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| **Suggested Grade:** 1st-2nd | **Facilitator:** | **Grade:** | **Lesson Date(s):** |
| **Book Title and Author(s)/Illustrator(s):** Red: A Crayon’s Story- Author-Michael Hall | | | |
| **Theme(s)/Big Idea(s):** Be Yourself; Accept and appreciate other people for who they are; Be proud of who you are; You are special just the way you are; Acceptance; Self-esteem; Confidence | | | |

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| **VOCABULARY PLAN** | |
| **Focus word & kid-friendly definition: Pride**- feeling good about yourself because of who you are, something you have or something you have done. | |
| **Image/symbol:** Show children the first picture at the end of the lesson. Ask children what they see and why they think the little boy is smiling. Take responses and then reinforce that he is probably feeling ***pride*** because he built a cool tower. Show the second picture. Ask children why the people might be waving these flags and take responses. Explain that the people are feeling pride in their culture or where they are from. Show the last picture. Ask what the character in the picture is feeling proud of? Reinforce that she is proud of her hair. Explain that we can feel pride about the way we look, we can feel pride about our culture or where we come from and we can also feel pride about something cool or special that we can do or have done.  NOTE: While facilitator can choose one picture as an example of pride, all three were selected to show that we can be proud of a variety of things. It is useful to show this word in multiple contexts. | **Gesture:** N/A |
| **Use in context:** After showing and discussing images, facilitator should share a personal example of something they are proud of. For example: “I feel pride when I think about the hundreds of books that I have read!” | |
| **Prompt kids to use in context:** Ask children to think of something that makes them feel pride or that they are proud of. Ask children to touch their brains when they have an idea and then prompt to ***Turn and Talk.*** After pairs have shared, call on a few to share with the whole group. | |
| **Bridge to book:** Explain that in our story, our main character, Red, is having a hard time feeling proud of himself. As we read let’s see if we can figure out why and what Red does about it. | |

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| **BEFORE READING**  *write questions and student interaction (T/T, S/J, Act-it-out)* | | |
| * Review RR expectations * Introduce Book/Author/Illustrator * Teach focus vocab word ( See plan above) * Ask 1-2 questions to activate prior knowledge/ solicit predictions | | Explain that today in Ready Readers, we are reading a new book called **Red: A** **Crayon’s Story** by Michael Hall. Before we read about Red’s story, we are going to learn our special **word of the day**. Facilitator should now use the **vocabulary plan** to teach the word, being sure to follow the steps in order. Once the final step is complete, facilitator can continue below.  **Q1.** Explain that before you read, you would like them to look at the pictures on the cover. Ask: **“What do you think we might learn about the character Red in this story?”**  *Prompt children to Turn and Talk and give 1-2 minutes to talk. Once time is up, ask a few pairs to share their ideas. Ideas to listen for include: we might learn that Red is really blue; we might learn that there was a mistake when Red was labeled; we might learn about why a blue crayon is labeled Red. Ask children if they are ready to learn more about Red and begin Read Aloud.*  **Additional Notes: Facilitator should not point out or draw attention to the blue crayon’s label or the fact that it is wrong unless the children bring it up. We want them to come to their own conclusions and notice on their own. If it does not come up before reading, let them figure it out through the story.** |
| **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. Why do you think Red and Yellow end up making a green circle when they draw together instead of an orange one? -pg. 11**  *Prompt children to* ***Turn and Talk*** *and give 1-2 minutes to talk and then. Once time is up, ask a few pairs to share their ideas. Ideas to listen for include: they make green because when we mix yellow and blue together, we get green; we got green because Red is actually blue. If children do not come to this on their own, you can ask the following to guide the discussion:*   * *What colors do we mix together to get orange?* * *If we get orange when we mix yellow and red together, then why did they make green when coloring together?* * *What might this tell us about Red?*   *Ask these follow-up questions whole group.*  **Q2. Look at the pictures. How is Red’s picture different from the other crayons’ pictures? -pg. 19**  *Prompt children to* ***Turn and Talk*** *and give 1-2 minutes to talk. Once time is up, ask a few pairs to share their ideas. Ideas to listen for include: all of the other crayons’ names match the color of their picture; Red’s picture comes out blue, even though his name/label is Red. If children do not come to this on their own, you can ask the following:*   * *What color is Green’s picture?* * *What color is Black’s picture?* * *What color is Brown’s picture?* * *What color is Red’s picture?* * *How is Red different from the other crayons?*   **Q3. When we support someone, we try to help them. What are some ways the other supplies (crayons, tape, sharpener, scissors, etc.) try to support Red in the story?-pg. 21**  *Prompt children to* ***raise hands*** *and share ideas. Answers to look for include: trying to tape him together, trying to loosen up his label, trying to sharpen him, giving him a scarf to keep him warm, and helping him practice. NOTE: Some of these examples come from earlier in the book, so prompt children to go back in the story if needed.*  **Q4. How do you think Red is feeling right now? Act it out with your face and body. –pg. 25**  *Prompt children to show you with their faces and bodies how they think Red is feeling. Share some of the emotions you see the children acting out aloud. Facilitators can follow-up and ask children why they think Red is feeling this way or how they can tell Red is feeling this way. Answers to look out for include: He is frustrated/sad/angry/disappointed; He is feeling this way because he can’t draw a Red picture like everyone wants him to; We can tell because it looks like he is scribbling his drawing and walking away.*  ***Q5:* Have you ever had a hard time doing something that other people wanted you to do? (Facilitator should add a personal example to model)-pg. 25**  *Prompt children to* ***Turn and Talk*** *and give 1-2 minutes to talk and then. Once time is up, ask a few pairs to share their ideas. Answers will vary.*  **Where and how will you reinforce focus word? What additional words might you address while reading?**   * *As the facilitator asks questions about how Red is feeling, they can also reinforce that Red is having a hard time feeling proud of himself. The focus word will also be reinforced through the after reading discussion questions.*   **Additional words:**   * **Practice:** to do something over and over to get better at it * **Factory:** a place where things are made * **Label:** tells us what something is or gives us information about what something is. * **Brilliant:** very bright or very good * **Intense:** showing strong feelings | |
| **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. How is Purple crayon different from the other crayons and supplies in the story?**  *Prompt children to* ***Turn and Talk*** *and give 1-2 minutes to talk and then. Once time is up, ask a few pairs to share their ideas. Ideas to look for include: Purple is the only supply that sees that Red is actually a Blue crayon; Purple helps Red be himself instead of trying to make him something different. Follow-up questions to guide discussion include:*   * *How does Purple treat Red differently than the other crayons?* * *How does Purple make Red feel?* * *What does Purple ask Red to do?*   Q2. Red (now Blue) feels differently about himself at the end of the story than he does in the beginning. How have Red’s (now Blue’s) feelings about himself changed? Why did they change?  *This can be done as a whole group or another Turn and Talk, depending on how the group is engaging. Idea to look for include: Red is feeling happier because now he knows and accepts that he is Blue; He is feeling proud because now he can draw beautiful blue pictures; The other crayons and supplies not accept and celebrate that he is blue and can make beautiful blue pictures. Follow-up questions include:*   * *What did Red learn about himself now?* * *How does he feel about his pictures now?* * *How do the other supplies feel about him now?* * *How can we tell that Blue is proud of himself now?*   **What will you say to connect theme or big idea to extension activity:**  *Explain that in the end of the story, Red begins to feel proud of who he really is, which is really Blue! Once he began to be who he really was instead of what everyone thought he was, he became prouder and happier. The supplies all learned that we can’t always know what someone is like or what they can do by what they look like, where they are from or what they sound like. No matter what, we all have something to be proud of. For our special activity today, we are going to make special bookmarks to celebrate what we love about ourselves, so that we can feel proud, just like Blue!* |

