



new
york
edge

Read-aloud Curriculum

A K-2 Literacy Experience

Created by C.I.T Literacy Curriculum Team

Table of Contents

Welcome to the NYE Summer '22 K-2 Curriculum!	2
Family Letter	3
Summer 2022 Overview	4
Supplies	5
Week 1: Bodega Cat	7
Week 2: The Secret Subway	12
Week 3: Her Right Foot	18
Week 4: Every Night is Pizza Night	22
Week 5: Brave Girl	30
Week 6: Radiant Child	35
Week 7: Lost in the Library	39



Experience Workscape Description

Using the NYE “New York City, Global City” read-aloud curriculum, students will immerse themselves in the history, art, and culture of New York City through high-quality, culturally sustaining picture books. Students will participate in interactive read-alouds, facilitated by the Literacy Specialist. They will have class discussions with peers about the stories they read. Over the course of the summer, they will practice and improve their inference, connection, prediction, and synthesis skills through targeted questions and vocabulary instruction. Each book will be paired with an exciting, hands-on project in the areas of writing, art, and STEM that encourage students to work together, think critically, and be creative. At the end of the summer, students will create their own 3-D book reviews, which can be displayed in a classroom gallery, or as part of the site’s culminating event.

Welcome to the NYE Summer '23 K-2 Curriculum!

This read-aloud curriculum is designed to give campers a fun and educational experience that explores our NYE Summer '23 theme: New York City, Global City. Each week students will interact with a new picture book, engage in age-appropriate discussions, and complete an exciting project. They will experience art, culture, food, writing, and competitions – all of which connect to New York City's rich and vibrant communities, people, and history.

Below are the themes and books for each week. Please note that Week 6 requires students to bring in a family recipe. The parent/guardian letter (located on the next page) should be sent out during the beginning of camp.

Week 1: Leadership	Bodega Cat by Loui Chin
Week 2: Teamwork	The Secret Subway by Shana Corey
Week 3: Diversity	Her Right Foot by Dave Eggers
Week 4: Sportsmanship	Every Night is Pizza Night by J. Kenji Lopez-Alt
Week 5: Unity	Brave Girl by Michelle Markel
Week 6: Empathy	Radiant Child by Javaka Steptoe
Week 7: Respect	Lost in the Library by Josh Funk

Each book is designed to be taught over the course of either two separate lessons or one longer lesson. How you teach it will depend on your site and schedule, and there are supports written in for either option. If you are a veteran or returning staff member, feel free to create your own questions or choose your own vocabulary words. If you need more support or are newer to read-aloud instruction, there are questions and vocabulary chosen in every lesson plan. Make adjustments where you need and make this curriculum your own!

Books can be purchased and are linked here and on the materials page. Every lesson also links to a PDF and PowerPoint for each book, if you prefer to facilitate your read-aloud via Smartboard. Again, choose the method that works best for you, your campers, and your site regulations!

Finally, please upload all completed student work, photos, or videos, to [this link](#). We can't wait to see all the incredible things you do with our campers this summer!

Your Curriculum Writing Team,
Erica Misoshnik, *Literacy Coordinator*
Megan Basaldua, *Literacy and Visual Arts Specialist – 193Q*

All images, graphics, and handouts are designed by Megan Basaldua, unless otherwise credited

Family Letter

Dear NYE Parents, Families, and Guardians,

We are so excited that your child is a part of our summer programming! This summer's theme is *New York City, Global City*.

Each week, Kindergarten - 2nd grade campers will participate in a fun read-aloud, engage in age-appropriate discussions, and complete an exciting project in their literacy class. They will experience art, culture, food, writing, and competitions – all of which connect to New York City's rich and vibrant communities, people, and history.

Below are the themes and books for each week. Feel free to read along!

Week 1: Leadership	Bodega Cat by Loui Chin
Week 2: Teamwork	The Secret Subway by Shana Corey
Week 3: Diversity	Her Right Foot by Dave Eggers
Week 4: Sportsmanship	Every Night is Pizza Night by J. Kenji Lopez-Alt
Week 5: Unity	Brave Girl by Michelle Markel
Week 6: Empathy	Radiant Child by Javaka Steptoe
Week 7: Respect	Lost in the Library by Josh Funk

During week 4 of our program, we will be reading a book about a character who discovers all the wonderful foods her neighbors eat and will be creating a class recipe book featuring our campers' favorite foods. ***Please help us do this by sharing an important recipe, or photo of a dish, your family eats. All languages and cuisines are welcome!***

If you have any questions about this project, please contact Erica Misoshnik, the NYE Literacy Coordinator, at emisoshnik@newyorkedge.org.

Happy reading!

Sincerely,

The New York Edge Literacy Department



Summer 2023 Overview

ESSENTIAL QUESTION (K-2 Literacy):

How can stories help us connect to the history, culture, and people of New York City?

