

READY READERS BOOK PLAN

Suggested Grade: 1 st -3 rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Julían is a Mermaid</u> Written and Illustrated By: Jessica Love			
Theme(s)/Big Idea(s): Creativity; Imagination; Make-believe; Acceptance; Unconditional Love; It's okay to be yourself; Love others as they are			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Pretend- to act like something is real when it isn't or to act like you are someone or something different.	
Image/symbol: Show images at the end of the lesson. As you show each picture, ask the following: <ul style="list-style-type: none"> What is the child pretending to be? Are they a _____ in real life? So what are they doing? (Answer should be pretending) 	Gesture: N/A
Use in context: When I was a kid, I liked to pretend that I had magic powers like going invisible and making things move with my mind.	
Prompt kids to use in context: Ask-Have you ever pretended to be something or someone else? <i>If it helps children to think, you can give examples like playing dress up, dressing up as a character for Halloween or just imagining with their minds. Facilitate a thumbs up/thumbs down and then call on a few volunteers to elaborate or give examples.</i>	
Bridge to book: Characters in today's story really love to pretend. Let's read to see what they pretend to be and what happens.	

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>Julian is a Mermaid</u>. It was written and illustrated by Jessica Love. Before we read, let's learn our special word of the day. <i>Teach vocab plan and then begin Read Aloud.</i></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, connect, synthesize)	<p>Q1. Why do you think Julian loves mermaids so much?-pg. 2 (Turn and Talk) Follow-up: What is something that you love the way Julian loves mermaids?</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas can vary. Then, ask follow-up question.</i></p>

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<ul style="list-style-type: none"> <input type="checkbox"/> Note opportunities to reinforce focus word. <input type="checkbox"/> Identify other potential new vocab to define while reading 	<p>Q2. Have children zoom in on the pictures from pages 3-8. Ask the following: What do you notice? What do you think is happening? (Hands-up/Volunteer)</p> <p><i>Take a few ideas from volunteers and extend the discussion by asking other children if they agree or have other ideas. Ideas to look for: He is reading a book about mermaids; He is imagining himself in the book he is reading.</i></p> <p>Q3. What do you think Julian's idea is? What do you think he is going to do? -pg. 16 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, takes a few shares from pairs. Ideas to look for: He is going to dress up like a mermaid; He is going to pretend to be a mermaid.</i></p> <p>Q4. How do you think Abuela feels right now? What makes you think so? -pg. 20 (Act it Out) Follow-up: What about Julian? How do you think he is feeling? (Hands-up/Volunteers)</p> <p><i>Prompt children to act out with their faces and bodies. Call out what you see. Then, call on a few volunteers to explain what they acted out and why. Then, ask the follow-up question and call on volunteers. Ideas can vary, but ask children to explain their answers.</i></p> <p>Q5. What do you think Abuela is going to do? -pg. 22</p> <p><i>Prompt children to make predictions. Call on one volunteer. Then, prompt children to agree or disagree with a thumbs up/thumbs down. Call on volunteers with thumbs down to share different ideas.</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading? The word will be reinforced through the questions focused on Julian's pretend play.</p> <p>Additional Words:</p> <ul style="list-style-type: none"> • Spanish words (Abuela, Mijo, Vamos)
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AFTER READING

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

<ul style="list-style-type: none"> <input type="checkbox"/> Ask 1 question reflecting on book theme <input type="checkbox"/> Make connection to extension activity 	<p>Q1. Why do you think Abuela gave Julian the necklace and took him to the mermaid parade? (Turn and Talk) Follow-up: What does this tell us about Abuela? How does Abuela feel about Julian? (Hands-up/Volunteer)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Then, ask follow-up questions. Ideas to look for: She knows that Julian loves mermaids; She wants Julian to be happy; She loves Julian the way he is; She wants to support him.</i></p> <p>Q2. How did Abuela's actions make Julian feel? (Act it Out) Follow-up: How can you tell? (Hands-up/Volunteer)</p> <p><i>Prompt children to act out with their faces and bodies. Call out what you see. Then, call on a few volunteers to share what they acted out and why. Ideas to look for: He is happy, excited, feeling good about himself.</i></p> <p>What will you say to connect theme or big idea to extension activity: We learned that not only does Julian love mermaids, but he also likes to pretend to be one too! We also learned that Abuela encourages Julian to be who he wants to be. For our special activity, we are going to get to pretend like Julian. Instead of a mermaid, you get to choose what you want to be! You can be a mermaid too, of course!</p>
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EXTENSION ACTIVITY

Activity Description

Children will draw themselves as a creature, character or real life person they would want to be.

Materials

- Group Brainstorm Chart
- Blank white paper or poster (1/child)
- Coloring tools (crayons, markers, colored pencils)
- Optional: Additional craft supplies for decoration (construction paper, string, pom poms, glue, scissors, etc)

Introduction

Use transition statement at the end of the read aloud. Then, explain to the group that they will get to pick with a creature, a character or a real life person they would pretend to be. Once they decide, they are going to draw a picture of themselves dressed up like the creature, character or person they chose.

Brainstorm (Whole group and/or Individual)

Display a group brainstorm chart. The chart should be divided into three columns titled: Creatures, Characters, and Real Life People. Starting with “creatures”, work together to brainstorm a few ideas. Explain that creatures are any animal that is not a human or a person. They can be real or imaginary. For example, someone might want to pretend to be a bear, which is real. Someone else might pretend to be a unicorn, which is not. Add ideas of real and imaginary creatures. Move onto “characters”. Explain that they can pretend to be a characters from a book, a TV show or a movie. Finally, brainstorm ideas for “real people”. Explain that this can be an actual person they know or a type of person like a doctor, an astronaut, a farmer, a chef, a basketball star, a singer, etc.)

Model

Show children a pre-made model.

Instructions for Independent Work

Hand out blank paper, coloring tools and any additional art supplies that you will make available. Prompt children to choose who or what they will pretend to be. Explain that they should draw themselves pretending to be whatever they chose.

Share Back and Reflection

Option 1: Gallery Walk- place drawings around the room and facilitate a gallery walk.
Option 2: Turn and Talk- prompt children to share with a partner
Option 3: Community Circle-if group is small enough, have each child share briefly

Additional Ideas for Extension Activities

Imaginative and Dramatic Play- children will think of a creature, character or real life person they would like to be. They will use craft materials (construction paper, scissors, tape glue, fabric, string, etc.) and any available dress-up materials to create a costume. Then, each child will act out for the group. The rest of the group will try to guess what they are pretending to be

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Focus Word Images



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