

READY READERS BOOK PLAN

Suggested Grade: K-1st	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Strictly No Elephants</u> Written by: Lisa Mantchev Illustrated by: Taaeun Yoo			
Theme(s)/Big Idea(s): Friendship; Kindness: Accepting difference; Being inclusive			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Thoughtful-showing care for others or paying close attention to what others need.	
Image/symbol: Show children images at the end of the lesson. Ask if the people in the pictures are being thoughtful. Ask why or why not.	Gesture: N/A
Use in context: When I was feeling sick, my friend made me some soup and brought me tissues. It was very thoughtful.	
Prompt kids to use in context: Ask children to think about a time when someone did something thoughtful for them. Take a few examples from volunteers.	
Bridge to book: As we read, let's see if our characters are practicing being thoughtful.	

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>Explain that today we will be reading a story called <u>Strictly No Elephants</u>. It was written by Lisa Mantchev and illustrated by Taaeun Yoo. Before we read, let's learn our word of the day. <i>Teach the focus word using the vocab plan above. Then, continue with the pre-reading questions below.</i></p> <p>Q1. Take a look at the cover and think about the title “Strictly No Elephants.” What do you think our story will be about? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take predictions from pairs. Answers can vary, but ask children to explain their responses. Then, begin read aloud.</i></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) € Note opportunities to reinforce focus word. € Identify other potential new vocab to define 	<p>Q1. Remember that when you are thoughtful, it means that you show care for others or pay attention to what others need. Why does the child say that his walk with the elephant is a “thoughtful kind of walk”?-pg. 5 (Hands-up/Volunteers)</p> <p><i>Prompt children to share ideas. Invite other children to add on and continue the discussion. If stuck, prompt children to look at the two pictures on pages 4 and 5. Ask what they notice. Follow-ups: What are the human and the elephant doing for each other? How is this thoughtful?</i></p> <p>Q2. How do you think the child and his elephant are feeling about Pet Club Day?-pg.8 (Act it Out) Follow-up: What makes you think they feel this way?</p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and then invite a few children to respond to the follow-up question.</i></p>

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<p>while reading</p>	<p>Q3. Why do you think elephants are not allowed in the pet club?-pg.12 (Hands-up/Volunteers) Follow-up: Do you think that rule is fair? (Thumbs-up/Thumbs-down)</p> <p><i>Take a few volunteers. Then, share the follow-up question and facilitate a finger vote. After children have voted, call on volunteers to explain their responses, taking answers from children that voted yes and no.</i></p> <p>Q4. What would you do if you had a pet that wasn't allowed in the pet club?-pg.17 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs.</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading? The focus word is reinforced through the discussion questions.</p> <p>Additional words:</p> <ul style="list-style-type: none"> ● Coax ● Brave ● Welcome
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AFTER READING

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

<p>€ Ask 1 question reflecting on book theme</p> <p>€ Make connection to extension activity</p>	<p>Q1. How was the new pet club that the boy and girl started different from the other pet club? (Hands-up/Volunteers) Follow-up: Why is it important to make others feel welcome, even if they are different?</p> <p><i>Call on volunteers to share. Refer back to the pictures to support thinking. Ideas to look for: the new club welcomed all different kinds of animals; they let everyone join no matter what kind of pet they had; they were kinder; they were thoughtful. Answer to the follow-up can vary, but facilitator should reinforce the importance of thinking about other people's feelings and appreciating our differences.</i></p> <p>Q2. Throughout the story, the boy talks about things that friends do for one another. What do you think good friends do? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Refer back to the story for additional ideas.</i></p> <p>What will you say to connect theme or big idea to extension activity: Our characters learned that it can hurt to feel left out and that it is important to try and make everyone feel welcome, even if they are different. For today's special activity, we are going to come up with our own special animal club with agreements that make everyone feel welcome.</p>
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EXTENSION ACTIVITY

<p>Activity Description</p> <p>The class will create their own pet club with unique animals and agreements to make everyone feel welcome.</p>	<p>Materials</p> <ul style="list-style-type: none"> ● Chart paper for group brainstorm ● Blank white paper ● Construction paper ● Coloring tools (crayons, markers, colored pencils) ● Optional: other art materials to decorate ● Chart paper or poster for club agreements
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Introduction

Use the transition after the read aloud to introduce the activity. Explain that the first part of the activity is to create our animals.

Brainstorm (Whole group)

Display group brainstorm chart. Prompt group to name as many animals as they can. Explain that they can also add imaginary creature to the list like unicorns, dragons or others that they may know of. Explain that they should choose one of the animals or creatures to draw. Invite children to choose from the brainstorm or to get creative and come up with their own new animal or creature.

Model

Show children a drawing of the animal or creature that you chose for the class pet club. The facilitator should prepare an original drawing.

Instructions for Independent Work

Hand out blank paper, coloring tools and any additional art supplies that children can use. Give time to draw and decorate their animal/creature. Explain that they can choose to color or decorate their animal/creature however they want. Want to make it different colors? Great! Want to give it some clothing? Go for it! Want to give it a cool name? Add it!

Share Back and Reflection

Once work time is up, invite each child to share their animal with the group. Explain that we want everyone to feel like they belong in our pet club, so we are going to come up with some community promises. Show chart with the title "Our Pet Club Promises". Ask group the following questions and then turn responses into promises. Write each promise on the chart.

- How do we want everyone to feel in our pet club?
- How will we speak to each other in our pet club?
- How will we treat each other in our pet club?
- How will we make sure that everyone feels welcome?
- What will we do if someone is sad or having a bad day?

Additional Ideas for Extension Activities