WEEK 1: LEADERSHIP

K-2 Literacy

Book: [Bodega Cat](#) by Loui Chin

WEEK 2: TEAMWORK

K-2 Literacy

Book: [The Secret Subway](#) by Shana Corey

WEEK 3: DIVERSITY

K-2 Literacy

Book: [Her Right Foot](#) by Dave Eggers

WEEK 4: SPORTSMANSHIP

K-2 Literacy

Book: [Every Night is Pizza Night](#) by J. Kenji Lopez-Alt

WEEK 5: UNITY

K-2 Literacy

Book: [Brave Girl](#) by Michelle Markel

WEEK 6: EMPATHY

K-2 Literacy

Book: [Radiant Child](#) by Javaka Steptoe

WEEK 7: RESPECT

K-2 Literacy

Book: [Lost in the Library](#) by Josh Funk

Books

Vendor: Amazon

[Bodega Cat](#) by Louie Chin
[The Secret Subway](#) by Shana Corey
[Her Right Foot](#) by Dave Eggers
[Every Night is Pizza Night](#) by J. Kenji
Lopez-Alt [Brave Girl](#) by Michelle Markel
[Radiant Child](#) by Javaka Steptoe
[Lost in the Library](#) by Josh Funk

General Supplies

Post-its
Chart paper
Construction paper
Kraft paper roll
Pencils
Erasers
Markers
Crayons
Tape
Index cards
Scissors

*Note: Quantities will differ based on
class size*

Optional Supplies

Ping Pong Balls
Model Magic
Sashes
12x18 Construction Paper
Magazine/Newspaper pages for papier-
mâché Mini dry-erase boards
Dry erase markers



Literacy K -2

Supply List

Contact email:
emisoshnik@newyorkedge.org

READ-ALOUD QUESTION RESPONSES



Turn & Talk

Students take turns
answering a question
with a partner

Students respond to
a question using
their bodies or
faces



Act It Out

Stop & Jot



Students respond to a
question by writing (or
drawing) on a
whiteboard or journal



Lesson Title: Bodega Cat



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to explain what it means to be a leader by giving examples of leadership qualities displayed by the main character.
- Students will be able to create mascots for local businesses in their neighborhood.
- Students will be able to demonstrate their entrepreneurship by creating a list of products to sell in their own bodega.
- Students will be able to participate in peer-to-peer transactions by shopping at their classmates' bodegas.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Bodega: a small store, usually owned by a family, that sells food and other items for the home
- Specialties: something that is unique, that cannot be found everywhere
- Supervise: to be in charge of
- Leader: a person or a group who inspires you to meet a goal
- Foreign language translations
 - Gordolobo - a Mexican plant sold as tea; used to treat coughs
 - Achiote - A Mexican spice and food coloring
 - Mamá- Mom
 - Papi- Dad

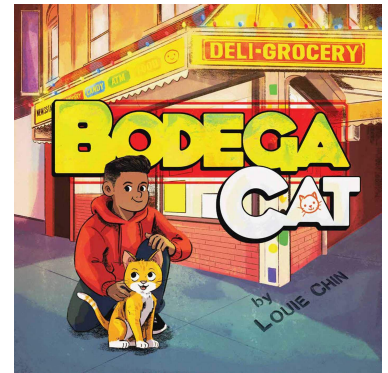


Social Emotional Components:

- Self Awareness: identifying personal, cultural, and linguistic assets
- Social Awareness: recognizing strengths in others
- Relationship Skills: developing positive relationships

Materials:

- [Bodega Cat](#) by Louie Chin
- Chart paper and markers
- Crayons and pencils
- "My Animal Mascot" graphic organizer (found after lesson)



Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words, their definitions, and the lesson objective on chart paper
- Make any copies necessary
- Identify local stores in the neighborhood in case there are internet issues and/or students have a difficult time remembering
- Create a demo drawing of a mascot and flier

Instruction Description :

Introduction/Hook:

- Welcome students back to class. Ask, "Is there someone you know who is a leader? What do they do or say to show you that?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that everyone can be a leader and there are so many different ways to be a good one! Tell students that soon they will read a story about a cat, his different jobs, and his important role at the store, in his family, and in his community.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - Do you have a bodega in your neighborhood?

- What kind of stores do you see in your neighborhood?
- What food do you wish your local bodega/deli would sell?
- Questions to Ask ***During*** Reading:
 - During: How does everyone in the family help? ([pg. 2](#))
 - The Bodega Cat describes being the boss of the bodega as hard work! What details from the text support this? ([pg. 4](#))
 - What do you normally get at the bodega? ([pg. 5](#))
 - If you were Bodega Cat, how would you nap? Show me on the count of 3! ([pg. 6](#))
 - What do you notice in this picture? Does anything in this photo look like your neighborhood? ([pg. 8](#))
 - How do Bodega Cat and his family help out people in their community? ([pg. 9](#))
 - How does Bodega Cat make people feel? What in the story makes you think that? ([pg. 14](#))
- Questions to Ask ***After*** Reading:
 - Would you describe Bodega Cat as a leader? Why or why not?
 - What does it mean to be a leader?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- Dismiss students to walk back to their desks.
- Tell students that Bodega Cat is like a mascot for his family's store! A **mascot** is any person, animal, or object thought to bring good luck, or used to symbolize a group. We will create our own mascot for a store that is in our neighborhood!
- Choose a store in your neighborhood (that isn't a bodega or deli) using google maps and create an animal mascot to be the leader of that store! (Try to choose local small businesses if possible.)
 - Search your school on google maps and travel down familiar streets with your class or make a list of stores based on the student's memory and familiarity with their neighborhood.
 - Kindergarten (whole class): Have the class choose 1-3 stores that look interesting. Write down options on chart paper/smartboard. If necessary, hold a vote to choose the store.

- 1st grade (small groups): Have groups view the stores and choose 1-3 stores they find interesting. Students can write down options on paper. If necessary, groups can hold a vote to choose their store.
- 2nd grade (pairs): Have pairs view the stores and choose 1-3 stores they find interesting. Students can write down options on paper. Allow students a few minutes to discuss and debate on which store they choose.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and remind the class of the store(s) chosen. Redefine mascot if necessary.
- Hand out the worksheet to students/groups/pairs and read the questions aloud for the class. Allow students time to complete. Distribute materials to complete "My Animal Mascot".
 - When students describe their own mascot, remind them to think about what the store provides to their neighborhood and connect it to the type of animal they might choose. Younger students may need assistance making these connections or may need examples to better understand.
 - Ex: laundromat: clean, soft, etc. can describe an animal like a bird of paradise, rabbit, etc.
 - Demonstrate by creating your own animal mascot and sharing your thought process.

