

READY READERS BOOK PLAN

Suggested Grade: 1st	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): Hank's Big Day: The Story of a Bug- Author- Evan Kuhlman Illustrator- Chuck Groenink			
Theme(s)/Big Idea(s): Friendships can look many different ways; You can be different and still be friends; You can use your imagination to go on adventures			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Adventure- an experience where you do something exciting and sometimes new and scary. Explain that adventures can happen in real life and in our imaginations.	
Image/symbol: Show children the 3 images at the end of the lesson plan (people camping, people bike riding in the woods, person rock climbing). For each image, ask children what they see the people are doing. Explain that each of these is an example of adventures that people might have or go on.	Gesture: N/A
Use in context: Share an example of an adventure that you have had or been on. For example: "When I visited Mexico, I got the chance to go on many adventures that were new and exciting. I went diving and swimming in a huge cave. I rode big dirt bikes in the forest and I zip-lined across really tall trees!"	
Prompt kids to use in context: Ask: "What is an adventure that you have had or been on before?" It can be a real life adventure or one you had in your imagination. Prompt children to think to themselves and tap their brains when they have an idea. After giving some time to think, prompt children to Turn and Talk for 2 minutes. Once time is up, take shares from a few pairs.	
Bridge to book: Explain that we are going to see what kind of adventures Hank goes on and what he sees during his big day.	

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 read Hank's Big Day by Evan Kuhlman and illustrated by Chuck Groenink. Explain that this book is about a pill bug, or roly-poly, named Hank who has an exciting day ahead of him. Explain that before we learn about what Hank does during his big day, we are going to learn our special word of the day. Use the Vocabulary Plan above to teach the word adventure. Once all steps are complete, continue with question 1.</p> <p>Q1. As Hank, the bug, goes through his day, he sees many things in his environment or in the world around him. What do you think Hank might see in his environment as he goes through his day?</p> <p><i>Prompt kids to Stop and Jot. Explain that they can write or draw 2 or 3 things they think Hank might see during his big day. Give 2 minutes for children to Stop and Jot. Once time is complete, ask children to hold up their responses. Call out some of the ideas that children have written or drawn on their board, then prompt to erase.</i></p> <p><i>Begin Read Aloud</i></p> <p>Additional Notes: N/A</p>

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DURING READING

write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)

- Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)

Q1. How is Hank feeling when he sees the grasshopper? Act it Out with your face and your body.- pg. 7

Prompt children to act out how Hank is feeling. Call out some of the emotion that you see children acting out or ask children to share some of the emotions that Hank might be feeling with the whole group.

- Note opportunities to reinforce focus word.

*Ask the follow-up: **What are some animals that would make you feel like Hank if you saw it in your environment?***

Take answers popcorn-style.

- Identify other potential new vocab to define while reading

Q2. Why do you think pill bugs might curl up and play dead?-Pg. 10

*Prompt children to **Turn and Talk** for 2 minutes. Once time is complete, take shares from a few pairs. Idea to look for includes: to keep them safe from other animals*

Q3. Explain that Amelia Earhart was a famous pilot or person who flies airplanes. She was the first woman pilot to fly across the Atlantic Ocean and went on many adventures. Imagine flying an airplane across a huge ocean. Act it Out with your faces and your bodies.-pg. 17

Prompt children to act out flying a plane.

Q4. What kinds of adventures do Hank and his friend Amelia go on? What do they do on their adventures together?-pg. 24

*Prompt children to **Turn and Talk** for 2 minutes. Once time is complete, take shares from a few pairs. Ideas to look for include: they pretend to be pilots; they fly to different places; they stop to eat snack; they fly to England and France; they visit the Eiffel Tower*

*Ask the follow-up: **What do you like to do with your friends?***

Take a few responses popcorn-style or prompt children to Turn and Talk again.

Where and how will you reinforce focus word? What additional words might you address while reading?

