

READY READERS BOOK PLAN

Suggested Grade: 1st-3rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Harlem Grown</u> Written by Tony Hillery and Illustrated by Jessie Hartland			
Theme(s)/Big Idea(s): Community; Gardening; Community transformation; Cooperation; Community Gardens; We can work together to create positive changes in our communities.			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Transform- to make a big change	
Image/symbol: Show children before and after images at the end of the lesson. Ask them to point out ways that each one has transformed.	Gesture: N/A
Use in context: Facilitators should share an example of a transformation in their own lives. This could be something physical, an idea or mindset, a space, etc. For example: <i>“One day, I decided that I was bored with the way my room looked, so I decided to transform it! I painted it bright new colors, put new art on the walls and moved my furniture to new places. I loved my new room!”</i>	
Prompt kids to use in context: Ask children to think of a space they would like to transform. This could be a park or playground, a space in their school building, a room at home or another space in the community. Prompt children to Turn and Talk to share their responses.	
Bridge to book: Explain that in today’s story, a community works together to transform a space in the neighborhood. Let’s read to find out what they transform and why.	

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>Harlem Grown</u>. It was written by Andrea Tony Hillery and illustrated by Jessie Hartland. 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 continue below.</p> <p>Q1. Invite children to explore the front and back covers of the book. Ask them to share what they notice. Then, invite them to make predictions about how this community is going to transform. (Hands-up/Volunteer)</p> <p><i>Call on volunteers. Ask children to explain their responses using what they see on the front and back covers.</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 	<p>Q1. How do you think Naveah feels about the “haunted garden” that sits across from her school? -pg. 6 (Act it Out)</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 share. Follow-up: Ask children to explain why she might feel this way.</i></p>

READY READERS BOOK PLAN

<p>reinforce focus word.</p> <ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>Q2. Let's make some predictions. What idea do you think Mr. Tony has?-pg 8 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. When making predictions, prompt children to share clues from the story.</i></p> <p>Q3. Call out some of the types of fruit, veggies and herbs that were planted on pages 13-18. Ask: If you were starting a garden in your community, what would you plant or grow? (Stop and Jot)-pg 18</p> <p><i>Prompt children to stop and jot with words and pictures on whiteboards or in notebooks. (if remote, use a virtual whiteboard or jamboard). After 1 minutes, prompt children to hold up or show what they wrote and/or drew. Call out what you see and then invite a few children to share.</i></p> <p>Q4. Why do you think Mr. Tony built raised beds for the plants? (Turn and Talk)-pg. 22</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Some ideas to mention:</i></p> <ul style="list-style-type: none"> They let you grow a garden in places where it might be hard They help keep out weeds and critters It is easier to plant new seeds and seedlings in raised beds. The soil in raised beds warms faster in spring allowing for earlier planting and harvesting They help prevent soil compaction by decreasing foot traffic. <p>What additional words might you address while reading?</p> <p>Additional Words:</p> <ul style="list-style-type: none"> Bustling Haunted Cluttered Slate Canvas Seedling Weeded Wilted
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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 the “haunted garden” change from the beginning of the story to the end? Follow-up: Why did it change? (Hands-up/Volunteer)</p> <p><i>Call on volunteers to share ideas. Invite other children to add on.</i></p> <p>Q2. If there was something or someplace in your school or neighborhood that you would want to transform. What would it be? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from a few pairs.</i></p> <p>What will you say to connect theme or big idea to extension activity: Mr. Tony, Naveah, and the other children saw something in the neighborhood that they wanted to change and make better. For today's special activity, we are going to share how we would transform a space in our school or neighborhood.</p>
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READY READERS BOOK PLAN

EXTENSION ACTIVITY

Activity Description

Transformation Posters

Children will imagine ways that they would transform their school or neighborhood. They will then design posters to show what this transformation would look like.

Materials

- Scratch paper
- Pencils
- Blank white paper or poster (1/child)
- Coloring tools (Markers, colored pencils, crayons)

Introduction

After transitioning from the read aloud using the statement above, explain that they will each have a chance to create a poster showing how they would transform the space that they choose.

Brainstorm (Whole group and/or Individual)

Part 1: Prompt children to think back to the last discussion question from the read aloud where you asked them to think about a space in their school or neighborhood that they would want to change or transform. Invite children to share these ideas again and record them on a group chart paper. Invite them to add additional places or spaces. If they are stuck, the facilitator can make suggestions.

School- classrooms, gym, cafeteria, playground, etc.

Neighborhood- houses, apartments, stores, restaurants, playgrounds, parks, centers, etc.

Part 2: Hand out scratch paper and pencils. Prompt children to choose a space from the brainstorm and think about how they would transform it.

- What would the space look like?
- What color would you use?
- What would the space have in it?
- What would people do there?
- How would the space feel?

Give group time to map out/sketch out the space on scratch paper.

Model

Show children an example of your own transformation poster. Describe what space you would transform and why. Describe how you would transform that space.

Instructions for Independent Work

Hand out copy, construction or poster paper and coloring tools. Give children time to create their transformation poster showing what the new space would look like.

Share Back and Reflection

Choose one of the options below for a share back:

- Gallery Walk- place posters around the room and invite children to walk around. Then, invite them to share things they like about each other's posters

READY READERS BOOK PLAN

- Turn and Talk- have children share their posters with a partner or small group
- Community Circle- have each child share their poster in a community circle

Additional Ideas for Extension Activities

- Decorate small indoor planter boxes or planters and plant seeds
- Take a field trip to a local community garden
- Create a small garden on site at the school or community center