.</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading?</p> <p>Focus word will be incorporated into discussion questions.</p> <p>Additional words might include:</p> <ul style="list-style-type: none"> Famous Grand Accident Nervous Terrified
<p style="text-align: center;">AFTER READING <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>	
<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. How did Humpty Dumpty show courage in our story? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes take a few shares from pairs. Ideas to look for: Humpty faced his fear. Humpty climbed up the wall again even though he was scared. He started doing the things he enjoyed again.</i></p> <p>Q2. What are some things we can do if we are feeling scared or afraid to try something? (Hands-up/Volunteer)</p> <p><i>Ask all children to get an idea in their heads. Then, call on several volunteers. If possible, write ideas on a chart paper or the board.</i></p> <p>What will you say to connect theme or big idea to extension activity: Our friend Humpty learned that having courage doesn't mean that we don't ever get scared. Courage is trying, even when it's hard or scary, because something is important. Sometimes, when something is hard or we are having a hard time, we need a little help or encouragement. For today's activity, we are going to create our very own affirmation airplanes to help us when we need some encouragement.</p> <p>Additional Notes: N/A</p>

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EXTENSION ACTIVITY

Activity Description

Children will create paper planes with positive affirmations for overcoming challenges.

Materials

- Paper Airplane Folding Instructions
 - Check out this site with various paper planes and choose the one you want to try with the group. Consider your age group when picking.
 - <https://www.foldnfly.com/#/1-1-1-1-1-1-1-2>
- Blank White Paper
- Positive Affirmation Strips/Squares
- Scissors
- Coloring Tools (Markers, Colored Pencils, Crayons)

Introduction

Use the transition from the Read Aloud and then continue here. Share that an affirmation is kind or positive words that we say to ourselves when we need a reminder of how awesome we are or when we need some encouragement. We can also say affirmations to other people to encourage them.

Brainstorm (Whole group and/or Individual)

Ask group to pretend that a friend family member was afraid to try or do something. Prompt them to share what they could say to help or encourage this person. If available, write ideas on a create chart. Explain that just like we would use kind words to help someone else, we can also say kind words to ourselves when we are having a hard time or feeling scared to do something.

Model

Show model airplane with decorations and affirmations written all over.

Instructions for Independent Work

Explain that they are going to create their own paper airplanes with affirmations. They can look at or fly this airplane whenever they are feeling afraid and need some courage. Post and share example affirmations for overcoming challenges or facing our fears. Explain that they can use these ideas or write their own. Explain that they can also decorate their plane with pictures that will help them too!

Step1: Hand out blank paper and coloring tools. Give time for children to decorate and write their selected affirmations. (Note: You may want to write examples on a large chart or give each child a copy. If you have children that are developing writes, you can also put the affirmations on pre-printed strips and allow them to cut and paste.)

Step 2: Model how to fold paper into an airplane and support as needed.

Share Back and Reflection

Invite children to safely try out their airplanes. Then, invite them to share how they decorated the airplane and what affirmations they chose.

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Additional Ideas for Extension Activities

Focus Word Images



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