

READY READERS BOOK PLAN

Suggested Grade: 1st-3rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <i>Mae Among the Stars</i> written by Roda Ahmed and illustrated by Stasia Burrington			
Theme(s)/Big Idea(s): Following your dreams; Encouragement; Don't let anyone discourage you from following your dreams			

VOCABULARY PLAN

Focus word & kid-friendly definition: Dream - something that you have wanted or hoped for for a long time. This could be something that you want to have, something you want to do or something you want to be.	
*Share with students that this definition of a dream is different than the dreams you might have at night after you go to sleep.	
Image/symbol: Show images at the end of the lesson. Ask what dream each person or group of people might have. Reinforce the definition to support.	Gesture: N/A
Use in context: When I was a young kid, I had a dream of becoming a dancer with the famous Alvin Ailey Dance Company.	
Prompt kids to use in context: Ask children to think about a dream they have had or have now. Remind them that this can be something they want to have, something they want to do or something they want to be.	
Bridge to book:	

BEFORE READING

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

<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 new story called <u><i>Mae Among the Stars</i></u>. It was written by Roda Ahmed and illustrated by Stasia Burrington. Before we read, let's learn our special word of the day. Use the vocab plan to teach the focus word and then begin the read aloud.</p>
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DURING READING

write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)

<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. What do you think an astronaut does?-pg.8 (Hands-up/Volunteer) Follow-up: Why do you think Mae wants to be an astronaut? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. When children share, ask them to explain their responses.</i></p> <p>Q2. Let's all pretend that we are in space with Mae. Close your eyes if you are comfortable and imagine that you are an astronaut. (You can also invite children to stand up and move around the room as if they are in space) Ask: What do you see</p>
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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>in space? How does it feel in space? What do you hear in space?-pg.17(Hands-up/Volunteer)</p> <p><i>Invite children to imagine and/or act out moving through space. Then, ask each question, inviting multiple children to share each time.</i></p> <p>Q3. The children all shared something they might want to be when they are older. What is something you might want to be when you grow up? -pg. 22 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. When children share, ask them to explain their responses.</i></p> <p>Q4. Why do you think Mae is feeling disappointed?-pg. 27 (Hands-up/volunteer) Follow-up: What would you do if you were Mae? (Turn and Talk)</p> <p><i>Call on a few volunteers. Then, ask the follow-up question and prompt children to Turn and Talk. After 1-2 minutes, take shares.</i></p> <p>Where and how will you reinforce the focus word? What additional words might you address while reading?</p> <ul style="list-style-type: none"> dreamer Succeed Astronaut Impossible possible future disappointed encourage <p>Additional Notes:</p>
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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. Mae achieved her dream of becoming an astronaut. How was she able to make her dream come true? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Share that the character Mae is a real-life person named Mae Jemison. Show a real picture and explain that she was the first black woman to travel to space! Share that she is an engineer, a doctor, and used to be a NASA astronaut.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Mae had a dream to become an astronaut ever since she was a kid. She read and learned as much as she could about space. She even drew pictures about going to space and pretended to be an astronaut. Eventually, she worked hard and became one in real life. Today we are going to think about our dreams and create a special picture to show those dreams.</p>
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EXTENSION ACTIVITY

Activity Description

Vision Boards-Children will draw pictures or create collages to represent different dreams that they have

Materials

Introduction

Explain that we are going to create a very special kind of poster called a Vision Board. Explain that a vision board is a place we can write and draw about our dreams. Remind children that a dream is something we have wanted for a long, long time. It can be something that we want to have, like a big pool or a new pet. It can be something we want to do, like star in a favorite show or win a big race. It can be something we want to be like an astronaut or another job!

Model

Show children an example of a vision board. (should be created by the facilitator ahead of time). Explain the different pieces and what they mean.

Brainstorm (Whole group and/or Individual)

Display a group chart (Use a Jamboard, if virtual). Ask children to brainstorm using the following prompts:

- What are some things that you would like to have that you don't have now?
- What are some things that you would really like to do that you haven't done before?
- What are some things that you might want to be?

Chart responses.

Optional: After group brainstorm, hand out individual brainstorm sheets and give children time to complete.

Instructions for Independent Work

Hand out white paper and arts materials for the vision board. Give children time to create. Float to support and ask questions about what they are adding to the board.

Share Back and Reflection

Invite children to share in a community circle, small groups or with a Turn and Talk.

Additional Ideas for Extension Activities

- Have children draw a picture of a dream that they have
- Have children act out dreams that they have for other children to guess

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Focus Word Images



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