See examples below as suggestions.



- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Create a flier with the store's name and new animal mascot that the business could use!
 - Kindergarten: Complete the graphic organizer individually with teacher help (this may take longer) or students can create half-page fliers on construction/drawing paper.
 - 1st grade: Small groups make one flier together on chart paper.

- 2nd grade: Pairs make one flier together on construction/drawing paper or if space permits, create a flier on chart paper.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

Share/Reflect/Link:

- When the fliers are completed, have all student work displayed in a gallery (hallway, classroom, open space, etc.). Encourage students to freely move around and explore others' work in a gallery walk. Afterwards, ask question prompts as a group:
 - "How did the gallery walk make you feel?" (K)
 - "Was there another flier you enjoyed? Why?" (K - 2)
 - "Was there a mascot that you felt was successful? Why?" (1, 2)
- Take pictures of the completed work and [upload them to this link](#).
- Thank students for their participation and for being inspiring leaders and bringing attention to a local store.
- If possible, share with the community and/or the chosen stores for fun community outreach!

More Extension Activities Suggestions:

- **You're in charge of your own Bodega!** Have students choose 5 item essentials that they would definitely sell in their bodega, being inspired by their cultures and preferences. Students can draw each item and label accordingly on a sheet of paper.
 - Once bodega item lists are written and/or drawn, students can walk around and shop! Split the group into two and send half of the students on a hunt to make a grocery list of their favorites from each classmate's bodega. The other half of the group will manage their bodega and try to sell their items. Switch turns when lists are complete.
- Discovery Education - <https://app.discoveryeducation.com/learn/player/21ee018b-a7c6-4184-adee-276c4b08265e>

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

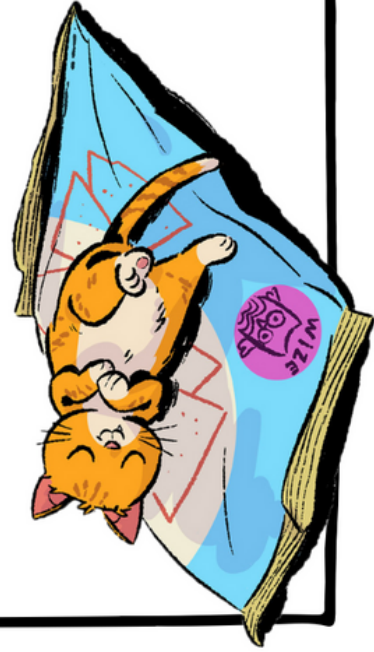


MY ANIMAL MASCOT

BODEGA CAT

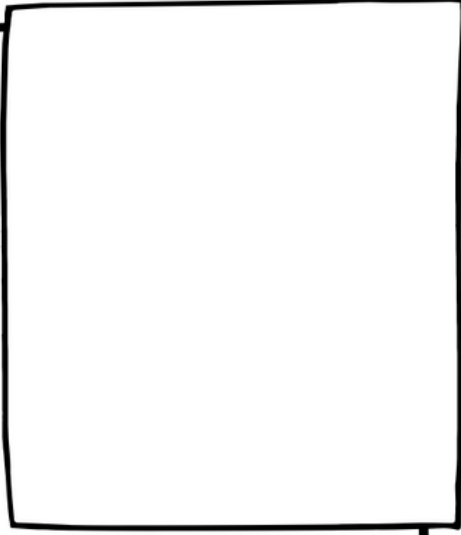


What words describe Bodega Cat?



What words describe your mascot?

What does your mascot look like?





Lesson Title: The Secret Subway



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to explain the concept of teamwork by providing specific examples of how characters in the text exhibit it.
- Students will be able to demonstrate teamwork by collaborating to create their own tunnel system inspired by the NYC subway system.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Engineer: a person who uses science, math, and creativity to build structures and products
- Simmering: to be filled with a strong but controlled emotion
- Object: to dislike or be against something
- Distinguished: known for excellence; admired
- Admired: to respect
- Flourish: to do well; succeed
- Teamwork: coming together with others to create or do something



Social Emotional Components:

- Social Awareness: recognizing strengths in others
- Relationship Skills: practicing teamwork and collaborative problem solving

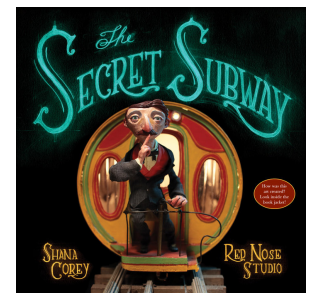


Materials:

- [The Secret Subway](#) by Shana Corey
- Chart paper and markers
- Crayons and pencils
- Paper
- Marbles, ping pong balls, or other small round object
- Tape



Prep:



- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Decide on paper tunnel parameters in advance (see Instruction Description s)

Instruction Description :

Introduction / Hook:

- Welcome students back to class. Show the image following the lesson, either as a printout or on a Smartboard, Ipad, etc. Ask, "Which person's role do you think you would like to have? Why?" Allow students a minute or two to identify and connect with a character in the image. Share responses as a class. If students did not choose a character, ask students what role they are performing and why it is important.
- Explain that sometimes in order to reach a goal, we need the support of others! Tell students that soon they will read a story about a creative man who has a very interesting idea, but in order to make his idea come to life he has to learn to work together with many different people.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - Have you ridden the subway? What did you notice?
 - Questions to Ask **During** Reading:
 - Why do you think NYC is described as the greatest city on earth? ([pg. 1](#))
 - What do you think Beach's idea is? ([pg. 4](#))
 - How would you describe Boss Tweed? ([pg. 6](#))
 - How was Beach able to accomplish his goal? What in the story makes you think that? ([p. 20](#))
 - How do you think the workers felt working with Beach? ([pg. 10](#))
 - How do you think they felt riding on the train for the first time? ([pg. 14](#))

