

READY READERS BOOK PLAN

Suggested Grade: 2nd-3rd	Facilitator:	Grade:	Lesson Date(s):	Duration:
Book Title and Author(s)/Illustrator(s): Rosie Revere, Engineer by Andrea Beaty and Illustrated by David Roberts				
Theme(s)/Big Idea(s): Determination; Never give up; Keep trying even when things gets hard				

VOCABULARY PLAN

Focus word & kid-friendly definition: Confidence - believing in yourself and what you can do.	
Image/symbol: Show “Word on the Street” video from Sesame Street. Play at least through 2:14, but feel free to show more. Sesame Street: Confidence (Word on the Street)	Gesture: N/A
Use in context: I used to be really nervous about dancing in from front of other people even though I really loved to dance. With lots of practice, I gained more confidence. I even started performing with a dance group at school.	
Prompt kids to use in context: Ask: If you had a friend whose confidence was low or they were having a hard time believing in themself, what would you do? Prompt children to Turn and Talk for 1-2 minutes. Then, take a few shares.	
Bridge to book: In today’s story, our main character has some trouble with confidence. Let’s read and see what they do about it.	

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>Welcome children to Ready Readers. Explain that today , we are reading a story called <u>Rosie Revere, Engineer</u>. (If you have read Ada Twist, Iggy Peck or Sophia Valdez, you might mention that these books are all written by the same author and that in some of the books, they are all friends!.) It was written by Andrea Beaty and Illustrated by David Roberts. Before we read, let’s look at our word of the day. Teach focus word using the vocab plan 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"> 	<p>Q1. Based on what we have read so far, what do you think an engineer does?-pg. 6 (Hands-up/Volunteer) Follow-up: Why do you think Rosie hides the machines she builds under her bed where no one can see them? (Turn and Talk)</p> <p><i>Call on a few volunteers to share responses to the first questions. Clarify what an engineer does, as needed. Then, share the follow-up question and prompt children to Turn and Talk. Take a few shares from pairs. Potential ideas: She doesn’t want other</i></p>
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	<p><i>people to see them; She's worried they aren't good enough to share; They aren't finished; She wants to save them; She wants to keep her idea to herself.</i></p> <p>Q2. How is Rosie feeling right now? Why is she feeling that way?-pg.12 (Turn and Talk) Follow-up: Rosie is feeling embarrassed and her confidence is low. She worked really hard on the invention for her uncle and he laughed at it. Have you ever felt like Rosie before? (Hands-up/Volunteer)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares. Ask the follow-up question and take a few responses from volunteers.</i></p> <p>Q3. If you were Rosie, what would you make to help her aunt fly?-pg 16 (Stpp and Jot)</p> <p><i>Prompt children to Stop and Jot. Remind children that they can write words and draw pictures. After 1-2 minutes, prompt children to hold up what they wrote or drew. Call out what you see and then, invite a few children to share.</i></p>
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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. How did Rosie's confidence change from the beginning of the story to the end? Follow-up: Why do you think her confidence changed? (Hands-up/Volunteers)</p> <p><i>Take ideas from volunteers. Extend the discussion by prompting other children to add on.</i></p> <p>Q2: What are some things we could do if our confidence gets low like Rosie's did in the story? (Turn and Talk)</p> <p><i>(Prompt children to Turn and Talk. After 1-2.</i></p> <p>What will you say to connect theme or big idea to extension activity: Rosie lost her confidence a few times in the story but kept trying to build something special.</p>
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<p>EXTENSION ACTIVITY</p>

<p>Activity Description See Extension Activity "Think-Tac-Toe" PDF in the lesson folder. Facilitators should choose an activity or invite children to choose an activity, based on space and available materials.</p>	<p>Materials Based on selected activity</p>
<p>Introduction Based on selected activity. Sample language can be found with each activity on the supplemental document.</p>	
<p>Model Based on selected activity.</p>	
<p>Brainstorm (Whole group and/or Individual) Based on selected activity.</p>	

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Instructions for Independent Work

Based on selected activity

Share Back and Reflection