

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> 3rd and up	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>Auntie Luce's Talking Paintings</u> Written by Francie Latour and Illustrated by Ken Daley			
<b>Theme(s)/Big Idea(s):</b> Cultural Identity, Family History, Haitian Independence, Storytelling through the visual arts			

<b>VOCABULARY PLAN</b>	
<b>Focus word &amp; kid-friendly definition:</b> Memory- an experience that we can remember	
<b>Image/symbol:</b> Show children the focus word images. Ask: What experience are they remembering?	<b>Gesture:</b> N/A
<b>Use in context:</b> One of my favorite memories is going on trips with my grandparents when I was a little girl. (Facilitator can use their own example of a favorite memory)	
<b>Prompt kids to use in context:</b> Ask children to think about a memory of them doing something fun. Prompt children to Turn and Talk. If alf you have a small group, you can take an idea from each child aloud.	
<b>Bridge to book:</b> In today's story, our main character shares memories of Haiti inspired by her aunt's paintings. Show children Haiti on a map.	

<b>BEFORE READING</b> <i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> <li>Review RR expectations</li> <li>Introduce Book/Author/Illustrator</li> <li>Teach focus vocab word ( See plan above)</li> <li>Ask 1-2 questions to activate prior knowledge/ solicit predictions</li> </ul>	<p><b>Explain that today we will be reading a new story called Auntie Luce's Talking Paintings. It was written by Francie Latour and illustrated by Ken Daley. Before we read, let's learn our word of the day. Teach the focus word using the vocab plan and then begin the Read Aloud.</b></p> <p>Note: The book makes reference to a bunch of historical context surrounding Haiti and its history. Topics such as European colonization, Enslavement of West Africans, Haitian Independence, and Contemporary Haiti are referenced. Facilitators should familiarize themselves with this context, if they don't already have it, and think about building background knowledge before and during the read aloud. Using a K-W-L and adding new details before, during and after is one way to do this. Reading paired texts like articles, poems and other picture books can also help build background knowledge with your Ready Readers Check out the author's note, pronunciation guide and preferences in the back of the book for context and check out the sources below for additional support:</p> <p><b>Articles (For grown-ups)</b></p> <p><a href="https://guides.osu.edu/c.php?g=1093627&amp;p=7979161">https://guides.osu.edu/c.php?g=1093627&amp;p=7979161</a></p> <p><a href="https://rethinkingschools.org/articles/love-is-shining-in-my-heart-for-you-dear-haiti/">https://rethinkingschools.org/articles/love-is-shining-in-my-heart-for-you-dear-haiti/</a></p> <p><b>Books and Tips for Children</b></p> <p><a href="#">Inspiring Children's Books About Haiti + Additional Resources</a></p> <p><a href="#">The Deep Past of Haiti Book (Written By Kids)</a></p> <p><b><u>Toussaint L'Ouverture: The Fight for Haiti's Freedom</u> by Walter Dean Myers and Jacob Lawrence</b></p>

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### Eight Days: A Story of Haiti by Edwidge Danticat and Alix Delinois

**Note:** It is important to prioritize resources that give a balanced and full picture of Haiti. Many of the sources you may find when searching for background information tend to focus on Haiti's disasters and poverty, but this is not a full picture of Haiti's past or present. Uplifting authors of Haitian descent like Edwidge Danticat is also important.

#### 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 the narrator means when she says that Aunt Luce's painting "talk back"?-pg. 4 (Hands-Up/Volunteer) Follow-up: Have you ever felt like a picture, drawing or painting was telling you a story?**

*Take shares from volunteers and prompt other children to add on. Then, share the follow-up questions and call on new volunteers.*

**Q2. Take a look at the pictures and think about how the narrator describes the neighborhood. How is it similar to your neighborhood? How is it different?-pgs. 9-10 (Turn and Talk)**

*Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite other children to add on.*

**Q3. What kinds of people do Auntie Luce paint? Follow-up: Why do you think she chooses to paint these people?-pg. 18 (Hands-up/Volunteer)**