- How do you think Beach felt after his plans were stopped? ([pg. 16](#))
- Questions to Ask **After** Reading:
 - How do you think Beach would feel seeing the subway today?
 - What does this story teach us about teamwork? What in the story makes you think that?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

Independent Practice/Extension Activity:

- Greet returning students and remind the class of The Secret Subway. Ask students what the book taught them about teamwork. Explain that today students will work as teams to create their own tunnels, just like the characters in the book.
- Distribute a stack of paper, a ping pong ball or marble, and tape to each group. Instruct students to roll the paper to create a tunnel shape and tape it closed, with the goal of getting the ping pong ball from one place to another. Consider the following ideas for parameters and choose the one(s) that would most resonate with your class/age group:
 - Using a specific amount of paper to cover a specific distance (ex, 5 sheets of paper to get the ball from the top of the desk to the floor).
 - Racing to see which group's ping pong ball gets from point A to point B the fastest.
 - Connecting the small group tunnels together to make a large class tunnel.
- Allow students time to create their tunnels, test them, remake them as needed, and test again.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

Share/Reflect/Link:

- When the tunnels have all been tested, gather the students together for a class discussion. Ask:
 - "What was the most challenging part about moving the ball through the tube? What was the easiest?" (K - 2)
 - "How did it feel working with others?" (K , 1)
 - "Why do you think it's important to learn to work with others?" (1, 2)
- Take pictures of the races and [upload them to this link](#).

- Thank students for their participation and for showing excellent teamwork.

More Extension Activities Suggestions:

- **Design your own subway system!** Provide students with an image of our current [subway system](#). Have students work in pairs or small groups to design their own subway system, pin-pointing places it would travel, what it would look like and how it is powered. Students will create a collaborative map of their subway.
 - Print out images of famous landmarks, local places, and any other locations that students can cut out, color, and paste to their maps. Students can also draw the locations of their different stops.

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*









New York City Subway

with bus and railroad connections

Key

The subway operates 24 hours a day, but not all lines operate at all times. Call our Transit Information Center at 511 for more information on bus or AIRTRAIN connections or ask an agent for help in all other languages (24 hours to 10PM).

visit www.mta.info

To show service more clearly, geography on this map has been modified.

This map shows weekday service. On weekends and late nights, these routes change:

Weekends	Weekdays	Weekdays	Weekdays	Weekdays
B No service on 24-25	M No service on 24-25	N No service on 24-25	W No service on 24-25	S No service on 24-25

Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)
A Local, 24-25 to 1-2 to 1-2	C No service on 24-25	D Local service on 24-25	E No service on 24-25	F Local service on 24-25

Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)	Late nights (weekdays to Sat, Sun)
G Local, 24-25 to 1-2	H Local service on 24-25	I No service on 24-25	J Local service on 24-25	K Local service on 24-25

© 2019 Metropolitan Transportation Authority November 2019



Lesson Title: Her Right Foot



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to explain what the Statue of Liberty represents by summarizing information they learned from the text.
- Students will be able to identify and communicate unique aspects of their neighborhood through the design of a monument that represents their neighborhood.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Immigrant: a person who moves permanently to another country from his or her native land
- Rendering: to make
- Astounded: to cause surprise or wonder; amaze
- Rivet: a metal bolt that pins metal plates or other objects together
- Oxidize: to combine with oxygen; ex: copper turns green when combined with oxygen
- Interior: being inside or within
- Bondage: being in chains; forced to work for someone
- Oppression: unfair or cruel use of power or authority
- Sculpture: a type of art that is 3D
- Absurd: impossible to be true
- Severe: very strict; harsh
- Pedestal: a support or base for a column, statue, or some other object



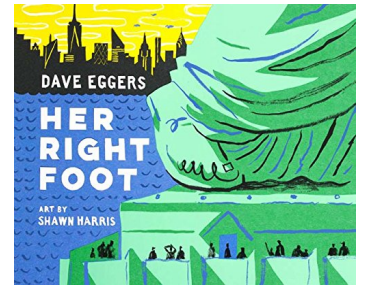
Social Emotional Components:

- Self-awareness: linking feelings, values, and thoughts
- Relationship skills: demonstrating cultural competency
- Responsible decision-making: demonstrating curiosity and open-mindedness



Materials:

- [Her Right Foot](#) by Dave Eggers
- Chart paper and markers
- Crayons and pencils
- Paper and coloring supplies
- Clay or papier mache materials (optional)



Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary
- Create a demo sculpture of a monument



Instruction Description :

Introduction / Hook:

- Welcome students back to class. Ask, "Have you ever been to a new place? What made you feel welcome?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that NYC is usually seen as a place where everyone is welcome! Tell students that soon they will read a story about an important monument in our city, the Statue of Liberty, and what it means to different people.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

