

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-2nd	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> Morris Micklewhite and the Tangerine Dress by Cristine Baldacchino. Illustrated by Isabelle Malenfant			
<b>Theme(s)/Big Idea(s):</b> It is okay to be different; Be yourself; Celebrate what is unique and special about; Real friends love us the way we are; Imagination; Creativity			

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> Unique- different or special	
<b>Image/symbol:</b> Show images at the end of the lesson Ask children to point out what is unique in each picture.	<b>Gesture:</b> N/A
<b>Use in context:</b> GL should give an example of something unique about yourself. For example: "In school, my name was very unique. No one else in my class had the same name as me."	
<b>Prompt kids to use in context:</b> Ask children to think about something that is unique about them right now. It could be their names, their hairstyle, a talent or the clothes they have on. Prompt them to <b>Stop and Jot</b> about what is unique about them. They can write or draw a picture. After 1-2 minutes, have children hold up their boards. Call out some of what you see or ask a few children to share.	
<b>Bridge to book:</b> Explain that in our book today, we are going to be reading about a unique little boy name Morris. As we read, let's see if we can find out what is special about Morris.	

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>Explain that we are going to be reading a story called Morris Micklewhite and the Tangerine Dress by Christine Baldacchino and illustrated by Isabelle Malenfant. Explain that before we read our story, we are going to learn our special word of the day. Use the vocabulary plan above to teach the focus word. Then, continue with the questions below.</p> <p><b>Q1. Take a look at the cover of the book. What are some things that you think might be unique about Morris?</b></p> <p><i>Prompt kids to share a few ideas popcorn style. Ideas to look for: he is wearing a dress; he has bright red hair; his dress is very bright; the place /environment he is in looks different/special.</i></p> <p><i>Explain that they will learn more about what makes Morris unique as we read the story.</i></p> <p><b>Begin Read Aloud.</b></p> <p><b>Additional Notes:</b> *This story is about a little boy who wears dresses and gets made fun of/ostracized by his classmates. It is very important that facilitators prepare for potential comments like this from the children and prepare to respond in a way that aligns with the message in the book- that it's okay to be unique, that clothes do not make us a boy or girl or</p>

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	<p>whatever we chose to identify as, and that it is now okay to make someone feel bad about themselves.</p>
<p style="text-align: center;"><b>DURING READING</b>  <i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i></p>	
<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>Q1. So far, we've learned about a few things that Morris loves to do. What are some things he likes to do? Prompt children to share ideas popcorn style. What some things that you like or like to do? - pg.3</b></p> <p><i>Prompt children to <b>Stop and Jot</b> about 2 or 3 things that they like or like to do. Explain that they can write or draw a picture. After 1-2 minutes, have children hold up their boards. Call out some of what you see or ask a few children to share.</i></p> <p><b>Q2. Why do you think the other children are laughing at and making fun of Morris? -pg. 8</b></p> <p><i>Prompt children to share ideas popcorn style. <b>Ideas to look for:</b> he is a boy wearing a dress and heels and some people don't think boys should dress this way</i></p> <p><b>Q3. How do you think Morris feels when his classmates laugh at him or won't let him play or sit with them? What would you do if you were Morris? -pg. 12</b></p> <p><i>Prompt children to <b>Turn and Talk</b>. After 2 minutes, bring children back and take a few shares from pairs. <b>Ideas to look for:</b> He probably feels sad or hurt. Answers will vary for the second part.</i></p> <p><b>Q4. Morris did a puzzle, took a nap, painted a picture about his cool dream and drank his favorite juice to help him feel better. What are some things that make you feel better when you are sick or sad?</b></p> <p><i>Prompt children to share ideas popcorn style. Answers will vary.</i></p> <p><b>Q5. How did the other boys treat Morris in the beginning of the story? How did how they feel about him change? Why do you think they treat Morris differently now?</b></p> <p><i>Prompt children to <b>Turn and Talk</b>. After 2 minutes, bring children back and take a few shares from pairs. <b>Ideas to look for:</b> they were mean to him and wouldn't play with him; now they don't care if he wears dresses; they play with him now; they see that he has a great imagination and is fun to play with</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><b>Astronaut-</b> a person who travels to space to learn about what is there</li> <li><b>Explored-</b> looked at; get to know</li> <li><b>Adventure-</b> a new, exciting experience</li> </ul> <p><b>Additional Notes:</b></p>
<p style="text-align: center;"><b>AFTER READING</b>  <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>	

