

# READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-2	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>	<b>Duration:</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>Thank You, Omu!</u> Author and Illustrator- Oge Mora				
<b>Theme(s)/Big Idea(s):</b> Sharing what we have is one way to be kind to others. Sharing can help build community. Sharing; Generosity; Community				

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> <b>generous-</b> showing kindness to others	
<b>Image/symbol:</b> Show children the images (end of the lesson). Ask them how the people in the pictures are being <b>generous</b> . Call on volunteers to respond.	<b>Gesture:</b> N/A
<b>Use in context:</b> N/A	
<b>Prompt kids to use in context:</b> Ask children to think about a time they were generous or someone was generous to them. Prompt children to Turn and Talk. After 2 minutes, bring children back and take a few shares from pairs.	
<b>Bridge to book:</b> We are going to learn about a new character that is very generous in today's story. Let's find out how they are generous to others.	

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 we are reading a story called <u>Thank You, Omu</u> written by Oge Mora. Explain that before we read our new story, we are going to learn a word that will help us understand the story. That word is <b>generous</b>. Use the vocab plan to teach the focus word and then continue below.</p> <p><b>Q1. Take a look at the cover and think about our special word, generous. What do you think might happen in our story? What makes you think so?</b></p> <p><i>Prompt children to <b>Turn and Talk</b>. After 2 minutes, invite a few pairs to share their predictions. Prompt children to support their answers. Ideas to look for: someone might share food</i></p> <p><b>Begin Read Aloud.</b></p>
DURING READING	
<i>write questions and vocab <u>with page numbers</u> and student interaction (T/T, S/J, Act-it-out)</i>	
<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</li> </ul>	<p><b>Q1. Omu's stew must smell really great if the boy could smell it down the hall! Think of some foods that you have smelled that smell delicious like Omu's stew. (pg. 6)</b></p> <p><i>Prompt children to <b>Stop and Jot</b> about other foods that smell delicious. After 1 minute, prompt children to hold up their boards. Call out some of what you see.</i></p> <p><b>Q2. What do you think is going to happen? What makes you think so? (pg. 10)</b></p> <p><i>Prompt children to <b>Turn and Talk</b>. After 1-2 minutes, call children back and take a few shares from pairs. Ideas to look for: someone else will come to the door and Omu will</i></p>

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<p>new vocab to define while reading</p>	<p><i>share more stew</i></p> <p><b>Q3. What kind of person is Omu? What words can we use to describe her? (pg. 20)</b></p> <p><i>Prompt children to share ideas popcorn style. Prompt children to support by asking what they saw or heard in the story.</i></p> <p><b>Q4. Wow! Omu’s soup must be really yummy. What would you do if you were Omu and people kept stopping by for some of your stew? Follow-up: What might happen if Omu keeps sharing her stew? (pg. 22)</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back and take a few shares from pairs. Answers will vary, but children should support their answers. Ask the follow-up question and take a few popcorn ideas.</i></p> <p><b>Q5. Oh No! Omu is all out of stew. How would you feel if you were Omu right now. Show me with your face and body.</b></p> <p><i>Prompt children to Act it Out. Call out the emotions that you see.</i></p> <p><b>What other words might your review?</b></p> <ul style="list-style-type: none"> <li>● Delicious</li> <li>● Vendor</li> </ul> <p><b>Additional Notes: N/A</b></p>
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### AFTER READING

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

<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 do you think the people brought food for Omu? (pg. 28)</b></p> <p><i>Take a few ideas from volunteers. Prompt children to agree/disagree and add on to other ideas.</i></p> <p><b>Q2: What are some other ways that we can be generous to others? Follow-up: Why would we want to be generous to others?</b></p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back and take shares from pairs.</i></p> <p><b>What will you say to connect the theme or big idea to extension activity:</b> “In our story, Omu showed that she was generous by sharing her delicious stew with the community. They repaid her generosity, but making sure that Omu had food to eat”.</p>
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### EXTENSION ACTIVITY

<p><b>Activity Description</b></p> <p>Children will create a picture of something they would like to share with their community, family or friends for a</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Coloring tools like crayons, markers or paint</li> <li>● Teacher example</li> </ul>
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group generosity table.

- Tape, if hanging image up for the gallery walk

### Introduction

Today, we are going to think about and draw something that we would like to share with others. This could be your family, your friends, or you. We are going to put all of our drawings together on a class “generosity table” just like the picnic table in our story.

### Model

Show children your model drawing of something you would share. (Should be prepped ahead of time)

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

Ask: “What are some things you would share with your community, family or friends?” Explain that this could be a snack or food, something you like to play with, something you really like to do or even something like a hug or kind words. Record responses on a group chart. (Facilitator might have a few examples already posted to start things off. If children share a broad response like “food” or “toys”, prompt them to be more specific with a follow-up like : “What kind of toy?” Hand out scratch paper and pencils and give children time to try out a few ideas.

### Instructions for Independent Work

Hand out project paper and coloring tools. Prompt children to choose and draw one of their ideas for something to share. Make sure to give them time warnings and float to support. Once time is up, have children paste or tape drawings to a large class poster titled “Generosity Table.” NOTE: If preferred, instead of making a group table, children can keep drawings separate.

**Share Back and Reflection:** Post “generosity table” someplace visible to the whole group and prompt them to call out some of what they see. Invite children to clarify their drawing, where necessary. If you are keeping drawings separate, have children place drawings on tables or tape on walls and conduct a gallery walk. Ask children to share what they see.

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Focus Word Images:



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You  
& did  
Good  
job

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