

READY READERS BOOK PLAN

Suggested Grade: K-1	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Neither</u> Author-Airlie Anderson			
Theme(s)/Big Idea(s): Be proud of who you are; Be proud of what makes you unique or special; It is important to make sure that everyone feels like they belong; Real friends accept you the way you are; We shouldn't treat others differently based on how they look. Inclusivity; Belonging			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Inclusive: Making sure that everyone feels like they belong and that no one is left out.	
Image/symbol: Show each image at the end of the lesson. Ask children how each shows people being inclusive.	Gesture: N/A
Use in context: We practice being inclusive in Ready Readers when we give everyone a chance to share their ideas and be heard.	
Prompt kids to use in context: What are some ways that we can practice inclusivity or make sure that everyone feels like they belong? (Turn and Talk)	
Bridge to book: As we read, let's pay attention to when our characters are practicing inclusivity and when they aren't.	

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>Welcome group to Ready Readers. Explain that today we are reading a new book called <u>Neither</u>. The book was written and illustrated by Airlie Anderson. In this story, our main character is having a hard time fitting in with the other creatures. As we read, we are going to learn more about why this creature doesn't fit in and what they do about it.</p> <p>Q1. I'm wondering if any of you have ever felt like you didn't belong or didn't fit in. Have you felt that way before? (Thumbs up/Thumbs down) Follow-up: If you gave a thumbs up, when did you feel that way? (Popcorn)</p> <p>Call on a few students to share. Explain that before we read more about our special character, we are going to learn out special word of the day that's all about making sure everyone belongs. Use vocab plan to teach the focus word and then begin the read aloud.</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) 	<p>Q1. Let's make some predictions. What do you think is going to happen next? What do you see that makes you think so?-pg. 6 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring back and take a few shares from pairs. Ideas will vary, but children should share details from the story.</i></p>

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<ul style="list-style-type: none"> Note opportunities to reinforce focus word. Identify other potential new vocab to define while reading 	<p>Q2. What happened? What do you notice about the new creature?-pg. 7 (Popcorn) Follow-up: How do the other creatures feel about the new one? Act out how you think they feel with your face and body? (Act it Out)</p> <p><i>Call on volunteers to share what happened and what they notice to answer the first question. Then prompt children to act out in response to the follow-up question. Call out some of the emotions that you see children acting out. Call on a few students to share why they chose that emotion. (What did they hear or see in the story)</i></p> <p>Q3. How are the other creatures treating the new one? Why are they treating it that way?-pg. 12 (Turn and Talk) Follow-up: Do you think the way they are treating the new creature is fair? (Thumbs up/Thumbs down)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring back and take a few shares from pairs. Then, prompt children to vote using the follow-up question. After voting is done, call on 1 or 2 volunteers to explain their vote.</i></p> <p>Q4. How is this place different from the place “Neither” came from? What are things that you notice?-pg. 20 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Bring back and take a few shares from pairs. Ideas to reinforce: lots of different kinds of creatures instead of just two (more colors; different kinds); Creatures accept “Neither” and treat it with kindness; They practice inclusivity. If children are stuck, prompt with: How do the creatures look different from the ones in “Neither’s” home? How do the creatures act or behave differently? How do they treat “Neither” differently?</i></p> <p>Q5. Uh Oh! How is “Neither” feeling right now? How can you tell?-pg. 22 (Popcorn) Follow-up: What do you think “Neither” is going to do now? (Popcorn)</p> <p><i>Call on volunteers to share ideas and details. Be sure to prompt children to support predictions with details and prior knowledge. Go back and check predictions after the next page.</i></p> <p>What additional words might you address while reading?</p> <p>Neither- not one or the other</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. How did the creatures in the Land of All practice inclusivity? How is this different from the Land of This and That? (Turn and Talk)-Review word if needed.</p> <p><i>Prompt children to Turn and Talk after reviewing the word inclusivity. After 1-2 minutes, bring back and call on volunteers. Ideas to reinforce: they accepted “Neither” even though it was different from them; they play with all different kinds of creatures; they make everyone feel welcome; the land of this and that made “Neither” feel like he didn’t belong and they made him leave</i></p> <p>Q2. What is it important to make sure that everyone feels like they belong? Follow-up: How can we make other children in our school or afterschool feel like they belong? (Whole Group/Popcorn)</p> <p><i>Discuss as a whole group, taking ideas from volunteers. Share additional ideas with students to support the lesson.</i></p>
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What will you say to connect theme or big idea to extension activity: Remind group that our main character didn't always feel like it belonged, but learned that it is okay to be different, special and unique. Today for our special project we are going to use a special part of ourselves to create a new creature for the Land of All!

EXTENSION ACTIVITY

Activity Description

Children will use their handprints to create an original creature for the Land of All.

Materials

- White paper (1/child)
- Poster board (1/group)
- A variety of construction paper
- Scissors
- Glue
- Coloring tools
- Decorative supplies (googly eyes, sequins, colored cotton balls, etc)
- Model handprint creature
- Model chart paper

Introduction

After using the transition statement after reading, explain that each of us has a unique handprint that is not like anyone else's. We are going to use our handprints to come up with a brand new creature that will live in the Land of All.

Model

Group Leader(s) should show a completed handprint creature and share its name. Group Leader(s) should also model how to trace your hand and add on to it to create a new creature. This should be done on a large chart paper.

Brainstorm (Whole group and/or Individual)

Hand out white scratch paper and pencils. Give children time to practice sketching out their creature.

Instructions for Independent Work

- Place a variety of construction paper, scissors, glue, coloring tools and decoration out on each table (cubbies or cups/plates are recommended).
- Instruct children to choose one color of construction paper and trace their hand print
- Then, instruct children to use add on to their handprint to create the creature they sketched out. They can add other colors, they can add decorations, they can cut out and glue construction paper to create body parts or hair or clothes.
- Give time to work and rotate to support.
- Once work time is up, give each group a poster paper. Have each child add their creature to the group poster and write the creature's name.
- The finished product should be group posters with each child's new creature and its name.

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Share Back and Reflection

- Have each group put their poster in the center of their table/desks. Facilitate a gallery walk and ask children to notice what they have in common and what is different about other people's creatures.
- Call on a few students to share something that they like about another creature.
- Remind groups that we are all special in our own ways, just like our new creatures and that when we practice inclusivity, we accept and celebrate how each of us is unique and make everyone feel like they belong, just like the creatures in the Land of All.

Additional Ideas for Extension Activities

- Create a class or group mural that represents what is special or unique about each student in the group

FOCUS WORD IMAGES



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