*The word **adventure** is reinforced during comprehension question 3 and 4.*

Additional Words

- Shimmies- shakes body
- Industrious-hard-working
- Inspect- look at closely and carefully
- Trudges-walks slowly and with heavy steps
- Lumbers- moves slowly
- Copilot-someone who helps fly an airplane with the pilot

Additional Notes: N/A

AFTER READING

write questions and student interaction (T/T, S/J, Act-it-out)

- Ask 1 question reflecting on book theme

Q1. Even though Hank is a bug and Amelia is a human, which are very different, they are still good friends. Think about one of your friends. How are you and this friend the same? How are you and this friend different from each other?

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<ul style="list-style-type: none"> Make connection to extension activity 	<p>Prompt children to Turn and Talk for 2 minutes. Once time is complete, take shares from a few pairs. Answers will vary.</p> <p>Q2. Think about the same friend again. Why are you friends with each other? What makes them a good friend?</p> <p>Prompt children to Turn and Talk for 2 minutes. Once time is complete, take shares from a few pairs. Answers will vary.</p> <p>What will you say to connect theme or big idea to extension activity: Explain that Hank and Amelia loved to go on adventures together, especially pretending to fly airplanes around the world. For our activity, we are going to think about adventures that we would like to go on and make our very own Adventure Airplanes!</p> <p>Additional Notes:</p>
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EXTENSION ACTIVITY

<p>Activity Description</p> <p>Adventure Airplanes</p> <p>Children will be making model airplanes using clothespins and writing or drawing adventures that they would like to have on mini-banners.</p>	<p>Materials</p> <ul style="list-style-type: none"> Clothespin (1/child) Popsicle sticks (3/child) <ul style="list-style-type: none"> Works best to use 2 large sticks for the front of the airplane and a smaller/skinner one for the tail, but any size will work. Crayons, markers or paint to decorate clothespin and popsicle sticks Paintbrushes, cups of water and paper towel (if you choose to paint instead of color) Glue (liquid, not sticks) Banners (1/child) Colored pencils or markers to write on banners <p>NOTE: If you choose to paint, be sure to cover tables, review procedures for using paint (amount of paint to use, cleaning brushes, not mixing colors, clean-up), and use smocks, if available.</p>
<p>Introduction</p> <p>Explain that for our special project today, we are going to be making our own airplanes and banners to show what kinds of adventures we would like to have.</p>	
<p>Brainstorm (Whole group and/or Individual)</p> <p>Explain that before you share how to build the airplane, we are going to think about different kinds of adventures that we might want to go on. Display a blank chart paper or write ideas on a board. Be sure ideas are visible for all children to use during independent work. Write a few ideas to get children started and then prompt them to add ideas. For example: travel to a new place; climb a mountain; go hiking; swim in the ocean; discover something new, etc.</p>	
<p>Model</p> <p>Show children model airplane and read banner with sample adventure written or drawn. Model steps for building airplane and post step by step instructions. NOTE: For younger children, you may wish to build the planes together step by step instead of showing the full process first. You may also wish to split the project into two parts: airplanes and then,</p>	

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banner creation. If so, model the airplanes and give children time to complete. Then, model banners and give children time to complete.

Airplane:

- Color or paint clothespin and popsicle sticks with colors of choice
- Glue one popsicle stick on top of the prongs that we squeeze to open and close the clothespin
- Glue one popsicle stick on the bottom of the prongs that we squeeze to open and close the clothespin
- Glue one popsicle stick to the top of the tip of the clothespin

Banner

- Write or draw adventure onto banner
- Clip banner to airplane



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clothespin Airplanes

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Instructions for Independent Work

Hand out materials to each table and give children time to work. Float to support, check-in and give periodic time checks. NOTE: You may wish to work on planes first and then model and hand out materials for banners afterwards to avoid overloading tables with materials, minimize confusion and to keep children on a similar pace. This will help avoid some children completing the full project much quicker than others.

Share Back and Reflection

Have children share their airplanes and adventure banners with their table groups. Then, call on a few to share with the whole group. Another option is to do a final circle and have each child do a quick share of their airplane and adventure. Choose based on your time.

Additional Ideas for Extension Activities

Have children create a new version of Hank's Big Day by giving him a new adventure. Give children a storyboard handout and have them draw pictures and write details of Hank's new adventure!

Focus Word Images



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