

READY READERS BOOK PLAN

Suggested Grade: K-3	Facilitator:	Grade:	Lesson Date(s):
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Book Title and Author(s)/Illustrator(s):

Carmela Full of Wishes by Matt De la Pena; Illustrated by Christian Robinson
[the creators of *Last Stop on Market Street*]

Theme(s)/Big Idea(s): Family takes care of you when you need them the most; always keep wishing and dreaming; there is bravery in dreaming and wishes keep hope alive.

NOTE: The story describes a family in a migrant community and eludes to Carmela’s dad being undocumented. This may resonate with some of your students or some may have questions about what it means. **Some potential language:** When someone is born in a different country and wants to move to a new one, they have to go through a process that can be really long and really hard. When they are done, they get papers that say that they can stay and live in the new country. Sometime people have to wait a really really long time and live in the new country without the new papers while they get it all figured out. Sometimes they have to go back to the old country while they wait. Explain that sometimes we have friends and neighbors just like Carmela’s dad that are going through the process and that we should treat them like we would treat any other friend or neighbor.

VOCABULARY PLAN

Focus word & kid-friendly definition:

Encourage – giving someone support or confidence

Image/symbol:



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Gesture: N/A

Use in context: Sam was frustrated with a math problem, but his teacher encouraged him to keep going

Prompt kids to use in context: Ask students if there were ever a time, they felt down but felt better when a family member/friend encouraged them. Call on a few volunteers to respond.

Bridge to book: In this story, we’re going to meet a young girl with a lot of wishes. We’re going to see how she continues to be hopeful and how her brother encourages her.

BEFORE READING

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

- Review RR expectations

Q1. T/T The title of our book is *Carmela Full of Wishes*, what do you think we’ll see Carmela wish for?

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<ul style="list-style-type: none"> • Introduce Book/Author/Illustrator • Teach focus vocab word (See plan above) € Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take a few shares from pairs. Prompt children to explain their idea.</i></p> <p>Q2. [Popcorn Share] Looking at the cover, it looks like Carmela is holding onto a dandelion – what do you know about dandelions? Follow-up: Why do you think she is holding a dandelion?</p> <p><i>Prompt students to share what they know about dandelions. Emphasize the relationship between the flower and wishes if children do not mention it.</i></p> <p>Additional Notes:</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 target different comprehension strategies (predict, infer, connect, synthesize) € Note opportunities to reinforce focus word. € Identify other potential new vocab to define while reading 	<p>Q1. pg. 4: AIO: Imagine it's your birthday. The birthday cake is close to your face and you are getting ready to blow out the candles. Imagine it's warming your face. Think about what you would wish for and let's blow out the candles together. 1, 2, 3! Follow-up: What would you wish for if it was your birthday, like Carmela?</p> <p>Q2. pg. 6 S/J Let's look at these beautiful illustrations of Carmela's neighborhood. What are think you notice in your neighborhood that are similar?</p> <p><i>Prompt Children to Stop and Jot for 1 minute. Once time is up, prompt children to hold up their boards. Call out what you see or ask children to share out loud.</i></p> <p>Q3. Pg.12 T/T Describe how Carmela and her brother feel about one another. Follow-up: How do you think Carmela and her brother are feeling? Why do you think so?</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take a few shares from pairs. Prompt children to explain their idea with details from the story.</i></p> <p>Q4. Pg. 18 [Popcorn Style] Carmela has a lot of wishes. What are some things that she has wished for so far in the story?</p> <p>Q4. pg. 24 AIO Looking at the picture, how do you think Carmela is feeling? Act it out. Follow-up: Why do you think she feels this way? What is happening?</p> <p>Additional vocab words to focus on:</p> <ul style="list-style-type: none"> • Greenhouse • Manure • Concrete • Imagination
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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. T/T Carmela was sad when she crushed her dandelion, how did Carmela's brother encourage her to stay hopeful?</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take a few shares from pairs. Prompt children to explain their idea with details from the story.</i></p> <p>Q2. [Popcorn Share] At the end of the book, Carmela decided to take off her bracelet. Why do you think she decided to do that?</p>
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	<p><i>Responses will vary. Prompt children to explain their thinking.</i></p> <p><i>What will you say to connect theme or big idea to extension activity: In the story, we got to learn about Carmela and her many wishes. We all have things that we wish for in our lives and sometime if we believe really hard and try hard, we can make our wishes come true.. This might be something we want, someplace we want to go, or something that we would like to happen.</i></p> <p>Additional Notes:</p>
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EXTENSION ACTIVITY

<p>Activity Description</p> <p>Day 1: Students will brainstorm what their wishes are by using the graphic organizer. This is a prelude to their Day 2 activity.</p> <p>Day 2: Create your very own book cover modeled after Carmela Full of Wishes</p>	<p>Materials</p> <p>Day 1: See attached for graphic organizer</p> <p>Day 2: Card Stock for the Book Cover Coloring Tools: Markers, Color Pencils and/or Crayons</p>
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Introduction
 In this story, Carmela shared her wishes with us and there were so many beautiful illustrations based on her wishes. We are going to create our own “Full of Wishes” book cover and fill that with our own wishes.

Model

Student Name *Full of Wishes*
 See Attached for Model

Brainstorm (Whole group and/or Individual)

Students will use the graphic organizer provided to brainstorm their ideas/wishes.

Instructions for Independent Work

Day 1: Students will use their graphic organizers to brainstorm their own wishes and goals. Before students work independently, model some wishes that they potentially might have. Be explicit.

Example: *My wishes are: to learn how to dribble and pass better in basketball
 To spend more time with siblings/family/friend
 To read more fun books with my class.*

Day 2: Have students refer back to their graphic organizers and think of some images they would like to include in their book cover to represent their wishes. Hand out coloring tools and give time to create a book cover that represents their wishes.

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Share Back and Reflection

Day 1: Students can share with their tables what they were able to come up with and see if they have any wishes in common. Ask students how they would encourage their classmates to achieve their wishes.

Day 2: Have students share their book covers and prompt to think and share why they picked these wishes out of all the wishes they can have.

Additional Ideas for Extension Activities

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