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<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. What are some ways that Morris is unique, different or special in the story?</b></p> <p><i>Prompt children to share ideas popcorn style. <b>Ideas to look for:</b> He is the only boy in his class that likes to play dress-up and wear dresses, he paints his nails; he has a great imagination; he paints cool pictures</i></p> <p><b>Q2. How does Morris feel about being different in the beginning of the story? How does he feel in the end of the story? How do you know he feels this way now?</b></p> <p><i>Prompt children to <b>Turn and Talk</b>. After 2 minutes, bring children back and take a few shares from pairs. <b>Ideas to look for:</b> He felt sad and hurt in the beginning because his classmates made fun of him; He is happy to be himself at the end. You can tell because he is happy and cheerful when he comes back to school; You can also tell because he builds his own spaceship when the boys won't let him play. He also tells the girl in his class that he wears dresses when she says that boys don't.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b> In the story, we got to learn about a few ways that Morris is unique. Even though he was sad in the beginning, he learned to be proud of himself and what he likes, even if the other kids didn't understand. For our activity today, you are going to show what is unique about you.</p> <p><b>Additional Notes:</b></p>
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### EXTENSION ACTIVITY

<p><b>Activity Description</b></p> <p>Children will create self-portraits using a variety of art supplies. Children will share positive affirmations with each other.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several pictures of self-portraits (see examples at the end of the lesson)</li> <li>Photographs of children (1/child) <b>*Children can bring on in or GL can take picture and print them out in advance. These are highly suggested.</b></li> <li>Cardstock (1/child) and extra</li> <li>Coloring or painting supplies (GL choice)</li> <li>Newspaper or cloth to cover tables (if painting)</li> <li>Cups of Water and Paper towel (if painting)</li> <li>Additional art supplies to add to portraits (pipe cleaners, string, construction paper to cut, stickers, scissors, glue)</li> </ul>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Display pictures of self-portraits around the room. Ask children to walk around the room and look at all of the pictures. After they have had a chance to walk around, ask the questions below, pausing after each to take answers.             <ul style="list-style-type: none"> <li>What do you see in the pictures?</li> <li>What do you think our special activity is going to be today?</li> </ul> </li> <li>Explain that today they will be making a self-portrait. Explain that a <b>self-portrait</b> is a picture that someone draws or paints of themselves. Explain that all the pictures around the room are examples of self-portraits.</li> <li>Explain that self-portraits can be hard to draw if you can't see yourself, so they will be able to use the photograph they brought in to help. (GL should have collected or printed photographs of children prior to the lesson)</li> </ul>	

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### Model

- Group Leader should show and describe both a practice sketch and a final self-portrait of themselves.

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

- Explain that you are going to give them some scratch paper to practice. Then, they will get a special paper to draw or paint their self-portrait. They can also use the other supplies to decorate their portraits.
- Hand out photographs, scratch paper and pencils. Provide 5 minutes for practice drawing.

### Instructions for Independent Work

- Once practice time is complete, hand out white cardstock and either coloring or painting tools. \*GLs can also add in other art supplies for children to enhance their portrait. (See examples) Remind children of expectations when using tools of choice.
- Give children 20-25 minutes to work on self-portraits. Be sure to have extra cardstock just in case. Float to support.

### Share Back and Reflection

- Explain that for share time, we are going to show our self-portrait to a partner. Say: *"First, one of you will show and share a little about what you made. Then, your partner is going to say one kind or positive thing about the picture. This could be something you really like about it or something you think they did well. Once one person has shared, you will switch."*
- Display and Review Positive Affirmation Chart with the following sentence starters:
  - I like that...
  - I really like your...
  - The best part of your picture is...
  - The part of your picture that I like the most is...
  - Something I like about your picture is...
- Remind children that we are sharing kind and respectful affirmations only.
- Split children into pairs and instruct them to begin. Float to ensure that each pair is sharing work and positive affirmations.
- Once all children have shared, ask for 1-2 volunteers to share the positive affirmation they got from a partner.

