

READY READERS BOOK PLAN

Suggested Grade: 1st-2nd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): Marisol McDonald Doesn't Match Author: Monica Brown Illustrator: Sara Palacios			
Theme(s)/Big Idea(s): It's okay to be different; Be proud of who you are; Multiculturalism; Acceptance			

VOCABULARY PLAN

Focus word & kid-friendly definition: Identity- the different parts of who we are or the characteristics that make us who we are.	
Image/symbol: Show children images of different aspects of identity. Explain that these pictures show us different things that can make up our identity. (Where you or your family is from, religion, hobbies or things you like to do, personality or character traits, etc.) Review each example. Ask what other things might be a part of our identity or who we are?	Gesture: N/A
Use in context: Explain a piece of your identity that you are proud to children.	
Prompt kids to use in context: Ask children to think about a piece of their identity. Call on a few children to share examples aloud.	
Bridge to book: Explain that while we read our story, we are going to learn about some of the different things that make up Marisol McDonald's identity.	

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>Q1.What are some things that you notice about Marisol? Why do you think people say she doesn't match?-pg. 3</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take shares from a few pairs. Ideas to look for: her clothes are different colors and patterns, she has on many different accessories</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 	<p>Q1.Tato says that Marisol's hair looks like carrots and she says that it looks like fire. How else could we describe the color of Marisol's hair? What else does it look like?-pg. 5</p> <p><i>Prompt children to Stop and Jot for 1 minute. Once time is up, prompt children to hold of their boards. Call out what you see on the boards or ask a few children to share.</i></p>
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<p>reinforce focus word.</p> <ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>Q2. Let's go back to our first question. We shared some reasons why people say Marisol doesn't match. What are some other reasons that people think she doesn't match? -pg. 11</p> <p><i>Prompt children to raise hands and call out other examples from the story so far. Ideas to look for: They think that people with skin color like hers don't have that color of hair, her outfits, her favorite food, speaking both languages at once, the way she signs her name</i></p> <p>Q3. What does Marisol mean when she says "I bet I can!" What do you think she is going to do?- pg.17</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take shares from a few pairs. Ideas will vary, but prompt children to support answers.</i></p> <p>Q4. What does Marisol do to try and match? Why do you think she does this?-pg. 23</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take shares from a few pairs. Ideas to look for: She makes all of her clothes the same color; She wears orange-red clothes to match her hair, she takes out her hair accessories, she eats PB&J, she plays regular soccer, her art is less unique; she wants to fit in; she wants to prove that she can match; she doesn't like being told she doesn't match</i></p> <p>Potential follow-up: Act out with your face and body how you think Marisol is feeling right now? Call out some of the emotions that you see children act out.</p> <p>Q5: What kind of puppy would you choose? What kind do you think Marisol will choose? -pg. 29</p> <p><i>Take a few ideas popcorn style</i></p> <p>What additional words might you address while reading?</p> <p>Match-when things go or belong together Mismatched- when something doesn't match or go together</p> <p>Additional Notes: N/A</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 are some things that are unique or special about Marisol?</p> <p><i>Prompt children to raise hands and call out other examples from the story.</i></p> <p>Q2. How does Marisol feel when she tries to match? How is this different from how she usually feels? Follow-up: What did Marisol learn when tried to match?</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring children back and take shares from a few pairs. Ideas to look for: She feels sad, bored, not like herself when she tries to match; She is happier and more confident when she is herself instead of trying to match; She learns that it is okay to be unique and to be yourself.</i></p>
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	<p>What will you say to connect theme or big idea to extension activity:</p> <p>Marisol speaks multiple languages, loves to create art, is a soccer player and comes from a family with many different cultures. She learns in the story that it is important to be proud of who you are and what makes you special. We all have many parts to our identity just like Marisol.(review the definition shared at the start the lesson or prompt children to share what the words means to review). Today we are going to create our own puzzles that show different parts of our identity or who we are.</p> <p>Additional Notes:</p>
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EXTENSION ACTIVITY	
<p>Activity Description</p> <p>Students will create “Identity Puzzles” that represent different aspects of who they are. Students will trade their puzzle pieces with a partner and put together to learn more about the other person.</p>	<p>Materials</p> <ul style="list-style-type: none"> ● “Who am I” brainstorm sheet (1/child) ● Jigsaw puzzle template (1/child) ● Cardstock (1/child and should match the size of the puzzle template) ● Art tools: crayons, markers, colored pencils. Can also include stickers and other pastable other materials. ● Scissors (enough for a table of children to share) ● Glue/Glue sticks (enough for a table of children to share) ● Envelopes (1/child and labeled with name) ● Model of complete Identity Puzzle ● “Parts of Identity” Anchor Chart
<p>Introduction</p> <p>Use extension transition above to introduce the activity.</p>	
<p>Model</p> <ul style="list-style-type: none"> ● Show children a completed identity puzzle (uncut and preferably blown up so that all children can see it) ● Share the different aspects of identity that you included in your puzzle pieces and how you represented them (colors that you chose, images and symbols that you drew, words that you included) 	
<p>Brainstorm (Whole group and/or Individual)</p> <ul style="list-style-type: none"> ● Display “Parts of Identity” Anchor and review with children. Feel to prompt older children to complete the brainstorm with you in lieu of a pre-made chart. ● Some aspects of identity to include: <ul style="list-style-type: none"> ○ Where we are from and where our families are from (country, state, borough, neighborhood) 	

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- Things that we like to do or talents (dancing, drawing, playing sports)
- Family members
- Personality or character traits (funny, silly, kind, curious, good listener)
- Gender identity
- Religion practiced
- School you go to
- Favorites (food, color, book, show, movie, etc.)
- Hand out brainstorm sheet and review. Give children time to complete and rotate to support.
- Once brainstorm time is up, take a few examples from children aloud.

Instructions for Independent Work

- Hand out jigsaw puzzle template, glue and cardstock. Instruct students to glue template to the cardstock. Explain that the hard paper will make our puzzle stronger. (Facilitators can also prep this ahead of time, by glueing templates before the lesson)
- Give out art tools if not already on the table. Give children 10-15 minutes to decorate their puzzle pieces. Remind them that each puzzle piece should show one part of their identity.
- Once children are finished, instruct them to cut out their puzzle pieces (If facilitator is concerned about children cutting pieces out, they should pre-cut and have children decorate the pieces Once all pieces are cut out, give each child an envelope to put pieces in individually)
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Share Back and Reflection

- Explain to children that they will now have the chance to learn more about the identity of someone else in the room.
- Explain that we are going to exchange our puzzle envelope with a partner and put together each other's puzzles. Once the puzzles are assembled, we will talk about what we have in common and things that might be different with our partners.
- Pair children up and instruct them to exchange puzzle envelopes. Give 2 minutes to try and assemble their partner's puzzle. Once puzzles are put together, post and invite children to discuss the following questions:
 - What is something that is the same about you and your partner or what is something that you and your partner have in common?
 - What is something new that you learned about your partner?
 - What is something that is different between you and your partner?
- Provide 3 minutes for children to share and discuss. Once time is up, call on a few pairs to share something they had in common, something they learned or something that was different.

Additional Ideas for Extension Activities

- Children can create self-portraits using a variety of mediums including: coloring tools, paint, cut-outs, yarn and other arts tools
- Student can create an ancestry tree that shows their cultural heritage (would require research or information from home. Be mindful that this may be more challenging for some children to access)

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Focus Word Images



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