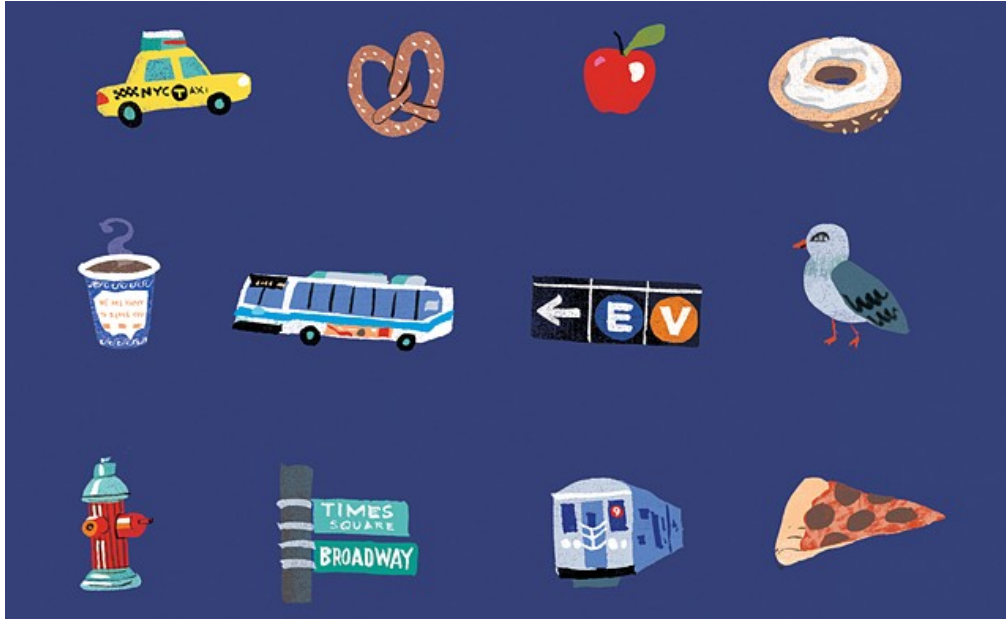
- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - What do you know about France? What do you think of when you hear France?
 - Have you ever been to the Statue of Liberty?
 - Questions to Ask **During** Reading:

- Why do you think they made the statue for America? ([pg. 7](#))
- How do you think the workers feel? How do you know? ([pg.10](#))
- Do you think the Statue of Liberty would look better green or brown? ([pg.18](#))
- What do you notice when you see this picture? Why do you think her foot is lifted? Why is she moving? ([pg. 29](#))
- Why would someone break chains? ([pg. 40](#))
- What does it mean to be a symbol of something? What does the Statue of Liberty symbolize or represent? ([pg. 43](#))
- Questions to Ask **After** Reading:
 - How do you think immigrants feel seeing the Statue of Liberty? Why might they feel this way?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- Dismiss students to walk back to their desks.
- Tell students that the Statue of Liberty is a famous monument that welcomes new people to America. A **monument** is something built in memory of a person, event, or special deed. Explain that they are going to create their own monument to welcome new people to their own neighborhood or borough!
- Students will brainstorm and generate ideas that could be used as a meaningful monument representing their neighborhood or borough. Students can imagine giving this monument to any new person or visitor.
 - Ask students, "What comes to mind when you think about your neighborhood? (food, memories, bridge, beach, landmarks, slopes, tall buildings, etc.)"
 - Kindergarten (whole class): Students can brainstorm as a class. Use chart paper or a smartboard to write down ideas. If necessary, hold a vote to choose one final monument.
 - 1st grade (small groups): Instruct groups to think of 1-3 ideas for monuments that they feel strongly about and write/draw their ideas on paper. If necessary, groups can hold a vote to choose one final monument.
 - 2nd grade (pairs): Instruct pairs to think of 1-3 ideas for monuments that they feel strongly about and write/draw down their ideas on paper. Allow students a few minutes to discuss and debate on which monument they choose.

Use examples below to help generate ideas, if necessary.



- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and remind the class of the monument(s) chosen. Redefine monument if necessary.
- Give students time to create their monument, using model magic, papier-mache, or paper, to create an appropriately sized sculpture.
 - Kindergarten: Students can individually create their own sculpture of the class's chosen monument, and label it, with instructor support.
 - 1st grade: Small groups can make a larger sculpture of their chosen monument together OR they can individually create their own sculpture of their chosen monument. Instruct students to write a short description of their neighborhood to accompany their monument.
 - 2nd grade: Pairs can make a larger sculpture of their chosen monument together OR they can individually create their own sculpture of their chosen monument. Instruct students to write a poem or short description of their neighborhood to accompany their monument.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

Share/Reflect/Link:

- When the monuments are completed, display student work in a gallery in the hallway, classroom, open space, etc. Encourage students to freely move around and explore others' work in a gallery walk. Afterwards, ask question prompts as a group:
 - "How did the gallery walk make you feel? Was it different from our previous gallery walk? How?" (K)
 - "Was there someone else's monument you enjoyed? Why?" (K - 2)
 - "Was there a monument that looked familiar?" (K - 2)
- Take pictures of the completed artwork and [upload them to this link](#).
- Thank students for their participation and for sharing their diverse perspectives.

More Extension Activities Suggestions:

- **Write a powerful poem!** Have students create a short poem inspired by "Her Right Foot" by focusing on another limb or feature that can help others and inspire positive feelings. (Ex: My eyes, my right/left hand, my mouth, my right arm, my ears, etc.)

