

READY READERS BOOK PLAN

Suggested Grade: 2nd-3rd (Spring of 1st grade)	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Boxitects</u> Written and Illustrated by Kim Smith			
Theme(s)/Big Idea(s): Makers; STEM; Teamwork; Sharing; Creativity; Conflict Resolution; We can create great things when we work together			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Teamwork - working together to make something happen	
Image/symbol: Show children images at the end of the lesson. Ask them to point out how the people are showing teamwork.	Gesture: N/A
Use in context: Facilitators should share an example of a time that they experienced teamwork.	
Prompt kids to use in context: Ask children to think about a time that they worked with someone else or showed teamwork. Call on a few volunteers to share.	
Bridge to book: Invite children to look for ways that our characters show teamwork in the story and places where they have a hard time working together.	

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 are reading a story called <u>Boxitects</u>. It was written and illustrated by Kim Smith. Explain that before you begin the story, we are going to learn our special word of the day. Teach the focus word using the plan above 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) Note opportunities to reinforce focus word. 	<p>Q1. If you went to Meg’s school, what kind of maker would you be? Would you be a blanketearer, a spaghetti-tech, a tin-foiler, an egg-cartooner, a boxitect or something else? What kinds of things would you make? (Turn and Talk)-pg. 6</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Call on volunteers to share.</i></p> <p>Q2. How does Meg feel about Simone coming to the Maker School? (Act it Out)-pg. 10 Follow-up: Why do you think she feels that way?</p> <p><i>Prompt children to act out with their faces and bodies. Call out what you see and then</i></p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p><i>invite a few children to share. Then, ask the follow-up question.</i></p> <p>Q3. Why do you think Meg and Simone did not want to work together in the Maker competition? (Turn and Talk)-pg. 14</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Call on volunteers to share.</i></p> <p>Q4. What do you think is going to happen? What makes you think so? (Hands-up/Volunteer)-pg. 20</p> <p><i>Call on volunteers to share predictions.</i></p> <p>Q5. What would you do now if you were Meg or Simone? (Turn and Talk)-pg. 26</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Call on volunteers to share.</i></p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Marvelous Proud Creative Structure Constructions Amazing Team Extraordinary Ruined Combine Truce
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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 Meg and Simone change in the story? (Hands-up/Volunteer) If children are stuck ask:</p> <ul style="list-style-type: none"> How did Meg and Simone treat each other at first? How did this change in the end? Why did they act differently or treat each other differently at the end of the story? What lesson do you think they learned? <p><i>Call on volunteers to share. Then, invite other children to add additional ideas.</i></p> <p>Q2. Why might it be a good idea to work with a team instead of doing something by yourself? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Call on volunteers to share.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Meg and Simone learned that sometimes it is better to work as a team. Sometimes we can do bigger and better things if we show teamwork. For today's special activity, you are going to work in teams to build something new and creative, just like the children at the Maker School.</p>
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EXTENSION ACTIVITY

Activity Description

Maker Challenge

Children will work in pairs or small groups to make a creation based on a selected maker challenge card.

Materials

- Selected Maker Challenge Cards
- A small box, bag or jar
- Miscellaneous arts and craft materials
- Glue and tape
- Optional: Recyclable materials like cardboard, plastic bottles, bottles caps, additional supplies based on selected maker challenges

Prep

- Facilitators should choose a few maker challenge cards, based on available materials or materials that can be acquired. These cards should be placed in a small box, bag or jar for groups to pull from. Note: You can choose from the sample cards in the folder or make up your own
- Facilitators should gather enough material for each challenge add to the box

Introduction

Explain that in the box/bag/jar you are holding, there are cards with different Maker challenges. Explain that each pair or group will get to choose a challenge from the box/bag/jar and then work together to create whatever is on that card using different materials. Explain that there is no right or wrong way to complete the challenge as long as they work together.

Brainstorm (Whole group and/or Individual)

Split class into pairs or small groups (no more than 4). Then, have one child from each group pick from the bag and read the challenge aloud, supporting as needed. After each group has selected a card, prepare them for brainstorming. Post a large chart paper and review the following prompts:

- What will you make?
- What will it look like? Think about shape, size and color
- What materials will you use?
- What will it do? (if anything)

Hand out or direct groups to the available materials and give time to brainstorm.

Note: Adults should avoid getting too involved or overdirecting. Give the children space to work things out. Float and support, as needed, but let the children take ownership of the task. If children seem stuck, try asking questions or referring them back to the brainstorm chart rather than telling them what to do.

Instructions for Independent Work

Once brainstorming time is up, instruct children to begin creating. Continue to float, support and prompt, as needed. Give periodical time warnings.

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Share Back and Reflection

Give each group time to present what they created. Then invite the class to reflect on the process using the prompts below:

- What was it like to work on your maker challenge?
- What was it like to work as a team? What was the best part? What was the hardest part?
- What might you do next time?

Additional Ideas for Extension Activities

- [100 Maker Challenge Ideas](#)
- [Maker Activities for Kids](#)
- Group-based Teambuilder or Challenge

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Focus Word Images



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