

READY READERS BOOK PLAN

Suggested Grade: 2 nd -3 rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Ada Twist, Scientist</u> - Author-Andrea Beaty Illustrator: David Roberts			
Theme(s)/Big Idea(s): Explore your curiosity; Be creative; Think outside of the box; Support each other; Curiosity; Experiments; Science			

VOCABULARY PLAN

Focus word & kid-friendly definition: Curious- when you want to know something or figure something out	
Image/symbol: Show children image of the child looking at the plant. Ask what she is doing and why. Explain that she is curious about the plants and is trying to learn about it.	Gesture: Ask children to show you what their faces look like when they are thinking about something or when they have a question. Explain that when we are curious about something, we spend time thinking about it and trying to figuring it out.
Use in context: Facilitator should share something that they are curious about. For example: "I have always wanted to know different animals build their homes. This is something that I am very curious about, so I read books about animals to learn more."	
Prompt kids to use in context: Ask children to think about something they are curious about or want to learn more about. Give 30 seconds to think and then prompt children to Turn and Talk . After 1-2 minutes, bring group back and ask for a few examples.	
Bridge to book: Explain that our main character, Ada, is very curious, which sometimes gets her into trouble. Let's read and find out what Ada is curious about and what she learns.	

BEFORE READING

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

<ul style="list-style-type: none"> • Review RR expectations • Introduce Book/Author/Illustrator • Teach focus vocab word (See plan above) • Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today in Ready Readers, we are reading a book called Ada Twist, Scientist by Andrea Beaty and illustrated by David Roberts. Before we read our story, let's learn our special word of the day. Use vocabulary plan to teach the work "curious", being sure to follow each step and then continue below below with question 1.</p> <p>Q1. Take a look at the cover. What are some things that you notice?</p> <p><i>Prompt children to share noticing with the whole group. Answers will vary.</i></p> <p>Q2. Based on what you see, what do you think might happen in the story? Why do you think so?</p> <p>Prompt children to Turn and Talk. Give 1-2 minutes to talk and then take a few shares with the whole group. Answers will vary, but be sure to ask children to support their predictions.</p> <p>Additional Notes: N/A</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"> • Ask 3-4 questions that 	<p>Q1. How can we tell already that Ada is curious? What are some things that you see</p>
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READY READERS BOOK PLAN

target different comprehension strategies (predict, infer, connect, synthesize)

- Note opportunities to reinforce focus word.
- Identify other potential new vocab to define while reading

in the pictures or heard in the story- Pg. 6

*Prompt children to **Turn and Talk**. Give 1-2 minutes to talk and then call on a few pairs to share responses. Ideas to look for include: she chases every sound that she hears, she climbs everything, she looks like she is thinking about something when using her numbers; she ask "why?"*

Q2. One way they we can see that Ada is curious is that she asks a lot of questions. Look around the room. What are some things that you see? What are some questions you might ask about things in our room? For example: I wonder why the light makes a buzzing noise sometimes.-pg. 10

*Prompt children to **Stop and Jot** 2 questions they might ask about something in our room. Give 2 minutes and them ask children to hold up their board/paper/journal. Call on a few children to share their questions.*

Q3. Ada's curiosity causes trouble or problems sometimes. What are ways that Ada has caused problems or trouble with her curiosity in the story so far?- pg. 19

Prompt children to Turn and Talk. Give 1-2 minutes to talk and then take a few shares whole group. Ideas to look for include: she creates a mess in her house; she climbs on top of things; she makes a mess at school; she does experiments on the cat

Q4. How do you think Ada is feeling right now. Show me with your face and body.-pg. 21

*Prompt children to **Act it Out**. Call out some of the emotions you see the children acting out. Prompt children to share why they think Ada feels like this. Ideas might include: she is in trouble; she was yelled at; her parents are angry with her; she can't do anymore experiments; she can't ask anymore questions*

Where and how will you reinforce focus word? What additional words might you address while reading?

- The word curious is used repeatedly in the comprehension questions before, during and after reading.