"My Right Arm"

My right arm helps me hug
My right arm throws the ball to my friend
My right arm carries my favorite book

- After drafting your poem, write on clean final paper and allow time for students to decorate the border with inspiring images.
- You can also work on this as a class and allow students to contribute one sentence, while using different body parts and their positive purposes.
- DiscoveryEd Video:
<https://app.discoveryeducation.com/learn/player/da8ab885-bbbc-427f-906e-a4a28e08534c>

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*



Lesson Title: Every Night is Pizza Night



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to identify a lesson the main character learns by describing how the character changes over the course of the story.
- Students will celebrate their cultural or familial foods by creating a class recipe book.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Sensation: the use of your senses
- Experiment: to explore by trying different things
- Data: facts, figures, or other pieces of information that can be used to learn about something
- Neighborhood: a small area in a city or town that is different from other areas because it is a community or has a special character
- Delight: great pleasure or joy
- Foods mentioned:
 - Bibimbap - a Korean rice bowl filled with assorted ingredients and then mixed
 - Tagine - a thick stew slowly simmered in a covered earthenware pot
 - Red beans and rice - a dish from Louisiana, USA
 - Dumplings -a pieces of dough, often wrapped around a filling
 - Matzo ball soup - a traditional Jewish dish that is often served during Passover, usually a chicken soup filled with special dumplings
 - Empanadas - are crescent-shaped, savory pastries made of dough and filled with a variety of ingredients, common in Spanish, other Southern European, Latin American, and the Philippine cultures

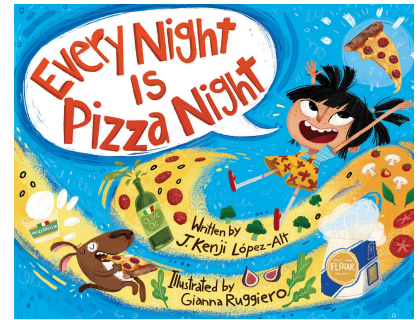


Social Emotional Components:

- Self awareness: identifying personal, cultural, and linguistic assets
- Relationship skills: demonstrating cultural competency
- Social awareness: taking others' perspectives

Materials:

- [Every Night is Pizza Night](#) by J. Kenji Lopez-Alt
- Chart paper and markers
- Crayons and pencils
- “My Family Meal” handout



Prep:

- Distribute parent and guardian letter and collect family recipes
- Read the book ahead of time and add post its to pages with questions
- Pay close attention to foods that you may/may not be familiar with so that they can be pointed out to students (use the included guide if necessary)
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Choose an important recipe/dish that has significance for you as model for students
- Make any copies necessary

Instruction Description :

Introduction / Hook:

- Welcome students back to class. Distribute one mood meter per pair or load an image of the mood meter on a Smartboard, Ipad, etc. Explain that students are looking at something called a mood meter, which is a fun way to share how the class is feeling. Allow students a minute or two to identify how they are feeling according to the mood meter and then share it with their partner.
- Thank students for using pictures of food to share how they are feeling. Explain that food can also be used to learn about people and what they like or where they come from! Tell students that soon they will read a story about a young girl who believes pizza is the best food, but she begins to learn and try different foods with the help of her friends.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be

asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.

- Questions to Ask **Before** Reading:
 - What is the best food?
 - What is your favorite food?
- Questions to Ask **During** Reading:
 - How do you think Pipo's parents feel about eating pizza every night? How would you feel eating pizza every night? ([pg. 2](#))
 - What is a meal that your family makes? ([pg. 7](#))
 - What does Pippo think about other foods at this point (the beginning) in the story? ([pg. 8](#))
 - Have you eaten _____ food? (Ask as Pipo is introduced to each food)
 - What ingredients do you notice in this picture? (ask as Pipo is introduced to new food)
 - Is there a food that makes you feel better when you eat it? ([pg. 17](#))
 - What do you think Mr. Gonzalez will say the best food is? ([pg. 21](#))
 - How do you think people feel at the pizza party? ([pg. 29](#))
 - What does Pippo think about other foods now? Has her thinking changed? Why? ([p. 30](#))
 - Is there a food that you and others have enjoyed together? How did it feel to share it with them? ([pg. 29](#))
- Questions to Ask **After** Reading:
 - Have you ever tried a new food that you didn't think you'd like? Did you like it?
 - What did Pipo learn about trying new things?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- **Note: Ask families to share an important recipe and/or photo of a dish on the first week of camp so that they will be submitted in time for this lesson.**
- Dismiss students to walk back to their desks.
- Tell students, "Just like Pipo, the "best food" might be different for each of us! We are going to create our own class recipe book to share and learn about the foods that are important to all of us." Explain that a **recipe** is a list of ingredients and instructions for making a food dish.
- Remind students of the dishes they chose with their families.


- Write a list of the students' names and their correlating dishes on a smartboard or chart paper.
- Distribute the "My Family Meal" handout to students and read the questions aloud for the class. Allow students time to complete.
 - Remind students that this handout will be used in the recipe book and they should try their best to write clearly.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and tell the class that today they will be sharing our special recipes and dishes with each other! Define recipe again, if necessary.
 - If students need more time to complete the handout, use the beginning of class to do so.
- Leave enough time to go through the recipes collected, with the whole class. Display recipes/photos on the smartboard or have printouts on each table.
 - Instructors will read the recipe or instructions and students will share their experience with their dishes one by one and can read their completed handouts to the class.
 - Students can freely ask questions to learn more about recipes!
 - If students are reluctant to share aloud, ask them if you can share their work and show the class.
 - Demo the experience by sharing your own recipe/dish.
- Additional/Optional:
 - Hand out paper and pencil. Instruct students to write down any words or ingredients that may be unfamiliar to them as they learn about the recipes.
 - Kindergarten (whole class): Students can raise their hand to share an unfamiliar word they hear. Write those words on chart paper or the smartboard to define at the end of class.
 - 1st grade (small groups): Students can work in small groups to collect and write unfamiliar words. At the end of class, help students define the words or ingredients .
 - 2nd grade (pairs): Students can work in pairs to collect and write unfamiliar words. At the end of class, help students define the words or ingredients .
 - Use the list of unfamiliar words to create a glossary for the recipe book!
 - If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.
- Put together student responses and recipes in a physical book or digital book, or both!

