

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> 2nd-3rd	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> Big Red Lollipop - Author: Rukhsana Khan; illustrator: Sophie Blackall			
<b>Theme(s)/Big Idea(s):</b> Family can be difficult but they are important; treat others how you would like to be treated			

### VOCABULARY PLAN

<b>Focus word &amp; kid-friendly definition:</b> perspective - the way that you see or think about something; your point of view or opinion	
<b>Image/symbol:</b> see attached images and description	<b>Gesture:</b> n/a
<b>Use in context:</b> see attached images and description - I used to hate broccoli, but my <u>perspective</u> changed when my grandmother made me broccoli cheese casserole. Now I love broccoli!	
<b>Prompt kids to use in context:</b> If you have a brother or sister, what is your perspective on them? How do you feel about them? Has how you feel about them changed over time?	
<b>Bridge to book:</b> In the Big Red Lollipop, we are going to watch how the main character's perspective changes over time.	

### 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>This book is a story about two sisters, Rubina and Sana, and how they treat each other. Something that is interesting about this story is that the two sisters are from Pakistan and have recently moved to Canada with their family. <i>Show map and point out Pakistan, USA, and Canada.</i> They just started at a new school.</p> <p><b>Q1.</b> How do you think these sisters feel about moving to a new country? What might be important to them at their new school? Turn and talk with a partner.</p> <p><i>Give students ~2 mins to talk. If necessary, remind students to switch/let their partner speak. Listen for students discussing fear or sadness about leaving their old country as well as that they might be nervous about making new friends at school. Ask 2-3 students to share what their partner told them.</i></p> <p>A word that will be important to us today is perspective. Perspective is... <i>Give definition, show image and use word in context (see above).</i></p> <p><b>Q2.</b> If you have a brother or sister, what is your perspective on them? How do you feel about them? Show me/act out how your perspective on your brother(s) or sister(s).</p> <p><i>Call out the faces you see students making (i.e. "I notice some annoyed faces. Yes, I agree sometimes can be annoying." or "I notice some of you 'holding' a baby brother or sister. Your perspective is that you love them and you care about helping them grow.")</i></p> <p><i>Follow-up question: Has your perspective on your brother or sister ever changed? Nod your head if yes.</i></p> <p>Tell students - as we read the book notice how Rubina's perspective changes over time.</p>
---	--

# READY READERS BOOK PLAN

## DURING READING

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

- Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)
- Note opportunities to reinforce focus word.
- Identify other potential new vocab to define while reading

**Q1.** Pg. 2 - Can someone remind me - why would Ami (the mom) ask what a birthday part is?

*Take 1-2 popcorn answers. Use this time to reinforce that the family just moved to Canada from Pakistan where they did not have the same type of traditions like birthday parties.*

**Q2.** Pg. 4 - How does Rubina feel right now? On your whiteboards complete this sentence: Rubina feels \_\_\_\_\_ because \_\_\_\_\_.

*Give students ~2-3 minute to write. After writing ask students to hold up their whiteboards. Ask 2-3 students to read their completed sentences. Listen for students identifying that Rubina is irritated and annoyed that her mother is telling her to bring her younger sister to a birthday party that only Rubina has been invited to.*

**Q3.** Pg. 13 - Turn and talk with a partner - how are Rubina and Sana different?

*Give students ~2 minutes to talk. Listen for students discussing that Rubina is older and more patient. She knows how to make things last. Sana is impatient and ate all of her candy and broke her toys immediately. Let 1-2 students share answers with the whole group.*

**Q4.** Pg. 21 - Rubina and Sana have just had a big fight. With a partner retell the story of their big fight - what did Sana do? How did Rubina respond? Can you make a connection to anything in your life? Have you ever had an argument with a brother, sister, or a friend?

*Give students 3-4 minutes to talk. Listen for students discussing how Sana ate Rubina's lollipop and how Rubina became upset and chased her around the room. Students should then make a connection to their own life in some way. Let 2-4 students share out.*

**Q4.** Pg. 29 - Why do you think Rubina decided to stick up for Sana?

*Take 2-3 popcorn answers. Listen for students saying something about Rubina realizing how bad she felt when she had to take Sana. Even though she was upset at the time, she realized that you should treat people how you wanted to be treated. She has forgiven Sana and shows that she cares about her by sticking up for her.*

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

- Reinforce focus word in after reading questions and extension activity.

