

# READY READERS BOOK PLAN

<b>Suggested Grade:</b> 1 <sup>st</sup> and 2 <sup>nd</sup>	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> Benny Doesn't Like to Be Hugged - Author: Zetta Elliott; Illustrator: Purple Wong			
<b>Theme(s)/Big Idea(s):</b> Every person is unique; accepting other who are different and unique is important; friendship			

## VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> Unique - being the only one of its kind	
<b>Image/symbol:</b> see attached image	<b>Gesture:</b> n/a
<b>Use in context:</b> see attached image and description - Each of these snowflakes is unique - each one is different and none of them are the same.	
<b>Prompt kids to use in context:</b> What makes you unique?	
<b>Bridge to book:</b> Today we're going to read about a boy named Benny who is special and unique.	

## 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>Today we're going to read about a boy named Benny who is special and unique Unique means... <i>give definition, share image, and use word in context.</i></p> <p><b>Q1.</b> Each one of us is unique. What makes you unique? On your whiteboards write (or draw) about 3 things that make you special and unique. For example, three things that make me unique are...<i>Fill in examples from your own life.</i></p> <p><i>Give students ~3 minutes to write or draw. Ask students to hold up their whiteboards at the end of the time. Let 2-3 students share out about what makes them unique.</i></p> <p><b>Q2.</b> Look at the cover of the book and think about the title - Benny Doesn't Like to Be Hugged. What do you think makes Benny unique? Turn and talk with your partner about what you think.</p> <p><i>Let students discuss for ~2 minutes. Listen for students noting that Benny doesn't like to be hugged and that might make him unique. He might also enjoy playing with kites with his friend, which can also be part of what makes him unique. Let 1-2 students share their predictions.</i></p> <p>Let's read to find out what makes Benny unique!</p>
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## DURING READING

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

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<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.</b> Pg.6 - Benny plays with quiet kids. Turn and talk with your partner about why you think Benny plays with quiet kids. Where would you play?</p> <p><i>Let students discuss for ~2-3 minutes. Let 2-3 students share out their answers about Benny and their connections to their life.</i></p> <p><b>Q2.</b> Pg.14 - Benny can name the stars and why they twinkle. What does that tell us about Benny? (He's smart!)</p> <p><i>Take 1-3 popcorn responses. Then ask students to act out the following prompt.</i></p> <p>That's right - Benny is very smart. Show me your smart face!</p> <p><i>Let students act out being smart and thinking very hard.</i></p> <p><b>Q3.</b> Pg. 28 - Benny needs things a certain way. How is his friend being a good friend to him? Do you have any things you like to do a certain way. Turn and talk with your partner.</p> <p><i>Let students discuss for ~2-3 minutes. Listen for students noticing that she is a good friend because she doesn't mind when Benny wants to do things a certain way. Let 2-3 students share out about their answers and connections.</i></p> <p><b>Q4.</b> Pg. 32 (last page) Did you notice anything about the way the story was written? (rhyming words)</p> <p><i>Take 2-3 popcorn answers.</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>- Reinforce vocab word before reading, after reading, and during extension</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.</b> On your whiteboards, write down three things we learn about Benny that make him unique.</p> <p><i>Let students stop and jot (or draw) for ~3 minutes. Take answers from students after they are finished and chart them on a piece of chart paper / a whiteboard. Feel free to reread portions of the book to help students remember all of the things that make Benny unique.</i></p> <p><b>Q2.</b> Before we started our book today, we talked about what makes you unique. After we finished reading, we talked about what makes Benny unique. Does anyone have something in common with Benny? Something that they feel very differently about than Benny?</p> <p><i>Take several popcorn responses.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b></p> <p>We've been talking about Benny and how he is unique. We've also talked about how his friend is a good friend to him. Today we are going to make unique friendship bracelets.</p>
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# READY READERS BOOK PLAN

## EXTENSION ACTIVITY

### Activity Description:

Edible Friendship Bracelets - students will craft unique friendship bracelets out of colored cereal and yarn or pipe cleaners. The different colors of the cereal stand for different aspects of friendship.

### Materials:

- Pipe cleaners / yarn
- Box of circular colored cereal (like Froot Loops)
- Plastic baggies (filled with the colored cereal)
- Chart paper

### Introduction:

We've been talking about Benny and how he is unique. We've also talked about how his friend is a good friend to him. Today we are going to make unique friendship bracelets. They're even going to be edible!

### Model

Tell students that we are going to make our friendship bracelets by stringing colored cereal on a piece of yarn or a pipe cleaner.



However, we are going to choose our colors carefully based on what we think makes someone a good friend. This way we'll all have a unique bracelet. Have the list below copied onto a piece of chart paper. Tell students that they will think about what makes a good friend and then they will choose the colors for their bracelet based on what each of the colors mean. Review what each color means.

