

READY READERS BOOK PLAN

Suggested Grade: 2-3	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Sophia Valdez, Future Prez</u> . Written by Andrea Beaty and Illustrated by David Roberts			
Theme(s)/Big Idea(s): Courage, Bravery, Community, Standing up for what you believe in, You are never too young or too small to change your community			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Courage -doing something even though it is hard or scary	
Image/symbol: Show PBS video on Bravery and Courage. Facilitators can watch video ahead of time and choose a shorter clip if they prefer. PBS Kids Talk About Bravery and Courage	Gesture: N/A
Use in context: A time that I showed courage was when I danced in a talent show in front of my whole school. I love to dance, but it was scary to do it in front of a lot of other people. I decided to do it even though I was scared and it was a lot of fun.(Facilitator can add in their own example)	
Prompt kids to use in context: Ask: Can you think of a time that you did or tried something even though it was scary? Call on volunteers to share.	
Bridge to book: In today's story, our main character Sophia faces her fears to make a big change in her community. Let's read about how she shows courage.	

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>Sophia Valdez, Future Prez</u>. It was written by Andrea Beaty and illustrated by David Roberts. Before we read, let's learn our word of the day. Teach the focus word using the vocab plan and then begin the read aloud..</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 strategies (predict, infer, connect, synthesize) 	<p>Q1. What are some ways that Sophia has helped out her family and community so far? (Stop and Jot) Follow-up: Why do you think Sophia likes to help other people? (Hands-up/Volunteer)-pg. 6</p> <p><i>Prompt children to Stop and Jot with words and pictures. After 1-2 minutes, prompt children to hold up what they wrote or draw. Call out what you see and then, invite a few children to share. Then, ask follow-up questions and call on volunteers.</i></p>

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<ul style="list-style-type: none"> Note opportunities to reinforce focus word. Identify other potential new vocab to define while reading 	<p>Q2. Think about what we have learned about Sophia so far. What do you think she might do next?-pg.14 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, call on a few pairs to share predictions. Answers can vary, but children should explain their responses.</i></p> <p>Q3. How is Sophia feeling right now? (Act-it-out) Follow-up: What would you do if you were Sophia? (Hands-up/Volunteers)-pg.20</p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and then, invite a few children to share. Then, ask the follow-up question and call on volunteers.</i></p> <p>Q4:The clerk says that Sophia can't build a park because she is just a kid. What do you think about what she said? Do you agree or disagree?-pg. 26 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, call on a few pairs to share predictions. Answers can vary, but children should explain their responses.</i></p> <p>Q5: The mayor tells Sophia to start a petition. A petition is a document that people sign that shows they support or agree with a cause or idea. Why do you think the mayor asked Sophia to start one? (Hands-up/Volunteer) Follow-up: How might getting people in the community to sign the petition help Sophia to get the new park built? (Turn and Talk)-pg. 34</p> <p><i>Call on volunteers to share. Then, share the follow-up question and then, prompt children to Turn and Talk. After 1-2 minutes, call on a few pairs to share. Idea to drive home: Getting other members of the community to sign the petition shows that more people agree with Sophia and want the park. If Sophia can show that this is something the whole community wants, then it is more likely to happen than if only Sophia asks for it.</i></p> <p>Where and how will you reinforce the focus word? What additional words might you address while reading? The focus word is included and reinforced in the read aloud.</p> <p>Additional words to review:</p> <ul style="list-style-type: none"> • Dreamer • Neighborhood • Landfill • Dangerous • Brave • Kiboshed • Government • Petition • Commission
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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. How was Sophia able to show courage in the story? (Hands-up/Volunteer) Follow-up: How did Sophia's courage help her and the community? (Hands-up/Volunteer)</p> <p><i>Prompt children to share ideas. Then, ask follow-up questions.</i></p> <p>Q2. What are things that we can do to help us be courageous if we are feeling scared?-(Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Facilitators should share examples as well. Consider making a group list and recording</i></p>
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the responses for children to see and use.

What will you say to connect the theme or big idea to extension activity: Sophia used courage to fight for change in her community. For today's special activity, you are going to think about something you would like to add to your community.

EXTENSION ACTIVITY

Activity Description- **Community Change Drawings**

Children will brainstorm something they would want to change or add to their community. They will create drawings, paintings, or 3D models to represent what they would change or add

Materials

- Scratch Paper (1/child)
- White copy or construction paper (1/child)
- Pencils and coloring tool or painting tools or materials for a 3 D model (i.e. playdough, clay, arts and crafts materials)
- Index Cards (1/child)

Introduction

Creating change in the community, whether that is your school community or home community, starts with an idea. Once you have an idea, then you need a vision for what the change will look like. To start today's activity, you are going to brainstorm things you would like to add to our communities. Then, you will have a chance to share what that addition will look like.

Brainstorm (Whole group and/or Individual)

Post a chart paper to brainstorm (if you are remote, then try using a JamBoard). Ask children to think about the different communities they are a part of (school, home, neighborhood, etc.) Then, work together to brainstorm and list changes or additions they would like to see. Emphasis that this change or addition should be helpful to the people in this community. (Refer back to the park that Sophia built. It not only got rid of the trash, but also gave the community a place to play, relax and have fun.) Potential prompts might be:

- Think about our school. What is something about the space that you would change or add? Why?
 - If needed, share potential examples like a new playground, an updated gym, a school garden, new bathrooms or updated classrooms
- Think about your neighborhood or where you live. What is something about the neighborhood space that you would change or add? Why?
 - If needed, share potential examples like new apartments or houses, a new park, community garden, a special kind of store, etc.

Brainstorm together and record ideas on a group chart or JamBoard.

Model

Facilitators should create and show children their own community drawing, painting or 3D model (this depends on what format the children will use) Explain what you created and how it would benefit the community that you chose.

Instructions for Independent Work

Invite children to choose the community they want to focus on and the change/addition they want to make. Give out the materials that will be available and give them time to create. Encourage them to be as detailed as possible. Once the models are done, give children index cards to write a description of what they created.

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Share Back and Reflection

Option 1: Gallery Walk

Option 2: Turn and Talk or Small Group Share

Option 3: Circle Whip Around

Prompt children to share what they created and how it would help the community they chose.

Additional Ideas for Extension Activities

- Courage Cards- children can create cards for themselves or for someone else with encouraging messages or affirmations for courage
- Courage Affirmation- children can practice saying and writing affirmations for courage
- Courage drawings- children can think about something they want to do or try that feels scary. Have them draw a picture of themselves doing this thing successfully