**Additional Notes:**

- On page 23, note that it says Rubina doesn't "get any invitations for a very long time." On page 24, think out loud for students about how you notice that the characters look more grown up. For example if you look at page 3, the baby, Maryam, is in a high chair. On page 24, the Maryam is a toddler and sitting by herself. This indicates that 2-3 years have passed.

## AFTER READING

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

- Ask 1 question reflecting on book

**Q1.** How did Rubina's perspective change about her sister? Turn and talk with a partner.

## READY READERS BOOK PLAN

<p>theme</p> <ul style="list-style-type: none"> <li>• Make connection to extension activity</li> </ul>	<p><i>Give students ~2-3 minutes to discuss. Listen for students describing how Rubina was very upset and annoyed with her sister. However, her perspective changed when she saw Ami making Sana take Maryam to the party just like she had made Rubina take Sana. Rubina saw that Sana was just like her and chose to treat her how she had wanted to be treated. This led to them becoming closer sisters and friends. Let 2-3 students share out.</i></p> <p><b>Q2.</b> Would you have made the same choice as Rubina - to tell Ami that Sana shouldn't have to take Maryam? Why or why not?</p> <p><i>Take 2-4 popcorn responses. If time, have students write on their whiteboards about what they would have done in Rubina's place.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b></p> <p>Tell students that we are going to think about the perspective of different people by writing a diary entry for Rubina and Sana to understand their different perspectives!</p>
--	---

### EXTENSION ACTIVITY

Activity Description	Materials
<p>Diary Entries - students will work in pairs to write diary entries from the perspectives of Rubina and Sana;</p>	<ul style="list-style-type: none"> <li>- Copies of Diary Template (one per partner pair)</li> <li>- Pencils</li> <li>- Chart paper and markers</li> </ul>
<p><b>Introduction</b></p> <p>Ask students - have you ever kept a diary? Take a few popcorn responses. Tell students that a diary is a place for someone to record what happened to them during the day and how they felt. Today we're going to write diary entries. You will work in pairs - one person will write a diary entry from the perspective Rubina. The other person will write from the perspective of Sana.</p>	
<p><b>Brainstorm</b> (Whole group and/or Individual)</p> <p>Tell students that to write a diary, we need to think about the big events that happened in the story. On a piece of chart paper, brainstorm the major events of the story with the whole group. List should include: Rubina and Sana attending the birthday party of Rubina's friend; Sana eating Rubina's lollipop and their argument the next day; Sana being invited to a birthday party and Rubina sticking up for her.</p> <p>Tell students in each of these events Rubina and Sana might have a different perspective on what happened and how they felt.</p>	
<p><b>Model</b></p> <p><i>Two pieces of chart paper, prepared with a "diary" template should be posted at the front of the room. One should be labeled Sana, the other Rubina. Model thinking out loud for students about how you would construct a diary entry for each sister. Tell students that you are going to write a diary entry from the day of the fight. Model writing Rubina's diary entry</i></p> <p><i>Rubina Example: Dear Diary, Today was a terrible day! I was so excited to eat my lollipop that I saved. When I woke up, I found that Sana had eaten it all! I'm so mad. I don't like having a little sister. Ami even took her side! I will never forgive her. - Rubina</i></p> <p>Then model writing Sana's diary entry from the same day. Remind students to think about what Sana's perspective of</p>	

## READY READERS BOOK PLAN

the events would be and how she would feel. Optional: take student suggestions and modify based on what they say.

*Sana Example: Dear Diary, I made Rubina mad today because I ate her lollipop. She didn't eat it right away so I thought she didn't want it. I didn't think it would be that important to her. She chased me all around the living room! I hope she doesn't stay mad for too long. - Sana*

### **Instructions for Independent Work**

Put students in partners and hand out copies of the Diary Template (cut down the middle). Tell partners that they can choose one of the big events from the book. Then one person chooses to be Rubina and the other one is Sana. They should write their diary entries from the perspective of the sister they chose about the event that they chose. Give students ~10-15 minutes to write.

### **Share Back and Reflection**

Have partners switch diary entries and read the diary entry that their partner wrote from the perspective of the other sister.

*Reflection Question:* How did your partner's diary entry show a different perspective than your diary entry?

## READY READERS BOOK PLAN

### VOCABULARY IMAGE - PERSPECTIVE



I used to hate broccoli, but my perspective changed when my grandmother made me broccoli cheese casserole. Now I love broccoli!

## READY READERS BOOK PLAN

### MAP OF PAKISTAN, USA, & CANADA