### Additional Ideas for Extension Activities

- All About Me Books

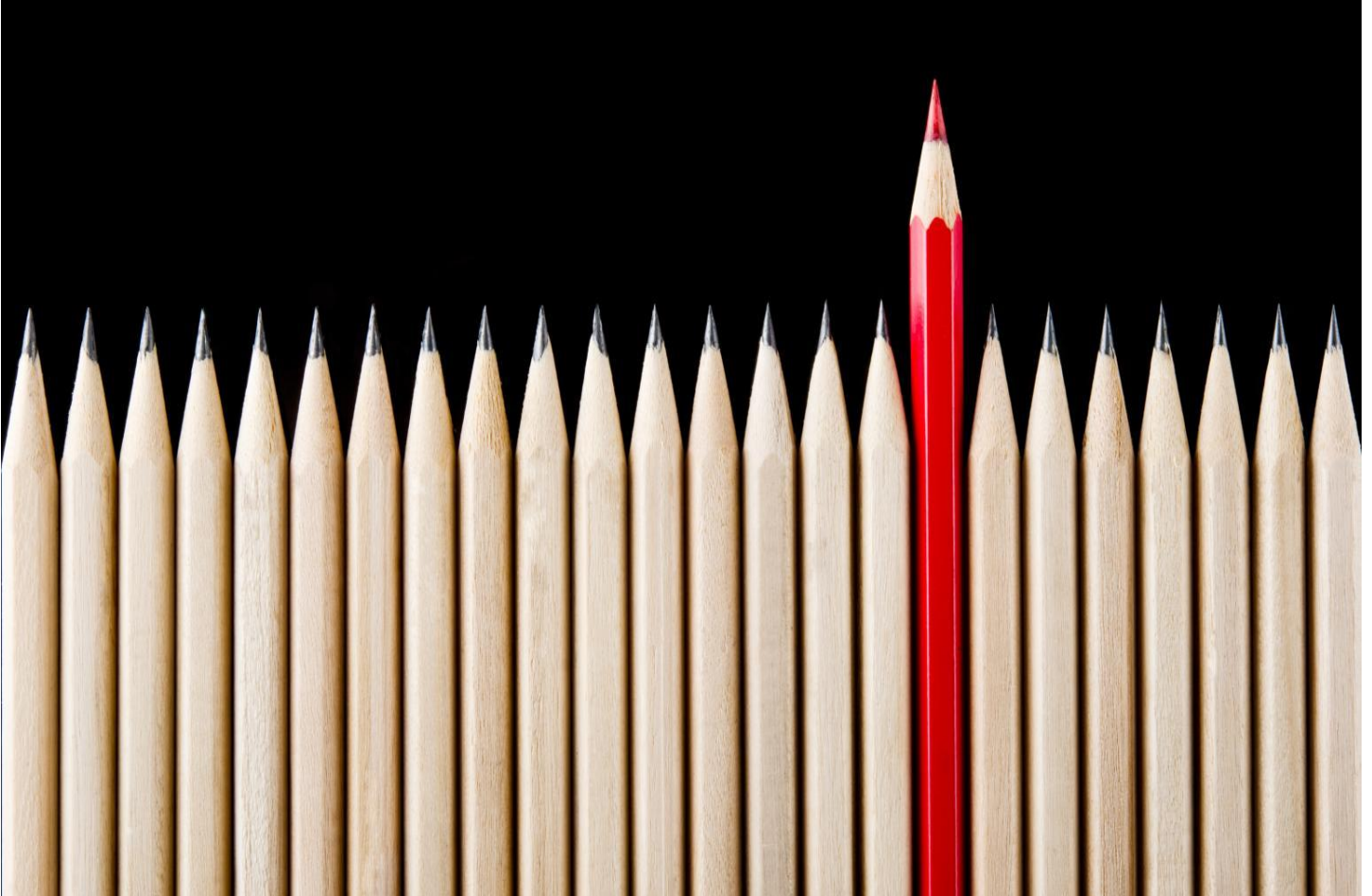
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Focus Word Images





