

READY READERS BOOK PLAN

Suggested Grade: 2 nd -3 rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>My Papi Has A Motorcycle</u> written by Isabel Quintero and illustrated by Zeke Peña			
Theme(s)/Big Idea(s): Community; Family; Exploration of neighborhood; Appreciation of community; Community as our home and as a shared space with our family, our friends, and others.			

VOCABULARY PLAN	
Focus word & kid-friendly definition:	
Community: A community is a group of people living and/or working together in the same area. People that share a community might go to the same schools, be in a special group together, shop in the same stores and do activities together. People in communities also help each other and solve problems together.	
Image/symbol: See attached images	Gesture: N/A
Use in context: Facilitator should share one of the communities they belong to and something special about it.	
Prompt kids to use in context: Ask: What is a community that you belong to? What is something special about your community? Prompt children to Turn and Talk. Then, take shares from pairs.	
Bridge to book: In today's story, we learn about Daisy's community through her exciting ride on her dad's motorcycle.	

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>My Papi Has A Motorcycle</u> written by Isabel Quintero and illustrated by Zeke Peña. <i>Teach focus word using the vocab plan above and then begin the Read Aloud.</i></p> <p>Additional Notes: This book has some phrases in Spanish with English translations next to them.</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 	<p>Q1. How do you think Daisy is feeling when she is riding on the motorcycle with her Papi- pg.7 (Act it out) Follow-up: Why do you think she feels this way?</p>

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<p>strategies (predict, infer, connect, synthesize)</p> <ul style="list-style-type: none"> Note opportunities to reinforce focus word. Identify other potential new vocab to define while reading 	<p><i>Prompt children to act it out with their faces and bodies and call out what you see. Then, invite a couple of children to share. Ask follow-up question and call on a few volunteers.</i></p> <p>Q2. What are some people, places and things that Daisy has noticed in her community so far?-pg.16 (Hands-up/Volunteer) Follow-Up: What are some people, places or things that you love in your community? (Turn and Talk)</p> <p><i>Call on a few volunteers to share what Daisy has noticed in her community. Revisit the previous pages for examples, as needed. Then, share the follow-up question and prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs.</i></p> <p>Q3. What are some sounds that Daisy hears in her community?-pg. 18 (Hands-up/Volunteer) Follow-up: What are some sounds from your community that are the same or similar? What are other sounds that you hear in your community? (Stop and Jot)</p> <p><i>Call on a few volunteers. Then, ask the follow-up question. Prompt children to stop and jot with words and images. After 1-2 minutes, prompt children to hold up what they wrote/drew. Call out what you see and invite a few children to share the sounds they wrote or drew.</i></p> <p>Q4. What are some changes that might happen in a community?-pg. 31 (Hands-up/Volunteer) Follow-up: What changes have you seen in your community? (Turn and Talk)</p> <p><i>Call on a few volunteers. Then, ask the follow-up questions. Prompt children to Turn and Talk. After 1-2 minutes, take a few responses from pairs.</i></p> <p>Where and how will you reinforce focus word? <i>Community is embedded and reviewed throughout the discussion questions.</i></p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Cariño Dedication Carpenter Spectacular Celestial Sawdust Tortilleria Immigrants Disappointed Groves Raspado (shaved ice) Mañana
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<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. What will you say to connect theme or big idea to extension activity:</p> <p><i>In this book, we were able to learn about Daisy’s community through a few of our senses. Daisy shared things we can see in, hear, feel, touch and taste in her community as she went on her motorcycle ride. For today’s special activity, we are going to explore our community using our sense of sound.</i></p>

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EXTENSION ACTIVITY

Activity Description

Community Motorcycle Ride

Students will pretend that they are on a ride through their community like Daisy. As they “ride”, they will identify different sounds they may hear. Students will then create a picture representing those sounds.

Materials

- Construction paper in various colors
- White copy paper
- Crayons, markers, or colored pencils
- Scissors
- Glue or tape
- Chart paper for in-class (Jamboard for remote)

Introduction

Say: We are going to go on an imaginary motorcycle ride through our communities and keep our ears open for what we hear. I am going to be playing different sounds that we might hear. As we listen to these sounds – I want you all to think about what the sound remind you of in your own community.

Warm-up

Say: Let’s get ready to go for our ride! We are going to act out together, so every stand up. Just like Daisy and her dad, we have to put our helmets on. (Act it out) Now let’s hop on our motorcycle. (Act it out) Now let’s rev our motorcycle together. Show me what your motorcycle sounds like! (Act it out)

Invite children to stand as if they are on a motorcycle or to sit and hold arms as if they are on a motorcycle. Invite children to share what their helmets and motorcycles look like. This can include colors, designs, etc.

Say: Now that we are ready, we are going to start our ride. If you feel comfortable, you can close your eyes. If not, feel free to keep them open. I am going to play a sound for you. When it stops, I’ll ask you what you heard and what sound it reminds you of in your own community.

Facilitators should play a sound. Then, ask children what they heard and what sounds it remind them of in their own community. This can be a whole group share or through Turn and Talks. Repeat with several different sounds. Some examples might be: bells ringing, music playing, food cooking, different animal sounds, cars driving, people talking or laughing, bus or train announcements, basketball dribble, kids playing, water spraying or splashing, wind etc.

Bring children back from the ride and act our parking, turning off the bikes, and taking helmets off.

Main Activity

Explain that now we are going to make pictures to show the sounds you heard on the ride through your community. Hand out drawing paper and coloring tools. Give children time to draw images of what they would hear on a motorcycle ride through their community. Invite children that are remote to use tools at home or create on a virtual whiteboard.

Share Back and Reflection

Invite children to share their pictures as a community circle or through Turn and Talks.

Additional Activities

- My Neighborhood Poems (See [Last Stop on Market Street](#) LP)

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FOCUS WORD IMAGES



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