*Take shares from volunteers. Then, ask the follow-up question and call on new volunteers.*

**Q4. Why does painting images of and from Haiti matter so much to Auntie Luce?-pg.24 (Turn and Talk) Follow-up: Take a look at the two pictures. What do you think Auntie Luce means when she says "To paint Haiti takes the darkest colors, and the brightest ones and all the colors in-between"?**

*Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite other children to add on. Then, ask the follow-up question and discuss as a whole group. If children get stuck, refer back to the pictures in the book. Invite them to share what they notice about the pictures, what is happening in them and how it might connect to the colors.*

**Q5. The narrator tells Auntie Luce that she doesn't feel Haitian enough or American enough. Why do you think she feels that way?(Hands-up/Volunteer) -pg. 30 Follow-up: Can anyone relate to how the narrator feels?**

*Call on volunteers. Then, ask the follow-up questions and prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs.*

**What additional words might you address while reading?**

- Palettes
- Crooked
- Heroes
- Kreyol
- Freedom
- Facilitators should also address the Haitian Kreyol words along the way. There is a pronunciation guide at the end of the story.

**Additional Notes:**N/A

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### AFTER READING

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

<ul style="list-style-type: none"> <li>• Ask 1 question reflecting on book theme</li> <li>• Make connection to extension activity</li> </ul>	<p><b>Q1. Do you think it is important that we know the history of where we come from and where our families come from? Why or why not? (Whole Group)</b></p> <p><i>Call on volunteers to share their opinions. Answers can vary, but children should explain their ideas. Invite other children to agree, disagree and/or add on.</i></p> <p><b>Q2. What is something that you would like to learn about your own history or family? (Turn and Talk)</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Invite other children to add on.</i></p> <p><b>What will you say to connect the theme or big idea to extension activity:</b> Aunt Luce uses painting to tell important stories about the history and people of Haiti. Her paintings hold memories of the past and present. For today's activities, we are going to create our own pictures to represent memories that are special to us.</p>
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### EXTENSION ACTIVITY

<p>Activity Description</p> <p><b>Memory Drawings</b></p> <p>Children will draw or paint a picture that represents a memory that is special to them.</p>	<p>Materials</p> <ul style="list-style-type: none"> <li>• Scratch Paper (1 per child)</li> <li>• White copy, construction or poster paper (1 per child)</li> <li>• Coloring Tools (Markers, Crayons, Colored Pencils)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Painting Tools             <ul style="list-style-type: none"> <li>○ Watercolor trays</li> <li>○ Cups or trays of paint</li> <li>○ Water cups/bowls</li> <li>○ Paintbrushes</li> <li>○ Paper Towels</li> <li>○ Table coverings</li> </ul> </li> </ul>
<p>Introduction</p> <p>Use transition from Read Aloud to introduce the activity.</p>	
<p>Model</p> <p>Facilitators should show and tell the story behind their own memory drawing or painting. (This should be created prior to the session). When sharing, be sure to point out what you drew and why, your color choices, and the meaning behind the images.</p>	
<p>Brainstorm (Whole group and/or Individual)</p> <p>Give out scratch paper. Ask children to think about a memory that is important or special to them. Review the focus word, if necessary. Invite a few children to share the memory they thought about. Then, give everyone about 5 minutes to sketch out their memory.</p>	

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### Instructions for Independent Work

Hand out white paper and coloring or painting materials. Invite children to draw or paint the memory using the coloring or painting materials. Remind them that the picture they create is telling a story, so they should include details to help others understand what is happening. Encourage them to also think about the colors they will use and how it can add to the story they want to tell.

### Share Back and Reflection

Depending on the size of the group, facilitators could conduct the share back using the following:

- Artist Chair-One child shares at a time for the whole group. Repeat until everyone has gone
- Pair-Share or Small Group Share
- Gallery Walk and Reactions

### Additional Ideas for Extension Activities

- Identity Puzzles (See [Marisol McDonald Doesn't Match LP](#))
- My Neighborhood or "Where I'm From" Poems (See [The Last Stop on Market Street LP](#))

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## Focus Word Images

