

# READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-1st	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>We Don't Eat Our Classmates</u> <b>Written and Illustrated By:</b> Ryan T. Higgins			
<b>Theme(s)/Big Idea(s):</b> Friendship; Empathy; Making new friends can be hard; Being considerate can help us make new friends.			

## VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> <b>Empathy-</b> when you understand how someone else feels; when you see things from someone else's perspective	
<p><b>Image/symbol:</b> Show the first video and then choose one of the other two videos from the links below. Discuss how the characters did or did not show empathy.</p> <p><a href="#">All About Empathy</a></p> <p><a href="#">Wondergrove Empathy Video</a></p> <p><a href="#">Singa and the Kindness Cubbies</a></p>	<p><b>Gesture:</b></p> <p style="text-align: center;">N/A</p>
<b>Use in context:</b> Use the videos above to discuss what empathy is and examples. Facilitator can also add an example from their own life.	
<b>Prompt kids to use in context:</b> Ask: Can you think of a time that you showed empathy to someone else or that someone else showed empathy to you? Call on volunteers to share.	
<b>Bridge to book:</b> Explain that in our story, one of our characters learns an important lesson about empathy. Let's read to find out what they learned.	

## BEFORE READING

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> Review RR expectations</li> <li><input type="checkbox"/> Introduce Book/Author/Illustrator</li> <li><input type="checkbox"/> Teach focus vocab word ( See plan above)</li> <li><input type="checkbox"/> Ask 1-2 questions to activate prior knowledge/ solicit predictions</li> </ul>	<p>Explain that today we are reading a story called <u>We Don't Eat Our Classmates</u>. It was written and illustrated by Ryan T. Higgins. Before we read, let's learn our special word of the day. <i>Teach focus word plan and then begin Read Aloud. Start questioning with Q1 below after reading the first few pages.</i></p>
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## DURING READING

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

<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask 3-4 questions that target different</li> </ul>	<p><b>Q1. Penelope is feeling nervous about the first day of school. This means that she is feeling worried and maybe a little scared. She also has lots of questions about</b></p>
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## READY READERS BOOK PLAN

<p>comprehension strategies (predict, infer, connect, synthesize)</p> <p><input type="checkbox"/> Note opportunities to reinforce focus word.</p> <p><input type="checkbox"/> Identify other potential new vocab to define while reading</p>	<p><b>what school will be like. How do you feel when it's the first day of school? What are some questions that you have?-pg. 3 (Hands-up/volunteers)</b></p> <p><i>Call on volunteers and invite other children to add on. Answers will vary depending on each child's feelings and experience.</i></p> <p><b>Q2. What do you think surprises Penelope about her classmates? (Clarify that when we are surprised, it means we didn't know something was going to happen)-pg.7 (Turn and Talk)</b></p> <p><i>Prompt children to Turn and Talk. After 1 minute, take a few predictions from pairs.</i></p> <p><b>Q3. How do you think Penelope's classmates felt about being eaten?-pg.13 (Act it Out)</b></p> <p><i>Prompt children to act out with their faces and bodies. Call out what you see and then call on a few volunteers to share what they acted out and why.</i></p> <p><b>Q4. Why do you think Penelope is having a hard time making friends? (Hands-up/Volunteers) Follow-up: What do you think Penelope should do?-pg. 17 (Turn and Talk)</b></p> <p><i>Call on a few volunteers for the first prompt. Then ask follow-up and prompt children to Turn and Talk. Ideas to look for: She keeps trying to eat them; She is not thinking about how her classmates feel. She is not showing empathy. Ideas will vary for the second question.</i></p> <p><b>Q5: Penelope is having a really hard time not eating her classmates because to her, they are tasty. What is a snack that you would have a hard time giving up?-pg.23 (Stop and Jot)</b></p> <p><i>Prompt children to Stop and Jot any snack they would have a hard time giving up or not eating. After 1-2 minutes, prompt children to show. Call out what you see and call on a few volunteers to share.</i></p> <p><b>Where and how will you reinforce focus word? What additional words might you address while reading?</b> Focus word will be incorporated into discussion questions.</p> <p><b>Additional Words:</b></p> <ul style="list-style-type: none"> <li>• surprised</li> <li>• lonely</li> <li>• especially</li> <li>• nervous</li> <li>• delicious</li> <li>• appetite</li> <li>• determined</li> </ul>
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### AFTER READING

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

<p><input type="checkbox"/> Ask 1 question reflecting on book theme</p> <p><input type="checkbox"/> Make connection to extension activity</p>	<p><b>Q1. Penelope was finally able to makes some friends in the end. How was she able to do it? Follow-up: Why did Penelope decide to stop eating her classmates? (Hands-up/Volunteer)</b></p> <p><i>Take ideas from the group and invite children to add on to their groupmates. Ideas to look for: She finally understood how her friends felt and changed her actions. She stopped eating them and treated them nicely.</i></p> <p><b>Q2. What are things we can do to make new friends? Follow-up: What are things we can do to be a good friend? (Turn and Talk)</b></p>
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*Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas will vary. If available, record answers on being a good friend on a group chart.*

**What will you say to connect theme or big idea to extension activity:** Like, Penelope, sometimes it can be hard to us figure out how to be a good friend. For today's special activity, we are going to create our own little books with ways that each of us can be the best friend we can be.

### EXTENSION ACTIVITY

#### Activity Description

Children will create "Good Friend" Mini-Books by drawing and writing about ways to be a good friend.

#### Materials

- Group Brainstorm Chart
- Good Friend Mini-book Template
- Pencils
- Coloring Tools
- Scissors
- Hole Puncher
- String/Yarn

#### Introduction

Use transition language after the Read Aloud to introduce the book. (See above)

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

Display a large group chart from Read Aloud discussion. Ask group if there are any other ideas for ways that we can be a good friend. Facilitator can also add ideas to help build the list of examples.

#### Model

Facilitator should show examples of mini-books pages. Each page should have pictures and words that show one way to be a good friend. This will need to be prepped ahead of time.

#### Instructions for Independent Work

Explain to children that you are going to give them a special paper to create their mini-books. The paper is going to have one square with the title of our mini-books and a space for their names. They can color this page and write their names. The others squares are empty. In each square, they can draw and write about one way to be a good friend. For example, in one square, they might draw or write about sharing snacks and in the next square, they could draw and write something different. Give children time to design their squares. Facilitator can choose to use one sheet (3 squares plus title page) or two sheets (7 squares plus title page). Once squares are designed, children can cut out squares (Facilitator may choose to pre-cut squares to save time). Facilitator should punch a hole on the corner of each sheet and then show children how to tie them together with string. **Adjustments:** Books can be stapled by an adult. Facilitators can also choose to keep squares on the sheet and create a "storyboard" instead of mini-books. This cuts out the step of cutting and assembling the books. If children are completing activity remotely, they can choose a few ideas and draw pictures at home in the form of a "Friendship Poster."

## READY READERS BOOK PLAN

### Share Back and Reflection

Prompt children to share books with a partner or do a community circle where each child shares one page from their book.

### Additional Ideas for Extension Activities

- Empathy Scenarios Game- Share different kid-friendly scenarios involving empathy and prompt children to share what they would do. Another option would be to share a scenario and an action. Ask children to decide where the action was an example of empathy or not.