

## READY READERS BOOK PLAN

<b>Suggested Grade:</b> K-3	<b>Facilitator:</b>	<b>Grade:</b>	<b>Lesson Date(s):</b>
<b>Book Title and Author(s)/Illustrator(s):</b> <u>Layla's Happiness</u> Written by Mariahadessa Ekere Tallie and Illustrated by Ashleigh Corrin			
<b>Theme(s)/Big Idea(s):</b> We can find joy in the things around us; Happiness; Spreading Joy			

VOCABULARY PLAN	
<b>Focus word &amp; kid-friendly definition:</b> Happiness- when you feel happy, glad or full of joy	
<b>Image/symbol:</b> <a href="#">Show video 100 Kids Tell Us What Makes Them Happy.</a>	<b>Gesture:</b> N/A
<b>Use in context: Say:</b> “Something that brings me happiness is walking by the water and going swimming. I love the sound of water as it moves and makes waves. I also love the feeling of water on my skin.” (Facilitator can add in their own examples)	
<b>Prompt kids to use in context: Say:</b> “I want everyone to think of something that makes you feel happy or brings you happiness.” Prompt children to stop and jot using words and/or images. If you are doing a virtual lesson, have children splash words or images on a jamboard!	
<b>Bridge to book:</b> In today’s story, our main character thinks about and shares all of the things around her that bring her happiness. Let’s read to find out what they are!	

BEFORE READING	
<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 are going to be reading a story called <u>Layla's Happiness</u>. It was written by Mariahadessa Ekere Tallie and illustrated by Ashleigh Corrin. Before we read, let’s learn our special word of the day. Teach the focus word using the vocabulary plan above and then begin the Read Aloud.</b></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"> <li>Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)</li> <li>Note opportunities to reinforce focus word.</li> <li>Identify other potential</li> </ul>	<p><b>Q1. What are some reasons why Layla might love the nighttime?-pg. 4 (Turn and Talk) Follow-up: What can we see at night? What can we hear at night? What are some things that happen at night?</b></p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, bring back and take shares from pairs. Ideas to look for: The sky is pretty; We can see the stars and the moon; We rest at night; Some animals only come out at night; Children may also share other things that they like about night time like things they do at home.</i></p> <p><b>Q2. What have we learned about Layla so far? Do any of the same things make you happy? If so, which ones?-pg. 18 (Hands-up/Volunteers)</b></p>

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<p>new vocab to define while reading</p>	<p><i>Call on volunteers to share. If any children share things they have in common with Layla, the facilitator can prompt them to share what they like about it to extend the conversation.</i></p> <p><b>Q3. It looks like Layla loves going to the beach. I want you to close your eyes if you feel comfortable. If not, you can keep them open. I want you to visualize or make a picture in your mind of a place that you really love to go. What place did you visualize or picture in your mind?-pg.34 (Stop and Jot)</b></p> <p><i>Prompt children to Stop and Jot. After 1-2 minutes, invite them to hold up what they wrote/drew and call out what you see. Then invite a few children to share what they wrote/drew and why. *If remote, this can be done on a group Jamboard or virtual whiteboard.</i></p> <p><b>Where and how will you reinforce the focus word? What additional words might you address while reading?</b></p> <p><b>Additional words to review:</b></p> <ul style="list-style-type: none"> <li>● Poetry</li> <li>● Community</li> <li>● Salsa</li> <li>● Kaleidoscope</li> </ul>
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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.. How do you think it makes Layla feel to talk about all the things that make her happy? Follow-up: How does it make you feel to talk about things that make you happy? (Hands-up/Volunteer)</b></p> <p><i>Call on volunteers to share. Answers can vary, but the facilitator should ask children to explain their answers. You can also invite other children to agree or add on to extend the discussion.</i></p> <p><b>What will you say to connect theme or big idea to extension activity:</b> While reading, we got to learn about all the things that bring Layla happiness. For our special activity, we are going to get to learn more about what makes everyone in our Ready Readers group happy!</p>
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### EXTENSION ACTIVITY

<p><b>Activity Description</b></p> <p>Children are going to make a “Joy Board” by writing and drawing things that make them happy or bring them joy.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Paper or poster board</li> <li>● Coloring tools (Markers, crayons or colored pencils)</li> <li>● Optional: Construction paper and/or magazines for children to make collages or add 2D images. If adding these materials, you will also need scissors and glue</li> </ul> <p><b>Other options:</b></p> <ul style="list-style-type: none"> <li>● If remote, children can create a physical board using the materials they have at home or you can give each child a page on a class</li> </ul>
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Jamboard.

### Introduction

Explain that for our special activity, we are each going to make our own Joy Boards! A Joy Board is a place where we show all of things that bring us happiness or joy using words and pictures.

### Model

Facilitators should show a model of their own Joy Board. This can include words, hand-drawn images, and 2D images that were printed or cut out. Facilitators should share what is on their Joy Board and why these things bring them happiness or joy.

### Brainstorm (Whole group and/or Individual)

As a whole group or individually, give children a few minutes to think about what they would put on their own Joy Board. If done together, facilitators can make notes on a group brainstorm chart. \*If remote, facilitators can ask children for ideas and then write it on a group JamBoard or virtual whiteboard. If done individually, children can be given a brainstorm paper. \*If remote, invite children to brainstorm on a blank sheet of paper or type ideas in the chat.

### Instructions for Independent Work

Hand out paper or poster board, coloring tools and any additional materials that you will share. (i.e. magazines, construction paper, scissor and glue). Give children 10 minutes to work on their Joy Boards.

\*If remote, facilitators can invite children to work with paper, coloring tools and any other materials they have at home. They can also share a link to a JamBoard and either create a community Joy Board or give each child their own page to work on.

### Share Back and Reflection

Once time is up, invite each child to share what is on their Joy Board. Ask other children to listen for anything they have in common with the person who is sharing just like they did with Layla. If a large group, this can be done in pairs or small groups.

### Additional Ideas for Extension Activities

- Children can act out the things that bring them joy while the rest of the group tries to guess.
- Children can choose one of things that brings them joy and write an "Ode" to that item. See materials from Bringing Poetry Into Ready Readers Workshop for instructions.