Purple – kind	Orange – honest
Blue – respectful	Red – good listener
Green – good at sharing	Yellow – very helpful

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

Have students turn and talk with each other about what they think makes someone a good friend using the color chart for reference.

### Instructions for Independent Work:

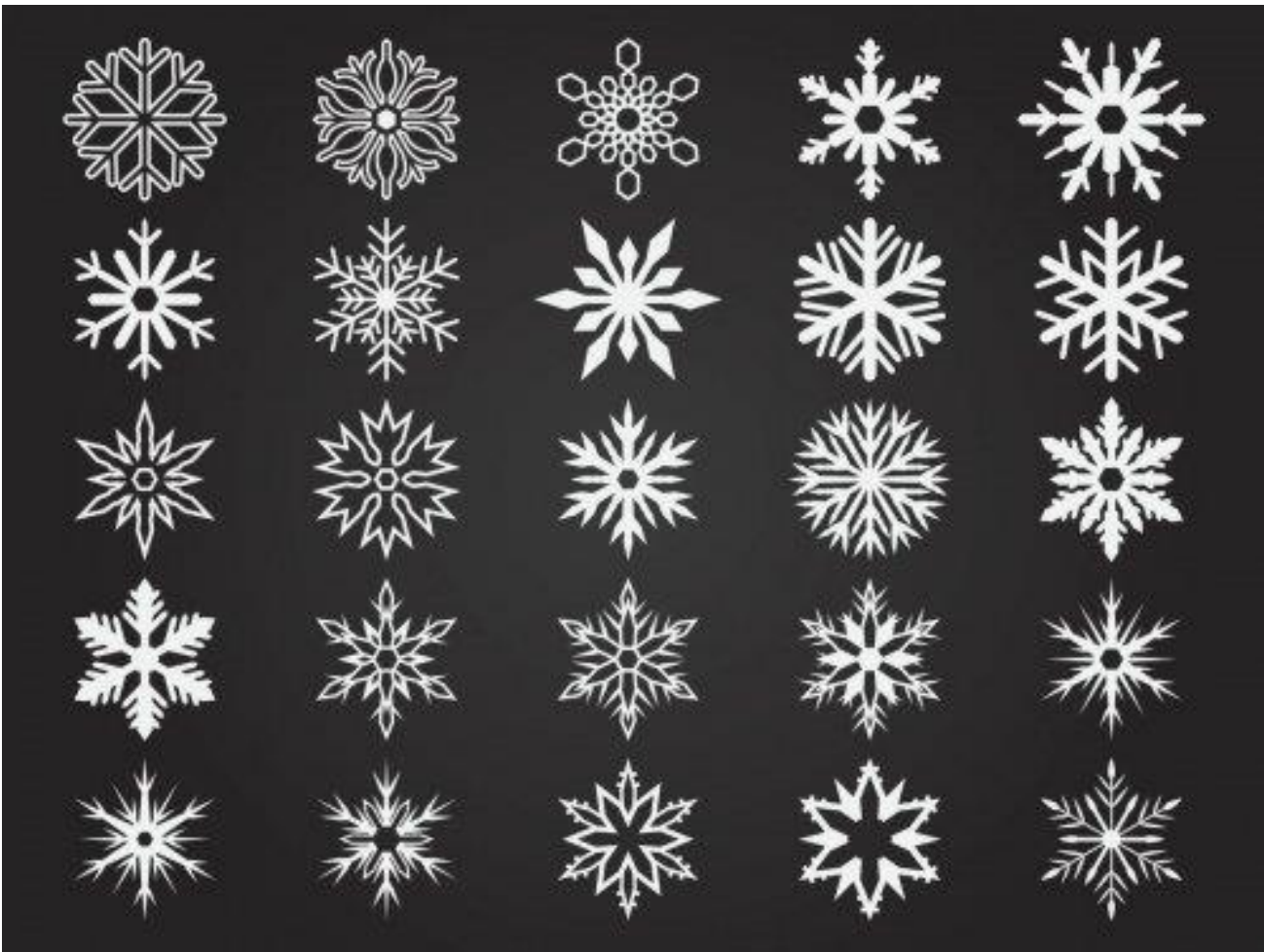
Hand out a piece of yarn or a pipe cleaner to each student along with a baggie of cereal. Reinforce how to properly use the materials so that students know that they are not allowed to eat the cereal, etc. Let students craft their edible friendship bracelets using a pattern of colors based on the color chart and what they think makes a good friend.

### Share Back and Reflection:

Share and show bracelets.

*Reflection question:* Is your bracelet similar or different than your friend's bracelet? What makes yours unique?

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Each of these snowflakes is unique - each one is different and none of them are the same.