

READY READERS BOOK PLAN

Suggested Grade: 3rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Amy Shrodes and Doug Kuntz; Illustrated by Sue Cornelison			
Theme(s)/Big Idea(s): Families stick together during tough times; It is important to be kind and help others; Compassion and hope; Remaining strong during difficult times; Communities helping each other; People caring for others in need			

VOCABULARY PLAN

Focus word & kid-friendly definition: Refugee - a person who has to leave their home country because it is unsafe to stay there. Explain that there are many reasons why someone might become a refugee. They might need to leave because there is violence, because certain people are treated unfairly or because there was a natural disaster, like an earthquake that destroyed their homes.	
Image/symbol: N/A	Gesture: N/A
Use in context: See above.	
Prompt kids to use in context: Ask children to imagine what it might feel like to be a refugee and have to leave your home suddenly to move to a completely new place. Prompt children to Turn and Talk with a neighbor about how they think it would feel and why. After 2 minutes, bring children back and take a few shares from pairs. NOTE: Be aware that you may have students who are or have been refugees in your group or have families who have. It's okay to ask them to share if they are comfortable, but don't put them on the spot.	
Bridge to book: As we read, think about the journey this family takes as refugees and how they might be feeling as they leave home and travel to a new home far away.	

BEFORE READING

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

<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>Welcome children to Ready Readers. Explain that today we are reading a true story about a family who must take a journey from their home in Iraq to Europe but get separated from an important member of their family. Explain that before we learn about this family, we are going to learn a word that will help us understand their story. Use the vocab plan to teach the focus word and then continue below.</p> <p>Show children Iraq on a map. Explain that the family in our story is originally from Iraq.</p> <p>Q1. Ask children to think about the title. Ask: "How do you think Kunkush, the cat gets separated from the family or lost?"</p> <p><i>Prompt children to Turn and Talk. After 2 minutes, invite a few pairs to share their predictions.</i></p> <p>Q2. Ask children to think about how they would feel if they lost a pet on a long trip away from home.</p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out some of the emotions you see or invite children to name them.</i></p> <p>Begin Read Aloud.</p> <p>NOTE: Keep a large, clear map handy. Stop to point out the changes in location along</p>
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the way to help illustrate the journey. These include: Iraq, Kurdistan, Istanbul, Izmar, the Aegean Sea, Greece, Lesbos, Germany and Norway

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. Sura could not leave home without her cat Kunkush. If you had to leave home, what is one item you wouldn't be able to leave behind or leave without? -pg.4

Prompt children to Stop and Jot. Explain that they can write or draw what they would take with them. Remind them to only choose one thing. After 1-2 minutes, prompt children to hold their boards up. Call out some of what you see.

Q2. What does it mean that Sura "feared" for her children? Why do you think she "feared" for them? – pg.5

Prompt children to Turn and Talk. After 2 minutes, bring children back and take a few shares from pairs. Ideas to look for: it means she was scared, afraid or worried; she is worried, scared or afraid because they are far from home and on a long journey that is unsafe; she is scared because they are leaving in secret.

Q3. How do you think the people on the boat are feeling about their journey? Why do you think that? -pg.15

Prompt children to share ideas popcorn style. Answers will vary, but children should support their answers with what happened in the story or the images. Prompt children to support by asking what they saw or heard.

Q4. What do you think will happen to Kunkush? Why? Pg. 19.

Prompt children to Turn and Talk. After 2 minutes, bring children back and take a few shares from pairs. Answers will vary, but children should support their answers.

Q5. What words would you use to describe Amy? What kind of person is she? - pg. 29

Prompt children to share ideas popcorn style. Answers will vary, but children should support their answers with what she does or says in the story. Words to look for: kind, caring, loving

Where and how will you reinforce the focus word? What additional words might you address while reading? – the focus word appears in the story and is reinforced throughout the plot.

- **Smuggler**-someone who moves things or people from one place to the next in secret
- **Passengers**-people who ride in a car, cab, train or plane while someone else drives
- **Dangerous**- unsafe
- **Adventure**- an experience that is new, exciting and sometimes risky
- **Journey**- a long trip
- **Crammed**- smushed or packed very closely; Squeezed in
- **Colony**- a group
- **Exhausted**- really tired
- **Famous**- known by a lot of people

Additional Notes: Keep a large, clear map handy. Stop to point out the changes in location along the way to help illustrate the journey. These include: Iraq, Kurdistan, Istanbul, Izmar, the Aegean Sea, Greece, Lesbos, Germany and Norway

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AFTER READING

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

- Ask 1 question reflecting on book theme
- Make connection to extension activity

Q1. Kunkush is one lucky cat. Why do you think so many people wanted to help Kunkush find his family?

Prompt children to Turn and Talk. After 2 minutes, bring children back and take shares from pairs. Ideas to look for: they cared about the family; they didn't want Kunkush or his family to be sad; they are kind people

Q2: What lesson could we learn from Kunkush's story?

Discuss ideas with the whole group. If children get stuck, you can use the following prompts:

- *Why was Kunkush able to make it to his family? What does this teach about how we treat others?*
- *What could we learn from the volunteers that helped Kunkush and his family?*
- *Why is it important to help others who are having a hard time?*

What will you say to connect the theme or big idea to extension activity: Remind children that earlier, you asked what they would bring with them if they have to leave home like Sura and her family. Explain that today, we're going to make a gallery of the important items in our lives. For some of us this can be an object that we really love, it could be a pet, like Sura's family, or something else that we really care about.

EXTENSION ACTIVITY

Activity Description

Students will create the picture of the one thing they would bring with them if they had to leave their home. All images will be hung up or placed around the room to create a gallery of treasured items.

Materials

- Paper,
- Coloring tools like crayons, markers or paint
- Paintbrushes, water and paper towel if you choose paint
- Teacher example
- Tape, if hanging image up for the gallery walk

Introduction

Use the connection above in the "after reading" section to introduce the activity.

Model

Show students the drawing or painting of your item. Tell them briefly why it is important to you and why you chose that one item to take with you. Hang it up for them to see and reference during the activity.

Brainstorm (Whole group and/or Individual)

Ask children to think back to what they said they would bring, if you had to leave their homes, like Sura and her family. Explain that it's okay if the thing they would bring has changed now that they have heard the whole story. Ask: "If you had very little time to pack and could only carry one bag, what would you bring with you? Have students close their eyes. Guide them through the process of visualizing about their item using the prompts below:

1. Picture your object in your mind. Think only about that object. What colors is it, what does it feel like, what textures do you notice or think about. Is it heavy or light?
2. Now think about how the object makes you feel. Does it make you feel happy? Excited? Calm? Something else?

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3. Does it remind you of a specific person or place?

Prompt children to open eyes. Hand out practice paper and give a few minutes to sketch out what they want to draw or paint.

Instructions for Independent Work

Hand out project paper and coloring/painting tools. Give students 20-25 minutes to complete their piece. They should title it and sign their name on the bottom. Make sure to give them time warnings and float to support.

Share Back and Reflection

Prompt children to talk with a partner or small group about their special item, why it is special to them and why they would bring it on the journey away from home. Ask a few children to share what they learned *from their partner*.

