

READY READERS BOOK PLAN

Suggested Grade: K-1	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): Horrible Bear by Ame Dyckman and illustrated by Zachariah Ohora			
Theme(s)/Big Idea(s): We all make mistakes; We can hurt others even if we don't mean to; When we hurt someone, we should try to make things better; Forgiveness			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Accident- something that we didn't mean to do or happen	
Image/symbol: Show children images of different accidents (examples at the end of lesson). Ask what kind of accident might have happened in the pictures.	Gesture: N/A
Use in context: Share an example of something you have done by accident. For example: "Miss T dropped her phone in the toilet by accident and now it doesn't work."	
Prompt kids to use in context: Ask children to think about something they have done by accident. Call on a few students to share an example. Reinforce use of the focus word while children are sharing.	
Bridge to book: Explain that while we read, we are going to decide if the events in our story were on purpose or by accident.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<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 we will be reading a new story called "Horrible Bear" written by Ame Dyckman and illustrated by Zachariah Ohora. Prompt children to look at the cover.</p> <p>Q1. What do you see? Based on what you see on the cover, what do you think is happening? What makes you think so?</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, bring children back and call on a few pairs to share. Response will vary, but children should support with clues from the cover.</i></p> <p>Additional Notes: N/A</p>
DURING READING	
<i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i>	
<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. 	<p>Q1. Uh! What happened? What do you think the girl will do? (pg. 2) <i>Prompt children to share aloud. Take a few responses. Ideas to look for: the bear broke the girl's kite; she will get upset; she will wake the bear up to get her kite back</i></p> <p>NOTE: This story provides a great opportunity to get kids involved with the repetition of "horrible bear". After you read it the first time, explain that horrible means "really bad" and ask children to help you say it every time you point to it on a page. Repeat for the rest of the story.</p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>Q2. How do you think the girl is feeling? How can you tell? (pg.8) <i>Prompt children to Turn and Talk. Bring back after 1-2 minutes and call on a few new pairs to share. Reinforce the following ideas: We can often tell how someone is feeling based on what they do, what they say, and how they look. Call attention to the girl's facial expressions, body hunching, fists clenched, stomping around, and yelling if children do not.</i></p> <p>Follow-up question: What are some things that make you upset, mad or angry? What happens to you body when you feel this way? <i>If you choose to ask this question, it can be done as a hands-up question.</i></p> <p>Q3. What do you think Bear's horrible idea is? (pg. 10) <i>Call on a few students to respond and build on answers by calling on other children to agree/disagree and support with details from the story. Ideas to look for: he will find the girl and yell at her; he will barge into the girl's house and make a ruckus. Be sure to return to predictions after reading pages 11 and 12.</i></p> <p>Q4. What do you think the girl is thinking? Why does she say "Oh!"? (pg. 18) <i>Prompt children to Turn and Talk. Bring back after 1-2 minutes and call on a few new pairs to share. Use the following questions if children are stuck:</i></p> <ul style="list-style-type: none"> What happened to Stuffie? Do you think the girl hurt Stuffie on purpose or by accident? What do you think really happened to the girl's kite? What does the girl know now that she didn't see before? <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Horrible- Really Bad Indignant- Upset at being treated unfairly Ruckus- Noisy disruption Barge-Move in a way that is rough <p>Additional Notes:</p>
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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. What problem did bear and the little girl have? How did they make things better? <i>Take ideas from children as a whole group.</i></p> <p>Q2. What are things we can do to make things better if we hurt or upset someone else? <i>Prompt children to Stop and Jot with words or pictures. After 1-2 minutes, ask children to hold up their boards or papers and call out some ideas that you see. You can also call on children to share some ideas that they write down.</i></p> <p>What will you say to connect theme or big idea to extension activity: Explain that we all make mistakes and it is important to try and make things better, even if we hurt someone by accident just like bear and the little girl. It is also important that we learn how to calm our bodies and our minds when we are feeling angry. The little girl was mean and unfair to bear because she was upset and angry. It is okay to get angry and upset, but when we learn how to calm our minds and bodies, it can help use feel better and make better choices.</p> <p>Additional Notes:</p>
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EXTENSION ACTIVITY

Activity Description

Children will make “Calm Down Cards” with strategies for feeling better when they are angry or upset.

Materials

- Group Brainstorm Chart and Markers
- Calm down strategy pictures (cut words off and put out on tables for brainstorm)
- Cardstock squares with hole punched in one corner on each (5 for each child)
- String, yarn or pipe cleaners
- Coloring tools (Markers, crayon, colored pencils)

Introduction

Explain that for our special activity today, we are going to make our own calm down cards to remind us of ways to calm our minds and bodies when we are angry or upset. Before we make our own cards, let's think of some ideas together. Have children transition to desks.

Brainstorm (Whole group and/or Individual)

Ask children to remember the ways the little girl tried to calm herself down in the story and record on the group brainstorm chart entitled “When I feel mad, angry or upset, I can...” Prompt children to add additional ideas and record as they share. NOTE: To support brainstorming, leaders can put sample strategy cards out on the tables for children to use for ideas. It is suggested that the words be cut off the bottom so that children can use the pictures to prompt ideas. Record additional ideas. Once you have a list of 10 or more ideas, move on to model

Model

Show children a few completed calm down cards. Explain that these are strategies that you use when you feel mad, angry or upset and need to calm down.

