

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> 2-3	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>Lailah's Lunchbox</u> Written by Reem Faruqi and Illustrated by Lea Lyons			
<b>Theme(s)/Big Idea(s):</b> Ramadan, Cultural traditions, Accepting and Appreciating Difference, Showing courage			

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> <b>Courage-</b> doing something even if it is hard or scary	
<b>Image/symbol:</b> Show PBS video on Bravery and Courage. Facilitators can watch video ahead of time and choose a shorter clip if they prefer.  <a href="#">PBS Kids Talk About Bravery and Courage</a>	<b>Gesture:</b> N/A
<b>Use in context:</b> Facilitators should share a personal example of when they showed courage.	
<b>Prompt kids to use in context:</b> Ask: Can you think of a time that you did or tried something even though it was hard or scary? Call on a few volunteers to share	
<b>Bridge to book:</b> In today's story, our main character Lailah is celebrating her very first Ramadan. As we read let's see how Lailah shows courage.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<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>Explain that today we will be reading a new story called <u>Lailah's Lunchbox</u>. It was written by Reem Faruqi and illustrated by Lea Lyons. Before we read, let's learn our word of the day. Teach the focus word using the vocab plan and then continue below.</p> <p><b>Building Background Knowledge</b></p> <p>Explain that before we read about Lailah's first Ramadan, we are going to learn a little more about what Ramadan is. Prompt children to share what they may already know about Ramadan. Then share additional facts about what Ramadan is and why it is celebrated. Use the links below for more background information to share with children.</p> <p><a href="#">What is Ramadan? Fun Facts</a></p> <p><a href="#">Ramadan Info and Activities for Kids</a></p> <p><a href="#">Celebrating Ramadan</a></p> <p><a href="#">Ramadan-PBS</a></p> <p><a href="#">What is Ramadan? Resource for Teaching Kids</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"> <li>Ask 3-4 questions that</li> </ul>	<p><b>Q1. How is Lailah feeling about her first Ramadan? (Act it Out) Follow-up: Why is she feeling this way?-pg. 4</b></p>

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<p>target different comprehension strategies (predict, infer, connect, synthesize)</p> <ul style="list-style-type: none"> <li>Note opportunities to reinforce focus word.</li> <li>Identify other potential new vocab to define while reading</li> </ul>	<p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and then call on a few volunteers to share. Then, ask the follow-up question. Ideas to look for: She is excited, but wishes she could celebrate back home with her friends.</i></p> <p><b>Q2. Why do you think Lailah didn't give the note to her teacher? (Turn and Talk)</b>  <b>Follow-up: What do you think she is going to do now? (Hands-up/Volunteer)-pg. 14</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Then, ask the follow-up questions and take volunteers.</i></p> <p><b>Q3. Has anyone ever had a hard time "getting their words out" or explaining what they were thinking? (Thumbs up/Thumbs down) Follow-up: What could we do when this happens? (Hands-up/Volunteer) -pg. 20</b></p> <p><i>Prompt children to give a thumbs up if they have felt this way and a thumbs down if they haven't. Call on 1 or 2 volunteers that gave a thumbs up to share. Then, ask the follow-up question and call on volunteers.</i></p> <p><b>Q4. How was Lailah feeling after reading the note from Mrs.Penworth? (Act it Out)</b>  <b>Follow-up: How is this different from how she felt in the beginning of the story? Why is she feeling differently? (Turn and Talk)-pg. 28</b></p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and then invite a few volunteers to share. Then, ask the follow-up questions and prompt children to Turn and Talk.</i></p> <p><b>Where and how will you reinforce the focus word? What additional words might you address while reading?</b> The focus word is infused in the comprehension questions.</p> <p><b>Additional Words:</b></p> <ul style="list-style-type: none"> <li>Ramadan</li> <li>Sehri</li> <li>Excuse</li> <li>Fasting</li> <li>Iftar</li> </ul>
<p><b>AFTER READING</b>  <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>	
<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. How did Lailah show courage in the story? (Hands-up/Volunteer)</b></p> <p><i>Call on volunteers to share. Invite other children to add on. Ideas to look for: She shared how she was feeling with the librarian; She wrote a letter and poem explaining Ramadan to her teacher; She decided to read the poem for her class.</i></p> <p><b>Q2. What are some ways that we could make a new classmate or groupmate feel welcome or comfortable? (Turn and Talk)</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares. Invite other children to add on.</i></p> <p><b>What will you say to connect the theme or big idea to extension activity:</b> Like we saw in the story, moving to a new place and starting a new school can be hard. It can be even harder when you feel like you are different from everyone else. For our special activity, we are going to think about messages we could write to a new student like Lailah to make them feel safe, welcome and comfortable at our school.</p>

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## EXTENSION ACTIVITY

### Activity Description- **Lunchbox Notes**

The children will pretend that they are Lailah's classmates. They will write and illustrate welcoming and supportive notes to her.

### Materials

- Writing tools
- Coloring tools (crayons, markers, or colored pencils)
- Giant "Post-its" Template

### Introduction

Use the transition from the read aloud above to introduce the activity.

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

**Say:** Let's pretend that Lailah has just joined our class. What are some things we could say to make her feel safe, welcome and comfortable? As children share ideas, add them to a group chart or JamBoard. Then ask, "What are some things that we could do to make her feel safe, welcome and comfortable?" Add these ideas to the chart.

### Model

Facilitators should share a sample note that they have written to Lailah.

### Instructions for Independent Work

Hand out notes template, pencils and coloring tools. Invite children to write and illustrate notes to Lailah to help her feel safe, welcome and comfortable.

### Share Back and Reflection

Facilitate a circle whiparound by asking each child to show and share one of the notes they wrote to Lailah. Remind the group that even though we wrote these notes for Lailah, we should keep these idea in mind for whenever we want to make a member of our class feel safe, welcome and comfortable.