

READY READERS BOOK PLAN

Suggested Grade: 1st-3rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>I Walk with Vanessa</u> Written and Illustrated by Kerascoet			
Theme(s)/Big Idea(s): Anti-bullying, Kindness, Being a good example for others; Kindness is contagious			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Kindness-treating others with love and care	
Image/symbol: Show images at the end of the lesson. Ask children how each person is showing kindness.	Gesture: N/A
Use in context: Last week, I wasn't feeling very well. My friend showed me kindness by bringing me some chicken soup and medicine to help me to feel better. (Facilitator can also add their own example)	
Prompt kids to use in context: Ask children to think of a time that they showed someone kindness or that someone showed them kindness. Call on volunteers to share.	
Bridge to book: As we look at the pictures and think about what is happening, let's pay attention to when the characters are showing kindness and times when they are not showing kindness.	

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 new story called <u>I Walk With Vanessa</u>. It was written and illustrated by Kerascoet. Today's story is different from the others that we have read. It is a wordless book or a book with only pictures. This means we are going to use the pictures to think about what might be happening. Before we take a look, let's learn our word of the day. Teach the focus word using the vocab plan and then continue below.</p> <p>Q1. How might walking with someone be a way to show kindness? (Hands-up/Volunteer)</p> <p><i>Take a few ideas from volunteers and invite other children to add on.</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. 	<p>As you move through the book, stop on each page and prompt children to share what they see in the pictures and what they think is happening. Invite children to add on to each other's ideas. Infuse the discussion questions below as you go.</p> <p>Q1. How do you think the new student is feeling? (Act it Out) Follow-ups: Why do you think she is feeling this way? What do you see that makes you think she is feeling this way? (Hands-up/Volunteer)-pg. 2</p> <p><i>Prompt children to Act it 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. Ask follow-up questions and call on volunteers. Be sure that children support their responses with noticing from the pictures.</i></p> <p>Q2. How did the student with the red shirt and blue backpack treat the new student? Follow-up: How would you feel if you were her? (Turn and Talk) -pg. 6</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs.</i></p> <p>Q3. How are the other children feeling right now? (Act it Out) Follow-up: What would you do if you were them? (Hands-up/Volunteer)-pg. 12</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. Be sure that children support their responses with noticing from the pictures. Ask the follow-up question and call on volunteers.</i></p> <p>Q4. It looks like this character has an idea (point out the character with the yellow shirt and the orange rays over their head). What do you think they are going to do? (Turn and Talk)-pg. 18</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 the focus word? What additional words might you address while reading? The focus word is reinforced through the questions</p> <p>Additional Words:</p> <ul style="list-style-type: none"> • Bullying/Bully • Teasing • Bystander/Upstander • Ally • Brave • Community • Contagious
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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. Let's think about the question that I asked before we looked at our story. How was walking with the new student a way to show kindness? Follow-up: What happened when one student chose to walk to school with the new student? (Hands-up/Volunteer)</p> <p><i>Call on volunteers to share. Invite other children to add on to each other's ideas.</i></p> <p>Q2. What are other ways that we can show kindness? (Hands-up/Volunteer)</p> <p><i>Call on volunteers to share. Facilitators should add examples as well.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Today we read a special wordless book all about standing for others and showing kindness. For our special activity, you are going to create your own wordless story.</p>
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EXTENSION ACTIVITY

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<p>Activity Description- Upstander Wordless Books</p> <p>Children will create their own wordless books showing an original upstander story.</p>	<p>Materials</p> <ul style="list-style-type: none">● Story Map (1/child)● Story Board (1/child)● Pencils and Coloring Tools (Crayons, Markers, or Colored Pencils)
<p>Introduction</p> <p>Post the words bystander and upstander. In <u>I Walk With Vanessa</u>, one of the characters decides to be an upstander. An upstander is someone who sees something wrong happening around them and decides to do something to make it better. This might include standing up for someone being bullied or helping someone who needs it. Not only did this character do something about the problem, they inspired the other students to do something too! Ask: How did the students in the story act as upstanders? Explain that this is different from a bystander. A bystander sees someone that needs help, but does not step in to help them. Ask: What are some reasons why someone might choose to be a bystander? (i.e. they are afraid to say or do something; they don't know the person being hurt; they don't think it will help; they don't think it is a problem) Why might someone choose to be an upstander? You can refer back to the story or share a different scenario to help children think about these questions</p> <p>For today's activity, you will each get to come up with your own story about someone being an upstander.</p>	
<p>Brainstorm (Whole group and/or Individual)</p> <p>Share a sample scenario with the group. Invite children to brainstorm different ways that they could be an upstander in this situation. Share additional ideas to help. Remind children that it is important to be an upstander in ways that are safe for you and the person you are trying to help. Repeat with a second scenario to help with brainstorming. Once you have completed two cycles of scenarios, work together to brainstorm other situations where they might step in as an upstander. (See the end of lessons for examples of age-appropriate scenarios and examples) If it helps, invite children to think about specific locations like the classroom, the cafeteria, the playground, etc.</p>	
<p>Model</p> <p>Show children a completed storyboard with a sample upstander story. (Should be completed by facilitators in advance of the lesson)</p>	
<p>Instructions for Independent Work</p> <p>Hand out storyboard templates and coloring tools. Give children time to complete their stories.</p>	
<p>Share Back and Reflection</p> <p>Pair children up and invite them to trade wordless stories. Have children take turns trying to figure out what is happening in their partner's story and then discussing together. Bring the group back together. Ask: What did you learn from your partner's story?</p>	

Additional Ideas for Extension Activities

- Upstander scenarios- share different scenarios and prompt children to share what they might do
- Anti-bullying signs or PSAs

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Focus Word Images

Bullying Examples

- Making fun of somebody's looks.
- Chasing away younger kids when they want to play on the swings
- Calling people names
- Making the other kids play the game your way
- Teasing someone about the clothes they wear
- A group of kids won't let you sit with them at lunch even though there's room.
- Joking with people by "putting them down".
 - Hitting or Kicking Someone on Purpose
 - Throwing things at someone to hurt them.
 - Leaving people out of things on purpose
 - Telling people they are not your friend if they don't do what you want

Sample Scenarios

- Every day, you see a kid at lunch taking your friend's snack. Your friend is afraid to tell on the kid who is taking the snacks.
- A new girl in your class is from a different country. Your friends say rude things to her, make fun of her English, and tell her to go back home. Now she sits alone at lunch.
- At the bus stop, some kids have been teasing a boy about how he looks. Now you notice that boy no longer rides the bus.
- A group of students walks down the hall toward their next class and witness a student pushing another student into the lockers, throwing books and papers all over the ground. The aggressor laughs and leaves.