

## 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>Goldy Luck and the Three Pandas</u> by Natasha Yim <b>Illustrator:</b> Grace Zong			
<b>Theme(s)/Big Idea(s):</b> It is important to take responsibility when we make mistakes. We should try to make things better when we make a mistake. Different cultures have special traditions; Traditions; Friendship; Chinese New Year			

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> <b>Tradition-</b> an action that is practiced by a group that has a special meaning. Usually it passed down over time to other people.	
<b>Image/symbol:</b> Show images of different kinds of traditions. Explain that traditions might be eating certain foods, wearing special clothes, or doing certain activities like playing games, exchanging gifts, performing dances, or singing songs.	<b>Gesture:</b> N/A
<b>Use in context:</b> Share a tradition that you have. For example: "My family celebrates Christmas and we have a bunch of traditions that we practice every single year. First, we always open one gift right at midnight. Second, we always got o my grandma's house for a big dinner where we eat the same food each year like macaroni and cheese, candied yams, collard greens, turkey and goose. We also have pies. Third, we play a game that my family made up."	
<b>Prompt kids to use in context:</b> Ask children to think about a tradition that you practice or that you have learned about. Tell them to tap their brains when they have an idea. Prompt them to <b>Turn and Talk</b> to share their ideas. Call children back and take a few ideas aloud.	
<b>Bridge to book:</b> In this story, we are going to read about Goldy Luck and her neighbors, the Chans. The story takes place during Chinese New Year, which begins with Lunar New Year. Chinese New Year is a celebration of the new year based on the Chinese calendar. It takes place from February 5 <sup>th</sup> through February 19 <sup>th</sup> and includes many wonderful traditions meant to bring good luck. As we read, listen for what traditions you can find.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> <li>Review RR expectations</li> <li>Introduce Book/Author/Illustrator</li> <li>Teach focus vocab word (See plan above)</li> <li>Ask 1-2 questions to activate prior knowledge/ solicit predictions</li> </ul>	<p>Welcome children to Ready Readers! Explain that today you will be reading a book called Goldy Luck and the Three Pandas, a fun twist on the story Goldilocks and the Three Bears. This book was written by Chinese-American author, Natasha Yim. Explain that before we read our story, we are going to learn our special word of the day. Use each step of the vocabulary plan above to teach the focus word. Then, continue with the questions below.</p> <p><b>Q1: Show children the cover of the book. Ask them what they notice about the cover. Ask them what they see. Ask what they might happen in the story, based on what is happening on the cover.</b></p> <p><i>Take ideas from children popcorn style. Answers will vary, but Group Leaders should have children support their predictions with what they see on the cover or hear in the title.</i></p> <p>Explain that we are going to see what happens with Goldy Luck in the story. Remind them to look for different traditions.</p>

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	Begin Read Aloud.
<div style="text-align: center;"><b>DURING READING</b></div> <div style="text-align: center;"><i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i></div>	
<ul style="list-style-type: none"> <li>Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)</li> <li>Note opportunities to reinforce focus word.</li> <li>Identify other potential new vocab to define while reading</li> </ul>	<p><b>NOTE: Book does not have page numbers. Page count begins with the first page of text.</b></p> <p><b>Q1. Even though Goldy Luck was born during a year that is supposed to be lucky, she doesn't seem to be very lucky. When you are lucky, it means that good things happen to you, even if you didn't do anything to make it happen. What are some reasons that Goldy doesn't feel lucky? -pg. 3</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back. Call on pairs to share what they discussed. Ideas to look for: She loses her money, she breaks things, her best friend moved away, she lost the red wallet her grandmother gave her.</i></p> <p><b>Q2. How do you think Goldy is feeling after dropping the plate of turnips? Act it out with your face and body. -pg.5</b></p> <p><i>Call out some of the emotions that you see or ask children to share some of the emotions that they acted out.</i></p> <p><b>Q3. How do you think the Chans will feel when they find out that Goldy Luck has eaten their congee and broken Little Chan's rocking chair? -pg. 10</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back. Call on pairs to share what they discussed. Ideas to look for: they will be sad, angry, upset, surprised. NOTE: You may wish to revisit the predictions after the Chan's come home.</i></p> <p><b>Q4. What is happening outside while Goldy is eating her congee? What do you see? -pg. 20</b></p> <p><i>Take ideas from the group popcorn style. Explain that dragons are considered to be symbols of power, strength, and luck in Chinese culture. The dragon dance is a tradition during celebration of the Chinese New Year. People sometimes dress in dragon costumes or hold up dragons on long sticks during parades. Group Leaders may wish to show additional pictures, so children can see additional examples.</i></p> <p><b>Q5. Why do you think Goldy decides to go back to see the Chans at the end of the story? -pg.23</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back and take shares. Ideas to listen for: she felt bad about the mess she made and for eating the Chan's congee; She wanted to apologize and make up for her mistakes</i></p> <p><b>Where and how will you reinforce focus word? What additional words might you address while reading?</b></p> <p><b>Other words:</b></p> <ul style="list-style-type: none"> <li><b>Lucky</b>-good things happen to you, even if you didn't make it happen</li> <li><b>Wealth</b>- lots of money</li> <li><b>Catapulted</b>- threw or launched</li> <li><b>Congee</b>- rice porridge eaten in many Asian countries</li> <li><b>Splintered</b>- broke into pieces</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Ruined</b>- messed up and can't be fixed</li> <li>• <b>Investigate</b>- try to figure out</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>• Ask 1 question reflecting on book theme</li> <li>• Make connection to extension activity</li> </ul>	<p><b>Q1. Why does Goldy say she found some good luck already?</b></p> <p><i>Prompt children to share popcorn style. Ideas to look for: she was able to apologize to the Chans and be friends with them; she was able to make everything better and have fun with the Chans.</i></p> <p><b>Q2. What lessons do you think she learned?</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back and take shares. Ideas to listen for: She learned that it is important to apologize and make up for it when we do something wrong; She learned about forgiveness; She learned about being a good friend.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b> Explain that for our special activity today, we are going to work in groups to create posters showing what we learned about the Chinese New Year and some of the traditions that Goldy Luck, The Chans and her community have.</p>

