

READY READERS BOOK PLAN

Suggested Grade: K-2	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>What's My Superpower?</u> Written by: Aviaq Johnston. Illustrated by: Tim Mock			
Theme(s)/Big Idea(s): We all have special gifts and talents.			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Talent- something that you are really good at or something that you can do really well.	
Image/symbol: Show children pictures at the end of the lesson. Invite them to take guesses about what special talent or gift that person might have. (See end of lesson)	Gesture: N/A
Use in context: Facilitators should share examples of a talent or gift that they have.	
Prompt kids to use in context: Invite children to think about one thing that they are really good at. Invite them to share as a Turn and Talk. Then, take some ideas as a whole group.	
Bridge to book: In today's story, Nalvana is trying to figure out what her special talent or superpower is. Let's read to find out what it is.	

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 story called <u>What's My Superpower?</u>. It was written by Aviaq Johnston and illustrated by Tim Mock. Explain that before we read, we are going to learn our special word of the day. Use the vocabulary plan above to teach the focus word. Then, begin reading aloud.</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. Have you ever wanted or imagined that you had a superpower? (Thumbs up/Thumb down) Follow-up: If you could have any superpower (something special that you could do) what would it be? (Turn and Talk)-pg.5 *Pages are numbered in this book.</p> <p><i>Ask the first question and conduct a thumbs up/thumbs down finger rating. Then, ask the follow-up question and conduct a Turn and Talk. After 1-2 minutes, take a few ideas from the group.</i></p> <p>Q2. Nalvana started to imagine herself with the superpowers of flying in the sky, talking to animals, or breathing underwater. If you could choose one of these</p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>superpowers, which one would you pick?-pg. 9 (Act it Out)</p> <p><i>Invite children to vote by acting out which superpower they would choose. Start by asking children who would want to fly to act out flying. Next, ask children who would want to talk to animals to act this out. Last, ask children who would want to breathe underwater to act this out.</i></p> <p>Q3. Nalvana is trying to figure out what her superpower is. Let's make some predictions. What do you think Nalvana's superpower is?-pg. 17 (Turn and Talk)</p> <p><i>Invite children to Turn and Talk for 1-2 minutes. Then, take a few ideas.</i></p> <p>Q4. How do you think Nalvana is feeling right now?-pg. 21 (Act it Out)</p> <p><i>Prompt children to act out how Nalvana is feeling. Call out what you see and then invite some children to share.</i></p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Superpower Beaming Wonder Imagined Inuksuk Iglu Panik Anaana <p>*See glossary at the end of the book for Inuktitut word glossary</p>
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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. What was Nalvana's superpower? Where did we see Nalvana use this superpower in the story? (Whole Group)</p> <p><i>Invite volunteers to share. Refer back to the story to highlight examples, as needed.</i></p> <p>What will you say to connect theme or big idea to extension activity:</p> <p>We all have something that we are really good at like Nalvana and her friends. We might say that these things are our superpowers. For today's special activity, we are going to design our own special superhero capes that show our superpowers.</p>
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EXTENSION ACTIVITY

<p>Activity Description- Superhero Capes</p> <p>Children will design their own superhero capes that represent their special gifts, talents or "superpowers".</p>	<p>Materials</p> <ul style="list-style-type: none"> Paper cape templates Coloring tools (Crayons, markers, colored pencils) Scissors Construction Paper Glue/Glue Sticks Optional: Stickers and other art supplies for decoration (stars, shapes, etc) <p>Alternate Activity-Fabric capes</p>
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- Cloth for capes (pre-cut for each child)
- Fabric markers to decorate cloth capes

Introduction

Use the transition statement above to introduce the activity.

Model

Facilitator should show a large example of a decorated cape (paper or fabric) and discuss the superpowers represented on the cape.

Brainstorm (Whole group and/or Individual)

Post a large chart paper on the board or other visible place in the room. Prompt children to think about what gifts, talents and strengths they have. Be sure to tap into things they are good at doing, but also the things they are good at being, like a good friend, a listener, being kind, etc. Explain that they can use the superpowers from the list to decorate their capes with words and pictures.

Instructions for Independent Work

Hand out cape templates, coloring tools and any other art materials for decoration like stickers, construction paper, scissor, glue, strings, etc. Give time to work on capes and rotate to support.

Share Back and Reflection

Invite children to share their capes with partners or in small groups. Ask partners to share what they learned about each other's superpowers.

Additional Ideas for Extension Activities

Superhero Self-portrait- Children can draw themselves as a superhero and write words to represent their superpowers. Facilitators can help emerging writers, as needed.