Instructions for Independent Work

Invite children to choose 4 strategies that they like best. Instruct them to do the following:

- Use one card to write your name and decorate
- Use the other 4 cards to show the calm down strategies that you like best
- Use words and/or pictures to show the strategies that they like.
- Remind children to do one strategy per card and show model again.

Hand out set of cards and coloring tools for each group and give time to work on cards. Once time is up, give each child a choice of string, yarn or pipe cleaner and model how to join cards together.

Share Back and Reflection

Invite children to form a standing circle. Ask each child to choose one of their strategies to share. Facilitate a circle share with the following prompt: “When I feel....., I can...”

Additional Ideas for Extension Activities

- Create Mind Jars
- Create a ‘Calm Down Spinner’ with several calm down strategies
- Invite children to continue the story by writing a sequel. Use a storyboard or beginning, middle, end organizer to support

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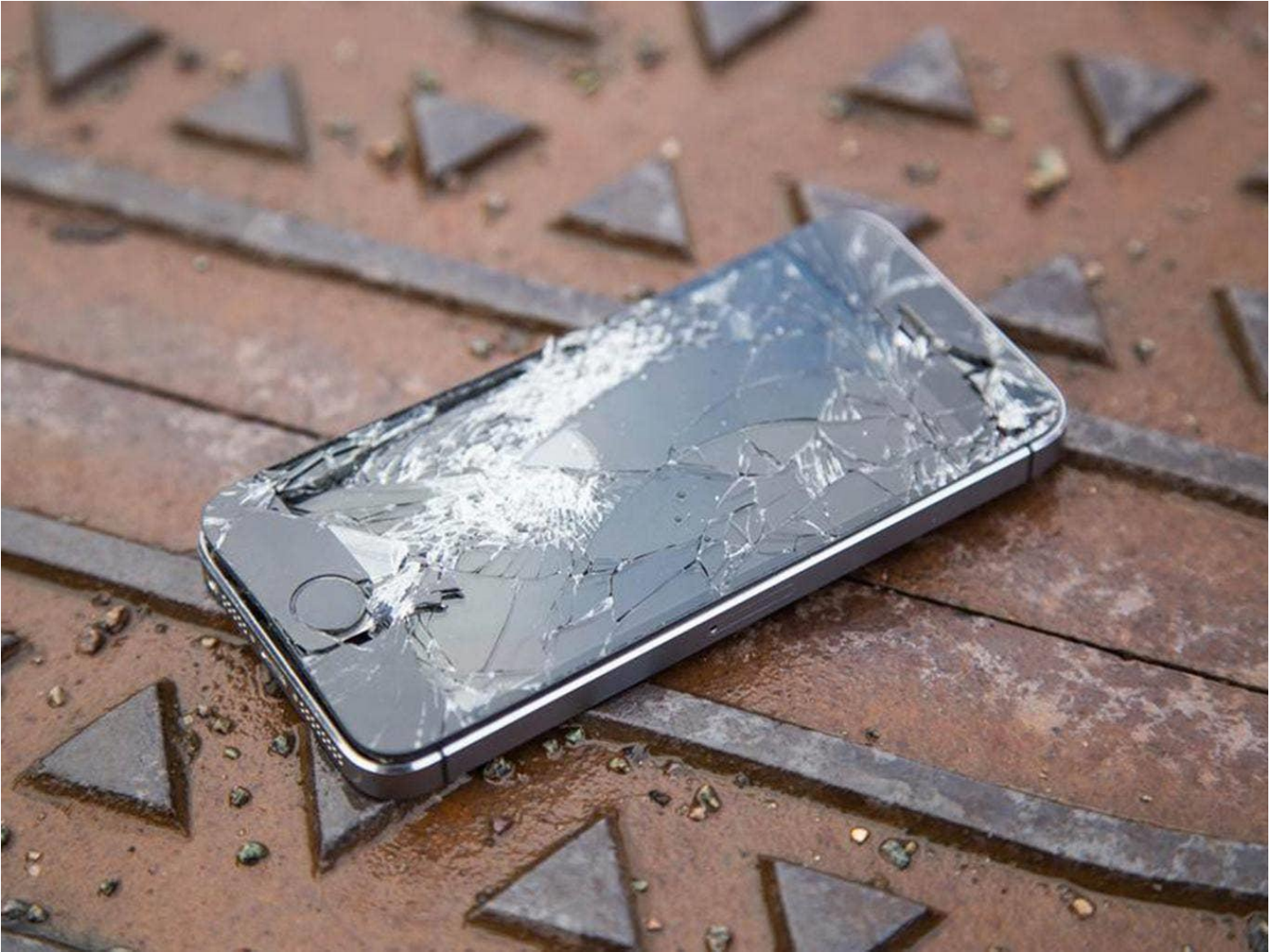
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EXTENSION ACTIVITY

