

READY READERS BOOK PLAN

Suggested Grade: 2-3	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>The Proudest Blue</u> Written by Ibtihaj Muhammad and S.K. Ali. Illustrated by Hatem Aly			
Theme(s)/Big Idea(s): Pride; Self-acceptance; Family; Be proud of who you are			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Pride -Pride means having a feeling of being good and worthy.. We can feel pride in ourselves, but we can also feel pride in something we do, something we have or in other people.	
Image/symbol: Show pictures at the end of the lesson. Ask what might be giving each person a feeling of pride.	Gesture: N/A
Use in context: Facilitators should share an example of something that makes them a feeling of pride.	
Prompt kids to use in context: Ask children to think about something that gives them a feeling of pride. Explain that this could be something physical or on our bodies like our eyes, our smile or our hair. It could be something we have like a favorite toy or a special hat. It could be where we are from or where we live, the language(s) we speak or something we are really good out. Prompt them to Turn and Talk and then, take a few shares.	
Bridge to book: Explain that the characters in today's story feel a lot of pride in themselves. As we read, let's learn more about why.	

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>The Proudest Blue</u>. It was written by Ibtihaj Muhammad and S.K. Ali. Illustrated by Hatem Aly. Before we read, let's learn our word of the day. Teach the focus word using the vocab plan and then continue below.</p> <p>Q1. Take a look and think about the title of our story. What do you think is going to bring the characters a feeling of pride? (Hands-up/Volunteers)</p> <p>Call on a few volunteers to share their predictions. Answers can vary, but they should support responses with what they see on the cover or hear in the title.</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) Note opportunities to reinforce focus word. Identify other potential 	<p>Q1. What are some things that may be giving our characters a feeling of pride so far?-pg. 4 (Hands-up/Volunteers)</p> <p><i>Call on a few volunteers to share their predictions. Refer back to the previous pages and picture, as needed. Ideas to look for: New backpack, new shoes, Asiya's blue hijab</i></p> <p>Q2. Explain that hijab is a special head covering or scarf that some Muslim girls and women wear. For them, it is an important part of their culture and religion. Ask: Why do you think Faizah wants her first-day hijab to be blue too?-pg. 6 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs.</i></p>

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<p>new vocab to define while reading</p>	<p>Q3. Why do you think the boy is pointing and laughing at Asiya?-pg.14 (Hands-up/Volunteer) Follow-up: Look at Asiya, Faizah and the kids with them. How are they feeling when this happens? How does this make you feel? (Hands-up/Volunteer)</p> <p><i>Call on volunteers. Then, ask the follow-up question and call on new volunteers. Prompt children to share what they heard in the words or see in the pictures that tells us how the kids are feeling.</i></p> <p>Q4. What do you think mama means when she says “don’t carry around the hurtful words that others say. Drop them. They are not yours to keep.”?-pg.22 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs.</i></p> <p>Where and how will you reinforce the focus word? What additional words might you address while reading? The focus word is reinforced through the discussion questions.</p> <ul style="list-style-type: none"> ● Hijab ● Pretend ● Whisper ● Important
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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. Asiya and Faizah feel a sense of pride about wearing hijab. How can you tell that they feel a sense of pride in the story? (Turn and Talk) Follow-up: Why do you think they feel this way? (Hands-up/Volunteer)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Then, ask the follow-up questions and call on volunteers.</i></p> <p>Q2. Some of the children were unkind to Asiya because she was wearing hijab. What are some things we can do if someone is being unkind to us or someone else because of how they look or what they are wearing? (Hands-up/Volunteer)</p> <p><i>Call on volunteers. Invite other children to add on or share additional ideas. Reinforce responses that keep everyone as safe as possible.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Explain that we learned about how special Asiya’s blue hijab was to her and Faizah. For today’s special activity, we are going to think about items that are special to us.</p>
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EXTENSION ACTIVITY

<p>Activity Description- Object Stories</p> <p>Children will draw or paint a picture of a special possession and share the story behind why it is special.</p>	<p>Materials</p> <ul style="list-style-type: none"> ● White paper ● Coloring or painting tools ● Optional: Paper with lines to write about the “object story” ● Optional: Object Story Writing Handout
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Introduction

Explain that today we are going to share something called “object stories”. Object stories tell about a possession or something that belongs to us, that is very special or important to us. This could be a piece of clothing, a toy, a favorite book, or any other item or object that is special to you.

Model

Facilitator should bring an item or picture of an item that is special to them. They should tell the story of the item and why it is special. This could include:

- Where it came from?
- How you got it?
- What you love about it?
- Why it is special or important?

Brainstorm (Whole group and/or Individual)

Display a group chart (Jamboard or a virtual whiteboard can be used if remote). Ask children to think about items or possessions that are special to them. Record ideas on the group chart or whiteboard. Invite children to share as many examples that they can think of.

Instructions for Independent Work

Hand out paper and coloring/painting tools. Invite children to draw their special object or item. As a part of the activity, facilitators can also hand out the *Object Story Writing Handout* for children to write about their item.

Share Back and Reflection

Invite children to share their object story in a community circle or through Turn and Talk. If children did not write about the object, be sure to share the prompts from the handout to support the sharing process.

Additional Ideas for Extension Activities

- Ode Poems (See Hair Love LP)
 - This activity can be adjusted to focus the Odes on a special item or object instead of a physical feature.

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Focus Word Images



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