

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-1	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>A Friend for Henry</u> Written by Jenn Bailey and Illustrated by Mika Song			
<b>Theme(s)/Big Idea(s):</b> Making new friends; Patience; Sharing; Feelings			

### VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> <b>Friends-</b> people who care about each other, help each other, and like to spend time together	
<b>Image/symbol:</b> Show one or more of the videos below. Ask: What else did we learn about being a friend?  <a href="#">Elmo and Rosita Talk About Friendship</a>  <a href="#">Sesame Street w/ Gwen Stefani-Friendship Song</a>  <a href="#">Small Talk: Friendship</a> (Start at 0:30)	<b>Gesture:</b> N/A
<b>Use in context:</b> N/A	
<b>Prompt kids to use in context:</b> Say: Think about one of your friends. Ask: What makes them a good friend? Prompt children to Turn and Talk. Then, take a few shares from pairs.	
<b>Bridge to book:</b> In today's story, our main character Henry is trying to make a new friend. Let's find out what happens!	

### BEFORE READING

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

<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 today we will be reading a new story called <u>A Friend for Henry</u>. It was written by Jenn Bailey and illustrated by Mika Song.. Before we read, let's learn our word of the day. Teach the focus word using the vocab plan and then begin the read aloud.</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>Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)</li> <li>Note opportunities to reinforce focus word.</li> </ul>	<p><b>Q1. Why do you think Henry is looking for a friend?(Hands-up/Volunteer) Follow-up: If you wanted to make a new friend, what would you want them to be like? (Turn and Talk)-pg.4</b></p> <p><i>Call on volunteers. Then, share the follow-up question and prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite children to add on to each other's ideas</i></p> <p><b>Q2. How did Henry feel when Vivianne waved her nails close to his face? (Act it</b></p>
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<ul style="list-style-type: none"> <li>Identify other potential new vocab to define while reading</li> </ul>	<p><b>Out) Follow-up: What might that tell us about Henry? (Hands-up/Volunteer)-pg. 6</b></p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and then invite a few volunteers to share. Then, ask the follow-up question. Ideas to look for: He doesn't like people to get too close to him; He likes to have some space</i></p> <p><b>Q3. Why do you think Henry chose to paint Vivianne's shoes? (Turn and Talk)</b>  <b>Follow-up: What would you do if you were Vivianne? (Hands-up/Volunteer) -pg.8</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Then, share the follow-up question and call on volunteers. Invite children to add on to each other's ideas.</i></p> <p><b>Q4. How is Henry feeling right now? What makes you think he is feeling this way?</b>  <b>Follow-up: Why is Henry feeling this way? (Hands-up/Volunteer) -pg.12</b></p> <p><i>Call on volunteers for each prompt. Invite children to add on to each other's ideas.</i></p> <p><b>Q5: Why do you think Henry asked Katie to play blocks? (Turn and Talk)-pg. 20</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite children to add on to each other's ideas</i></p> <p><b>Where and how will you reinforce the focus word? What additional words might you address while reading?</b></p> <p><b>Additional Words</b></p> <ul style="list-style-type: none"> <li>Kaleidoscope</li> <li>Perfectly</li> <li>Booming</li> <li>Somersaults</li> </ul>
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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. How does Henry feel at the end of our story? Follow-up: How is this different from how he felt in the beginning?(Hands-up/Volunteer)</b></p> <p><i>Call on volunteers to share.</i></p> <p><b>Q2. What are some things we could do to make a new friend? (Turn and Talk)</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite children to add on to each other's ideas</i></p> <p><b>What will you say to connect the theme or big idea to extension activity:</b> Henry was able to make a new friend that he could talk to, share things and have fun with. For our special activity, we are going to think about what we can do with our friends.</p>
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### EXTENSION ACTIVITY

<p><b>Activity Description-Friendship Charades</b></p> <p>Children will act out friendship scenarios while the other children try to guess what they are acting out</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
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### Introduction

Explain that we are going to play a game called charades. Ask if anyone has heard of or played charades before. Explain that when playing charades, one person acts out something with their faces and bodies, but doesn't talk. Everyone else tries to guess what they are acting out. Explain that we are going to play a special version of this game called "Friendship Charades."

### Main Activity

Explain that we are going to play three rounds of the game and that each time, you are going to give them something new to act out for the group. Then, repeat the steps below:

- Share the category and give group time to brainstorm silently (They should not share ideas out aloud)
- Model acting out an example and having the children guess
- Invite a child to act out and signal them to begin with a "3.2.1. Action"
- After 10 seconds, prompt other children to guess what they were acting out
- Repeat the same category with a few more children before switching to the next one

Category one: Something that you like to do with friends

Category two: Something you could do to cheer up a friend who is sad

Category three: Something you would share with a friend

### Share Back and Reflection

Circle up and ask the following questions:

- How did it feel to act things out without being able to use words?
- How did it feel trying to guess what the person was acting out?
- What are some things that we can do with friends?
- What are some ways that we can help our friends?