

READY READERS BOOK PLAN

Suggested Grade: 1 st -3 rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Grumpy Monkey</u> Written by: Suzanne Lang Illustrated by: Max Lang			
Theme(s)/Big Idea(s): Expressing emotions; Coping strategies; Being a supportive friend; It's okay to feel how you feel.			

VOCABULARY PLAN

Focus word & kid-friendly definition: Emotion- a strong feeling. <ul style="list-style-type: none"> Give examples like happy, sad, upset, angry, disappointed, and joyful. Note that we all feel different emotions at different times. Note that all emotions are normal. 	
Image/symbol: Show children pictures at the end of the lesson. Ask them to share what emotion or strong feeling the person might be having.	Gesture: N/A
Use in context: Facilitator should give an example of a time when they had a strong feeling or emotion.	
Prompt kids to use in context: Prompt children to think about a time they had a strong feeling or emotion. You can also choose a specific emotion and ask children to think of a time they felt that way. Call on volunteers to share examples.	
Bridge to book: Share that in our story, one our characters is having a hard time with his feelings or emotions. Let's read to see how he is feeling and what happens.	

BEFORE READING

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

<input type="checkbox"/> Review RR expectations <input type="checkbox"/> Introduce Book/Author/Illustrator <input type="checkbox"/> Teach focus vocab word (See plan above) <input type="checkbox"/> Ask 1-2 questions to activate prior knowledge/ solicit predictions	<p>Explain that today we are reading a story called <u>Grumpy Monkey</u>. It was written by Suzanne Lang and Illustrated by Max Lang. Before we read our story, let's learn our special word of the day. <i>Teach focus word plan and continue below.</i></p> <p>Q1. Take a look at the cover. What words could we use to describe how the monkey might be feeling? (Popcorn ideas)</p> <p><i>Take ideas from the group and reinforce the focus word emotion. Children might say "grumpy" based on the title, but prompt them to think of some alternatives.</i></p>
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DURING READING

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

<input type="checkbox"/> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)	<p>Q1. Have you ever felt like Jim? Have you ever had a day where it felt like nothing was going right?-pg.2 (Thumbs-up/Thumbs-down) Follow-up: Call on volunteers to that had a thumbs up to give an example.</p> <p><i>Prompt children to give a thumbs up if they have felt that way or a thumbs down if they haven't. Call on any volunteers to share examples.</i></p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Note opportunities to reinforce focus word. <input type="checkbox"/> Identify other potential new vocab to define while reading 	<p>Q2. What do you think it means to be grumpy? Follow-up: Why do the other animals keep saying that Jim is grumpy?-pg. 10 (Turn and Talk)</p> <p><i>Prompt children to turn and talk. After 1-2 minutes take a few shares from pairs. Ideas to look for: To be in a bad mood; upset with everything; they call him grumpy because of how he looks; his face and body look like something is wrong.</i></p> <p>Q3. All the animals try to give Jim ideas for what he can do to feel better. What would you tell Jim to try?- pg.18 (Stop and Jot)</p> <p><i>Prompt children to stop and jot. After 1-2 minutes, prompt children to hold up what they wrote or drew. Call out what you see and call on a few volunteers to explain.</i></p> <p>Q4. After reading “and just when he was starting to feel really sad...”, ask: What do you think is going to happen? –pg. 24 (Hands-up/Volunteers)</p> <p><i>Call on a few volunteers to share. Answers can vary, but prompt children to explain their ideas.</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading? The word “emotion” will be infused into the questions.</p> <p>Additional words:</p> <ul style="list-style-type: none"> • Discover • Confused • Hunched • Stormed • Slumped • Frowning
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<p>AFTER READING <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>

<ul style="list-style-type: none"> <input type="checkbox"/> Ask 1 question reflecting on book theme <input type="checkbox"/> Make connection to extension activity 	<p>Q1. Why do you think Jim is starting to feel better? Follow-up: What did Norman do in the end when talking to Jim that was different from the other animals in the story? (Turn and Talk)</p> <p><i>Prompt children to turn and talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: he needed some time to feel grumpy and Norman let him be; Norman sat with him and listening, but didn't try to change the way he felt.</i></p> <p>Q2. What are ways that we can help a friend who is having a bad day? (Hands-up/Volunteer)</p> <p><i>Call on a few volunteers. Ideas can vary.</i></p> <p>What will you say to connect theme or big idea to extension activity: Jim was really having a rough day. The other animals tried to make him feel better by sharing things he could do, but what Jim needed was just time to be grumpy and maybe a friend to listen to how he felt. We all get grumpy sometimes and what helps one person feel better, might be different than another person. For today's activity, you are each going to make a special poster that shows what you would do to feel better if you were having a rough day.</p>
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<p>EXTENSION ACTIVITY</p>

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<p>Activity Description</p> <p>Children will create a poster showing 1-2 strategies that can use if they are having a rough day.</p>	<p>Materials</p> <ul style="list-style-type: none">• Group brainstorm chart• Blank white paper or poster• Coloring tools (crayons, markers, colored pencils)
<p>Introduction</p> <p>Use the transition after the read aloud above to introduce the activity.</p>	
<p>Brainstorm (Whole group and/or Individual)</p> <p>Display a group brainstorm chart. Work with children to jot down things when can do or strategies when can use when having a rough day. Feel free to go back to the book for examples and then prompt children to add additional ideas. Facilitator should also add ideas to the brainstorm.</p>	
<p>Model</p> <p>Facilitator should prep a sample poster with 1-2 strategies. Poster should include illustrations and can also include words.</p>	
<p>Instructions for Independent Work</p> <p>Hand out blank paper and coloring tools (If children are at home, invite them to grab a piece of paper/notebook and something to draw with). Prompt children to choose 1-2 ideas from the brainstorm that they would use if having a rough day. Then, explain that they should create a poster that shows these ideas. They can draw pictures and write words. They can also draw themselves on the poster.</p>	
<p>Share Back and Reflection</p> <p>Invite each child to share one of the strategies or ideas they picked by using the following sentence frame:</p> <p>When I feel _____, I can _____.</p>	

Additional Ideas for Extension Activities

- Engage children in a kid-friendly [guided meditation](#) or [progressive muscle relaxation](#) and discuss how mindfulness can help us feel better.
- Have children choose a strategy or idea from the brainstorm and act it out for the group. Have the other children guess what they are acting out.

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Focus Word Images



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