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| **EXTENSION ACTIVITY** | |
| Activity Description  Children will create **Positive Affirmation Bookmarks** to celebrate what makes them special or what they are proud of. | Materials   * Brainstorm worksheet * Bookmark templates (4 bookmarks/child) * Scissors (1/child) * Crayons/colored pencils/markers * Affirmation words/statements * Glue * Decorative Stickers/glitter (optional) * Hole puncher (optional) * String (optional) |
| Introduction  Facilitator can use the speaking points above to introduce the activity and then continue below. | |
| Brainstorm (Whole group and/or Individual)  Explain that before we create out bookmarks, we are going to brainstorm some things we can be proud of to get ideas for our bookmarks. Explain that you are going to give them a brainstorm sheet, but that they should not write until you ask them to. Hand out brainstorm worksheet and pencils. Display large brainstorm chart (modeled after brainstorm worksheet). Starting with the first box, work with children to brainstorm positive adjectives that we might use to describe ourselves like “smart”, “brave”, “kind”, “helpful”, “funny”. Give and write a few examples to get the group started and then ask children to add more words. Once you have brainstormed as a group, instruct children to write down words they would use to describe themselves on their own sheet in the first box. Repeat this process for the other three boxes, completing both a group and individual brainstorm for each box. Use the examples below to support.  **Examples:**  **I like that I am**…brave, kind, smart, funny, helpful, creative, brave  **\*prompt children to share positive adjectives/traits**  **I am really good at**…drawing, dancing, singing, playing basketball, running, counting  **\*prompt children to share talents, skills, and hobbies**  **I am proud to be from**…New York, the Dominican Republic, Brooklyn  **\*prompt children to share specific neighborhoods, countries, and cultures**  **I really like my**…big curly hair, brown eyes, cool backpack, red glasses  **\*prompt children to share physical traits or characteristics** | |
| Model  Show children a four completed book marks and share what you chose to put on each one. There should be one model for each of the prompts. Get creative!!! | |
| Instructions for Independent Work  Tell children that they will each get 4 bookmarks and coloring tools to decorative their bookmarks. Explain that they can draw pictures and write words to show what they are proud of. Explain that you will also give them some sheets with positive words and pictures on them. They can cut these out and paste on their bookmarks or write words from their brainstorm sheet. Hand out materials and give children a time check. | |
| Share Back and Reflection  Instruct children to share their bookmarks and what they are proud of with a partner. To end the lesson, ask each child to choose and share 1 thing that they are proud of. Whip around the room and share. | |

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| Additional Ideas for Extension Activities   * **Positive Affirmation Posters-** create one large poster using the 4 prompts instead of 4 different bookmarks |

Focus Word Images