Other words:

Observing: Looking around; looking at something

Chaos: a big mess

Conked out: fell asleep

Scientist: a person who does experiments to learn new things

Frazzled: feeling really tired or worn out

Havoc: destruction; a big mess

Stench: a stinky smell

Research: work we do to figure something out

Hypothesis: a guess about something

READY READERS BOOK PLAN

AFTER READING

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

<ul style="list-style-type: none"> • Ask 1 question reflecting on book theme • Make connection to extension activity 	<p>Q1. What do you think the stinky smell is after all? If you were Ada, how might you try and figure it out?</p> <p><i>Prompt children to share ideas with the whole group.</i></p> <p>Q2. How is Ada’s family different at the end of the story? How do their feelings about Ada change? What do they do differently?</p> <p><i>Prompt children to Turn and Talk. Give 1-2 minutes to talk and then take a few responses as a whole group. Ideas to look for include: In the beginning they were frustrated with Ada and didn’t know how to keep up with all her questions and experiments. In the end, they decide to learn with her and support her curiosity. In the end, they work together.</i></p> <p>What will you say to connect theme or big idea to extension activity: Explain that now we get to be curious scientists and do an experiment, just like Ada!</p> <p>Additional Notes: N/A</p>
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EXTENSION ACTIVITY

<p>Activity Description:</p> <p>Soda Bottle Geysers</p> <p>We will add vinegar and baking soda into the bottles and then cover with balloons to see what happens.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Empty 2 liter bottles (1/pair or group) • Vinegar (¾ cup/pair or group) • baking soda (1 tablespoon/pair or group) • Balloons (2/pair or group) • Funnel (1/pair or group) • Recording Sheet or Journals • Chart with instructions
<p>Introduction and Brainstorm: We will be trying one of Ada’s experiments from her book. Show children all of the materials. Explain that we are going to be mixing vinegar and baking soda together in a bottle and then putting balloons over the top. Show a bottle with a balloon on top (do not put the ingredient in the bottle). Explain that before they start, you want them to make a hypothesis or a smart prediction about what they think will happen when we mix the vinegar and baking soda together in the bottle. Give 1-2 minutes to Stop and Jot ideas. They can write or draw. Explain that now you want them to make a hypothesis about what will happen when we cover the bottle with the balloon after mixing the vinegar and baking soda. Give 1-2 minutes to Stop and Jot. They can write or draw. Explain that we will check at the end to see if their predictions came true.</p>	
<p>Model and Independent Work: Adults should perform the experiment step by step with children, guiding them through each step, but should not perform it ahead of time. It will give the results away.</p>	

READY READERS BOOK PLAN

- Take the cap off the empty soda bottle.
- Practice placing the balloon's mouth on top of the open bottle top (do this a few times until you feel comfortable doing it).
- Pour the 3/4 cup of vinegar into the bottle.
- Position the funnel on top of the bottle.
- Pour the tablespoon of baking soda into the funnel.
- Quickly take off the funnel and place the balloon mouth over the bottle opening. (Hopefully all that practice in step number 2 helped out).
- Make sure the balloon is centered and the mouth is pulled evenly down on the top of the bottle.
- Very gently shake the baking soda and vinegar mixture.
- What happens? The balloon should partially fill with gas.
- Remove and tie the balloon shortly after the fizzing stops. (facilitator can give children rubber bands or pipe cleaners to tie the balloons).
- This isn't your average balloon—instead of blowing it up with your own breath or a fancy helium machine, you have inflated a balloon with only a soda bottle, baking soda and vinegar! Explain that we created a gas that helped blow the balloon up!

Once experiment is complete, students should write or draw about the result on their sheet. Prompt them to write/draw what happened when they mixed the vinegar and baking soda together and what happened when they added the balloon.

Share Back and Reflection: Prompt children reflect using the last two questions on the recording sheet. . Give 3 minutes to work individually. Then, prompt children to **Turn and Talk** with a partner about the following questions:

- Was your hypothesis correct? What did you think would happen? What actually happened?
- What are questions you have about the experiment?
- What is one think that you learned?

Additional Ideas for Extension Activities

- Other science experiments
- Scavenger hunt or nature walk to jot or draw observations

READY READERS BOOK PLAN

Focus Word Image