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Self-portrait examples for gallery walk





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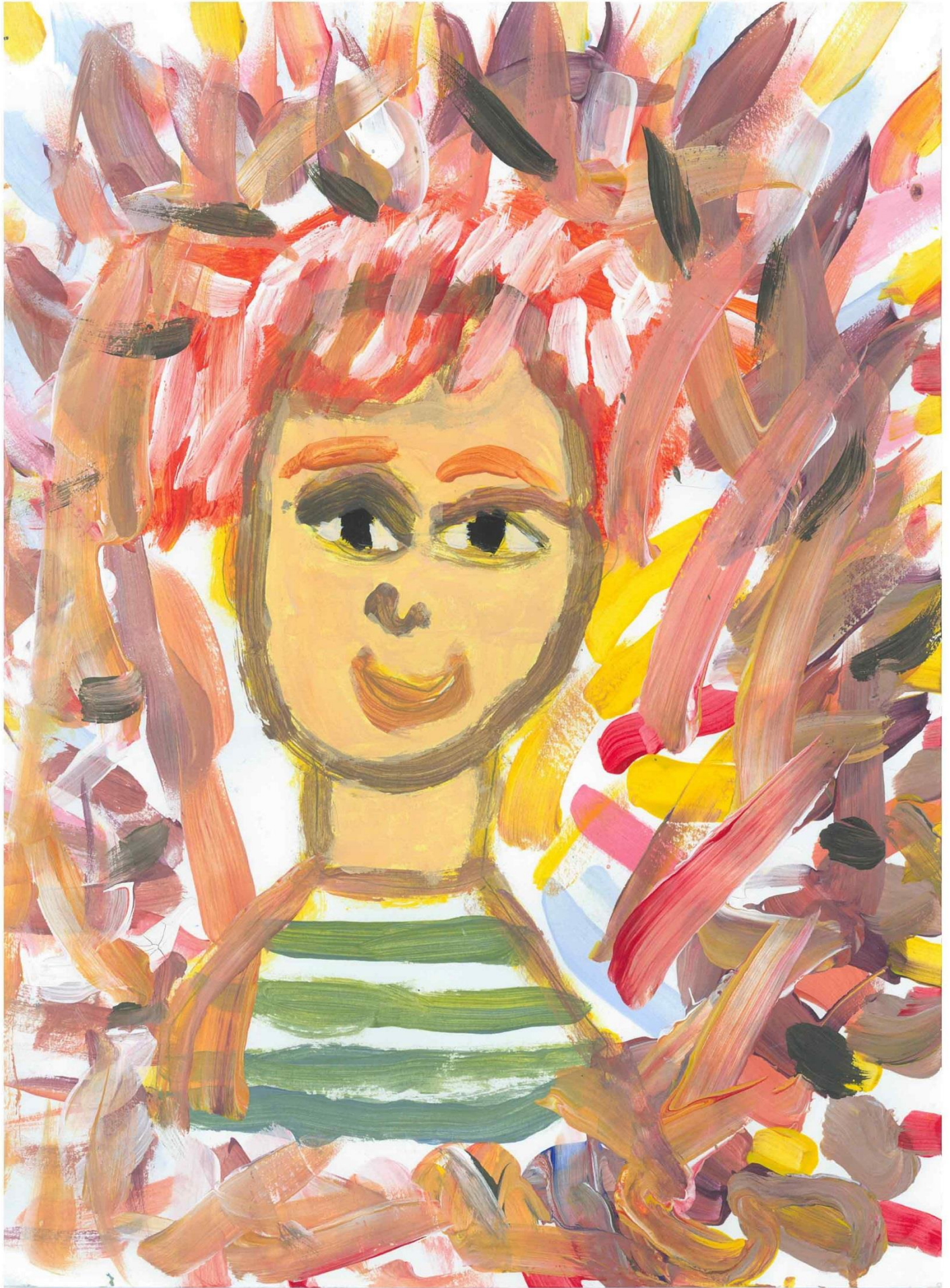


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