EXTENSION ACTIVITY	
<b>Activity Description:</b> Children will work in groups to create posters that represent what they have learned about Goldy Luck and the Chinese New Year traditions while reading Goldy Luck and the Three Pandas.	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Poster Board (1/group of 3-4 children)</li> <li>• Crayons and markers</li> <li>• Large Brainstorm Chart</li> </ul>
<b>Introduction:</b> Group Leaders can use the connection above to introduce the activity.	
<p><b>Brainstorm:</b> Display brainstorm chart entitled “Chinese New Year Traditions”. Remind children that traditions can be food we eat, gifts we give or special activities. Ask what kinds of traditions they remember from the story. Record responses. If needed, go back to parts of the story and reread to help bring out additional examples. Many of the examples of in the pictures and not in the text, so be sure to highlight the images as well.</p> <p>Examples to include:</p> <ul style="list-style-type: none"> <li>• Eating turnip cakes</li> <li>• Giving red envelopes with money</li> <li>• Eating rice/congee</li> <li>• Dragon dance during parades or celebrations</li> <li>• Hanging lanterns</li> </ul>	

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**Model:** Group Leader should create a sample poster that shows traditions from a different holiday. It should be hand drawn and show images and words. Group Leaders should not use examples from the story but should focus on what a poster might look like.

### Instructions for Independent Work:

- Split children into groups of 3-4
- Hand out large poster paper (1/poster)
- Hand out colored pencils, crayons and markers
- Instruct children to create a poster that show what they learned about Goldy Luck and traditions from the Chinese New Year.
- While children are working, float to support and give time checks.

**Share Back and Reflection:** Have children place posters around the room on tables. Facilitate a gallery walk by having children walk around and observe each group's posters. Instruct them to look for what they had in common with other groups and what was different.

Alternative: Have each group come to the front of the room and present their posters.

### Additional Ideas for Extension Activities:

- Read Goldilocks and the Three Bears. Have children create a large Venn Diagram in groups comparing the two stories.
- Read Goldilocks and the Three Bears. Discuss the similarities and differences. Then have children write their own version with original characters and new situations.
- Create a Chinese rattle drum using paper plates, craft sticks, string, beads, and paint. Then have children add a message about what makes them feel lucky or decorate with the animal that represents their birth year.



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## A top-down view of a traditional Moroccan breakfast spread. The centerpiece is a large, ornate blue and white ceramic bowl filled with a thick, orange-brown soup. Surrounding the bowl are several smaller dishes: two star-shaped bowls containing golden-brown, spiral-shaped pastries; a small oval dish with rectangular pastries; and a small round container with a decorative lid. Scattered around are various items including dates, almonds, a small round container with a lid, a decorative tassel, and a small metal spoon. The entire spread is set on a white, wrinkled cloth.