(Use examples below for inspiration, if necessary)

Jollof Rice




Ingredients

2 Bay leaves	1 Teaspoon of dry pepper
2 Cups of Rice	1 Teaspoon of curry powder
3 Cups of water	1 Small can of Tomato puree
1 Clove of garlic	7 Medium sized Roma Tomatoes
3 Cubes of Maggi	2 Cooking spoons of Vegetable Oil
A pinch of Thyme	
2 Teaspoons of Salt	
1 Small bulb of Onion	
3 Scotch Bonnet Peppers	

Method

*Wash rice by rubbing the rice between your palms in a bowl of water and draining the water till clear.
Blend tomatoes, pepper and garlic and bring to boil till the excess water dries up.
Chop Onions
Heat up vegetable oil and pour in chopped onions and fry. Pour in the can of tomato puree and fry.
Pour in blended tomato and pepper mix into the pot and stir in. Pour in salt, dry pepper, curry, thyme and maggi cubes.
Allow it to simmer on low heat for 3 minutes.
Reduce the heat to the lowest level and pour in the washed rice. Pour in the water and stir and leave on low heat for 20 minutes or till the rice is soft.
Tip: To get the party rice flavor, increase the heat on the rice and burn the bottom of the pot with the pot covered and stir the rice after 3 minutes of burning.
Stir the rice and serve with any protein of your choice.



TOM YAM GAI

INGREDIENTS

800ml water
2 chicken breast fillets
3 cloves garlic, crushed
1 large dried red chilli, crushed
6 spring onions, cut into 4-cm pieces
4 lime leaves
2 stalks lemon grass, cut into 5-cm pieces
2 tbsp fish sauce
1 tbsp sugar
1 tbsp lemon juice
Salt, to taste
Coriander, for garnish

METHOD

Heat water in a saucepan. Add the chicken when the water comes to a boil. After 6 minutes, take out the chicken, slice it and keep it aside. Add garlic, chilli, spring onions, lime leaves and lemon grass to the water, and bring to the boil. Then add the chicken, fish sauce and sugar and boil for 1 minute. Remove from the heat, stir in the lemon juice and salt, and garnish with fresh coriander.

Extra Good NOTE: Can be served with croutons or garlic bread.

Share/Reflect/Link:

- After the recipes are shared, hold a class discussion. Ask students:
 - "Is there a new dish that you want to try? Why?" (K - 2)
 - "Which dish looked the easiest to make? What about the hardest?" (K - 2)
 - "Why do you think it is important to learn about and try different things, like food?" (1, 2)
- Upload the finished class recipe book or photos [to this link](#).
- Thank students for their participation and for the sportsmanship they show in their openness to learning about different foods!

More Extension Activities Suggestions:

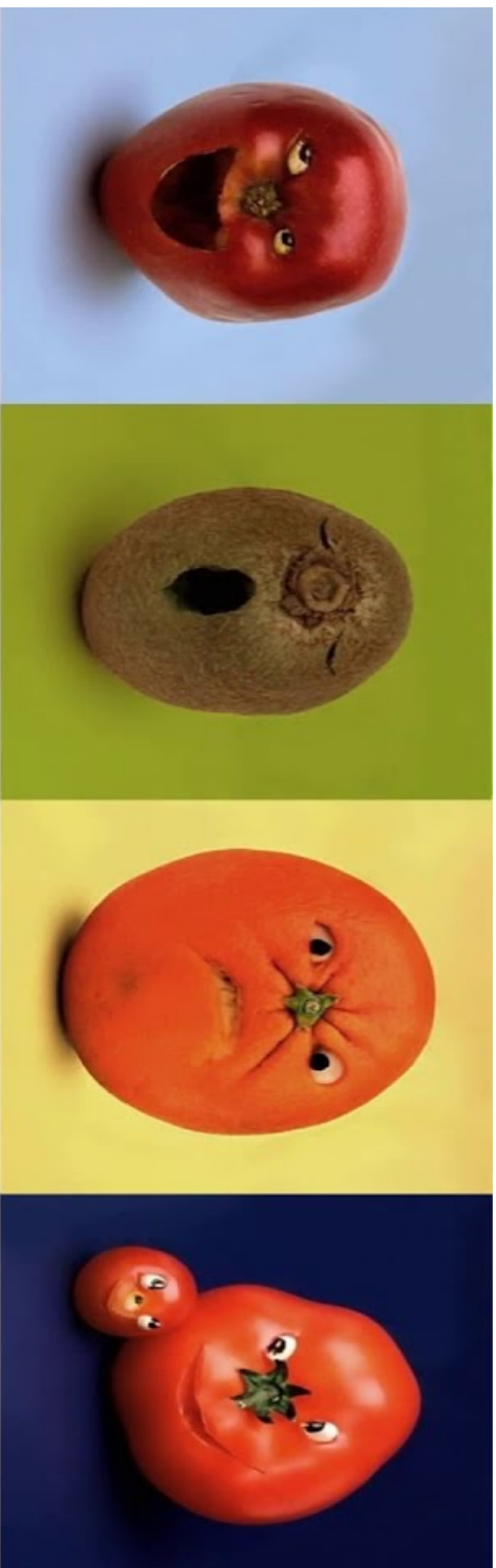
- **Pizza Pie Party!** Have students create their dream pizza slice inspired by their favorite cultural foods, then display them all together to get our very own unique class pizza pie! (Ex: A gelato pizza slice inspired by an Italian background and sweet-tooth, or a curry pizza slice inspired by my favorite Bangladesh dish, or a taco pizza slice all rolled up and holding beans and chorizo like how mom makes, etc.)
 - Have students draw and color their dream pizza slice and label or list the different ingredients you would need to make it.
- DiscoveryEd: <https://app.discoveryeducation.com/learn/player/3000c6cb-53cb-42eb-aea6-1a234a00e5c1>

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: Include post lesson reflection and ideas for future planning.



