

READY READERS BOOK PLAN

Suggested Grade: K-2	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Oona and the Shark</u> Written by: Kelly DiPucchio Illustrated by: Raissa Figueroa			
Theme(s)/Big Idea(s): Making new friends; facing challenges; understanding others; self-awareness; social awareness; embracing different ways of being			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Challenge- something hard to do or figure out.	
Image/symbol: Show the focus word pictures. Invite children to share what challenge they see in the picture. (See picture doc in folder)	Gesture: N/A
Use in context: Facilitators should share an example of a challenge they have faced.	
Prompt kids to use in context: Invite children to think about something they have had to do or figure out that was hard or a challenge.	
Bridge to book: Explain that in today's story, Oona is facing a new challenge or something that is hard. Let's read to see what she does.	

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 new story called <u>Oona and the Shark</u>. It was written by Kelly DiPucchio and illustrated by Raissa Figueroa. Explain that before we read, we are going to learn our special word of the day. Use the vocab plan above to teach the focus word and then, continue with the pre-reading questions below.</p> <p>Q1. Take a look at the cover. What challenge do you think the characters are going to have? What is the hard thing they have to do or figure out? (Hands-up/volunteer)</p> <p><i>Invite children to share, prompting them to connect their predictions to clues on the front cover. Model by sharing your own prediction and connecting to the illustrations on the cover.</i></p>

DURING READING	
<i>write questions and vocab <u>with page numbers</u> 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>Q1. When someone is friendly, it means that they are easy to be around or get along with. If even the hermit crabs, who are not very friendly, are friends with Oona, what might that tell us about her?-pg.3 (Hands-up/volunteer) *Page numbers start on first page with text</p> <p><i>Invite children to share ideas. Reinforce that Oona might be kind, easy to be friends with, a good friend, fun to be around, etc.</i></p> <p>Q2. Oona has shared some of her treasures (something special to you) and her inventions (new things she has created) to try and be Stanley's friend. What are some things you would share if you were trying to make a new friend?-pg. 7 (Stop</p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>and Jot)</p> <p><i>Invite children to Stop and Jot about things they would share with a new friend. They can write words or draw pictures. After 1-2 minutes, have children hold up their papers/boards. Call out what you see and then, ask a few children to share.</i></p> <p>Q3. What do you think Oona is going to try next?-pg. 15 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Call on a few pairs to share predictions.</i></p> <p>Q4. What has Oona figured out or learned about Stanley?-pg. 20 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Call on a few pairs to share ideas.</i></p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Friendly Treasures Particular Inventor Stubborn Peaceful Distractions Magnificent
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<p>AFTER READING <i>write questions and student interaction (T/T, S/J, Act-it-out)</i></p>

<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. What challenge did our characters have in the story? Rewording: What was hard for Oona? What was hard for Stanley? (Whole Group)</p> <p><i>Invite children to share ideas by calling on volunteers. If children are stuck, prompt them to recap what happened along the way and help connect to the word “challenge.”</i></p> <p>Q2. What can we do if we want to make a new friend? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk for 1-2 minutes. Then, take a few shares from partners.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Oona was having a hard time trying to figure out how to be Stanley’s friend. One of the ways that she was able to face her challenge was by inventing something that her and Stanley could play with together.</p>
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<p>EXTENSION ACTIVITY</p>

<p>Activity Description- By the Ocean Inventions</p> <p>Children will draw or build their own beach or water inventions.</p>	<p>Materials</p> <p>*If children are drawing their invention</p> <ul style="list-style-type: none"> Scratch paper Pencils White/Cream cardstock (1/child) Coloring tools <p>*If children are building their invention</p> <ul style="list-style-type: none"> Scratch paper Pencils Miscellaneous art materials Scissors Tape/Glue
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Introduction

After using the connection statement above, explain to children that they are going to be inventors just like our character, Oona. Invite the children to imagine that they are on a beach near the ocean. (It might help to have a large image of a beach and ocean to help with visualization). Explain that they are going to have the chance to create something new that we could use at the beach or in the water using their imaginations.

Model

Facilitators should prepare a model of their own invention to share with the group. It can be a drawing or something built, based on which project format you choose.

Brainstorm (Whole group and/or Individual)

Post brainstorm questions on the board or a visible part of the room.

Review the brainstorm questions:

- What new thing would you create to use on the beach, in the water or under the water?
- What would this invention do? How would it work?
- What would the invention look like? What shape? What size? What color?
- What parts would your invention have?
- How would it work in the water or on the beach?
- How would you use it?

Remind children that the invention can be whatever they want. They get to decide what it does and what it looks like. Hand out scratch paper and pencils to children and give time to practice drawing/sketching what they would create. Rotate to prompt and support if children are stuck or need help generating ideas.

Instructions for Independent Work

Hand out materials, based on which project option you want the children to complete (draw or build). Give time to draw or build their invention. Float to support, as needed.

Share Back and Reflection

Invite children to share their inventions in a community circle or with partners as a Turn and Talk.