

READY READERS BOOK PLAN

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| Suggested Grade: 2 nd -3 rd | Facilitator: | Grade: | Lesson Date(s): |
| Book Title and Author(s)/Illustrator(s): <u>Tiny Feet Between the Mountains</u> Written and Illustrated by Hannah Cha | | | |
| Theme(s)/Big Idea(s): Courage; Determination; Don't judge someone by how they look; Believe in yourself; We can solve problems by thinking and being creative. | | | |

VOCABULARY PLAN

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| Focus word & kid-friendly definition: Courage- doing something even though it's scary or hard | |
| Image/symbol: Show children images at the end of the lesson. Ask how each person or creature is showing courage. | Gesture: N/A |
| Use in context: Facilitator should share an example of a time they showed courage or saw someone else show courage. | |
| Prompt kids to use in context: Ask children to think about a time that they showed courage or saw someone else show courage. Reinforce the definition as needed to support responses. Prompt them to Turn and Talk and then take a few shares. | |
| Bridge to book: In today's story, our main character Soe-in teaches her village an important lesson about courage. Let's see what happens. | |

BEFORE READING

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

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| <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 are reading a new story called <u>Tiny Feet Between the Mountains</u>. It was written and illustrated by Hannah Cha. Before we read, let's learn our special word of the day. <i>Teach focus word and then begin read aloud.</i></p> |
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DURING READING

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

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| <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 | <p>Q1. When you boast about something, it means you are very proud of it. For example, I might boast about winning a race, a game or an award. I might boast about something that I am really good at or even something that I've made. Why do you think the villagers boasted about being big and fearless? Why did they want to be the strongest and the loudest?-pg. 2 (Turn and Talk) Follow-up: If you were going to boast about something, what would it be? (Hands-up/Volunteers)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: They want other people to think that they are big, strong and fearless. They want to show-off. Answers to follow-up can vary.</i></p> |
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| <p>new vocab to define while reading</p> | <p>Q2. Why do you think Soe-In volunteered to go into the mountains?-pg. 7 (Hands-up/Volunteers) Follow-up: Would you have gone if you were Soe-In? (Thumbs-up/Thumbs-down)</p> <p><i>Call on a few volunteers. Prompt other children to respond/add on to continue the discussion. After sharing the follow-up question and conducting the finger voting, ask 1-2 children to explain.</i></p> <p>Q3. If you were Soe-in, what supplies would you pack for the trip into the mountains?-pg.9 (Stop and Jot)</p> <p><i>Prompt children to Stop and Jot. After 1-2 minutes, take a few shares from pairs. Prompt children to hold up responses. Call out what you see and invite a couple of children to share.</i></p> <p>Q4. When you “stop dead in your tracks” it means that you stop moving very suddenly or quickly. (Demonstrate walking and “stopping in your tracks”.) Why do you think Soe-in stopped? What do you think she sees?-pg. 13 (Hands-up/Volunteers)</p> <p><i>Prompt children to share ideas. Answers can vary, but prompt children to explain their ideas. Invite other children to respond to or add on to each other’s ideas.</i></p> <p>Q5. What do you think Soe-in will do to help the Spirit Tiger?-pg.18 (Turn and Talk) Follow-up: What would you do if you were Soe-in?</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Answers can vary, but prompt children to explain their ideas.</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading? Focus word will be reinforced through the end of discussion questions.</p> <p>Additional words might include:</p> <ul style="list-style-type: none"> • Boast • Fearless • Refused • Cheftain • Disappear • Bojagi • Doubtful • Bestowed • Blessing <p>Additional Notes: N/A</p> |
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| <p>AFTER READING <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p> | |
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| <ul style="list-style-type: none"> • Ask 1 question reflecting on book theme • Make connection to extension activity | <p>Q1. Why were the villagers kinder to Soe-in in the end? (Turn and Talk) Follow-up: What do you think Soe-in and the villagers learned?</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: She showed courage; She helped the Spirit Tiger; She went into the mountains when no one else would; Even though, she was small, she was able to help the Spirit Tiger. They learned that you shouldn’t judge someone because of how they look; She learned to believe in herself.</i></p> |
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Q2. What words would you use to describe Soe-in? Why? (Hands-up/Volunteers)

Take ideas from volunteers. Ideas will vary, but ask children to explain their choices.

What will you say to connect theme or big idea to extension activity: Stories can sometimes help us learn important lessons. We learned through Soe-in's story that anyone can show courage, so matter how big or small they. For today's special activity, you are going to come up with your own story about showing courage.

EXTENSION ACTIVITY

Activity Description

Children will create an original fairy tale and story cover where the character(s) show courage.

Materials

- Story Map Group Chart
- Story Map Templates (1/child)
- Blank writing paper
- Writing utensils
- Coloring tools (crayons, markers, coloring tools)

Introduction

Use transition after the read aloud to introduce the activity. Explain that the stories we write today are going to be fairytales. Display a chart with a description of fairytales and review.

FAIRYTALES

- Short story written for children
- Start with "Once upon a time..."
- Made up or make-believe
- Often have magic
- Can have magical creatures like dragons, unicorns and fairies
- Can have animals that talk
- Often have a character that isn't treated fairly that overcomes challenges
- Have happy endings
- Teach a lesson or have a message

Explain that we are going to start by planning our stories using a story map.

Model (Part 1)

Display group story map and model brainstorming with a sample story. See example templates in the curriculum folder. (This should ideally be pre-written to match your model short story)

Brainstorm (Individual)

Give children story maps and give time to brainstorm their original story. Review the elements of a fairy tale to support.

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Model (Part 2)

Once brainstorming time is finished, facilitator should share their full fairytale with the group. Discuss how you took the ideas from your story map to write your story.

Instructions for Independent Work

Hand out writing paper. Invite children to write out their full story using the ideas from their story map. Explain that they can use the box on the page to draw a cover picture as well.

Share Back and Reflection

Children can swap stories with a partner or read their story to a partner. Before conducting the share, reviews expectations for being a good listener and giving compliments on someone's writing.

Additional Ideas for Extension Activities

Focus Word Images



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