HOW ARE YOU PEEELING?



Foods mentioned in "Every Night is Pizza Night"

Bibimbap: a Korean rice bowl filled with assorted ingredients and then mixed.



Tagine: A thick stew slowly simmered in a covered earthenware pot.



Red beans and rice: A dish from Louisiana, USA



Dumplings: a broad class of dishes that consist of pieces of dough, often wrapped around a filling.



Matzo Ball Soup: a traditional Jewish dish that is often served during Passover, usually a chicken soup filled with special dumplings.



Empanadas: crescent-shaped, savory pastries made of dough and filled with a variety of ingredients, common in Spanish, other Southern European, Latin American, and the Philippine cultures.



MY FAV MEAL!

My name is _____ and

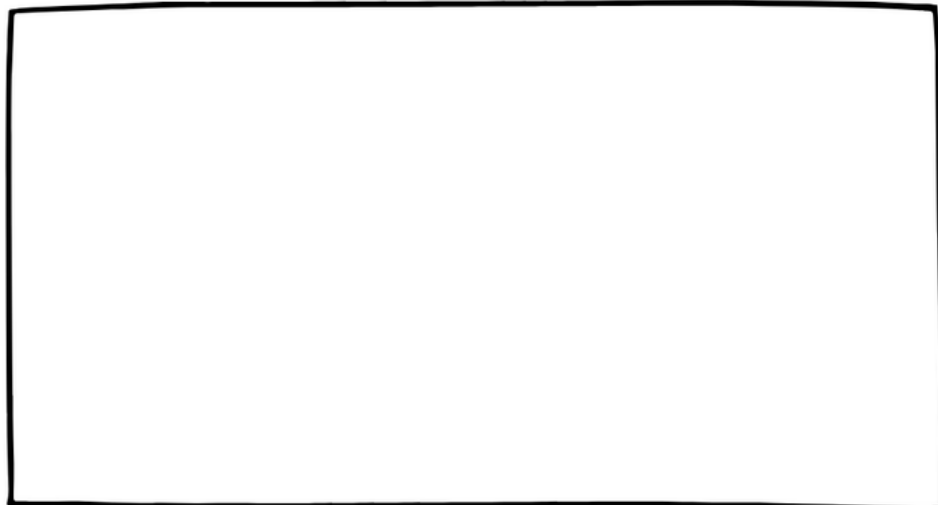
my favorite meal from home is _____

I eat it _____

I like it because _____

_____ It makes me feel

Here is a picture of my fav meal!





Lesson Title: Brave Girl



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to describe a character's traits by noticing patterns in what the character says and does over the course of a text.
- Students will be able to celebrate their unique identities by identifying positive character trait words that describe themselves and their classmates.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Grit: being able to keep working toward a goal and overcoming obstacles, even when it's hard
- Strain: to hurt or injure by using too much force
- Strike: an action taken by a group of workers to stop work until the things and better conditions that they ask for are agreed upon
- Standfast: not likely to change
- Tenement: an apartment building that is overcrowded and not taken care of well
- Union: an organization of workers
- Seamstress: a person who sews as a job
- Yiddish: and Eastern European language spoken by some Jewish people
- Unity: working together as one
- Brave: doing something even if you are scared



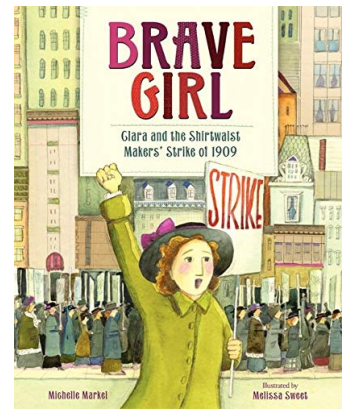
Social Emotional Components:

- Self awareness: identifying personal, cultural, and linguistic assets
- Social awareness: taking others' perspectives



Materials:

- [Brave Girl](#) by Michelle Markel
- Chart paper and markers
- Coloring supplies and pencils
- "I Am..." handout
- Butcher paper
- Tape
- Scissors (optional)



Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary
- [Create a sash outline on butcher paper](#) for students and cut out if necessary (recommended for kindergarten)
- Create a demo sash with your chosen word

Q Instruction Description :

Introduction / Hook:

- Welcome students back to class. Ask, "Was there a time you were brave?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share their answers with the class.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - Should kids be able to go to work or should they stay in school?
 - Questions to Ask **During** Reading:

- Do you have a photo of your family like the one in the book? ([pg. 4](#))
- How does Clara feel about starting her new job? ([pg. 5](#))
- Do these rules sound fair to you? Why or why not? ([pg. 6](#))
- How do you think her parents would react if they found out Clara was going out to strike? ([pg. 10](#))
- What do you think Clara will do to show them? ([pg. 11](#))
- What has Clara said and done so far in the story? Based on these words and actions, how would you describe her? ([pg. 12](#))
- How do you think Clara felt speaking up at the union meeting? ([pg. 12](#))
- Have you ever done or said something brave (like Clara)? ([pg. 12](#))
- Why do you think Clara keeps going back to the picket line? ([pg. 14](#))
- Questions to Ask **After** Reading:
 - What kind of person is Clara? What in the story makes you think that?
 - Why do you think other people supported Clara and the workers?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- Dismiss students to walk back to their desks.
- Tells students, "Just like Clara, who was called brave, we can use words to describe ourselves! We are going to celebrate together what makes each of us special."
- Students will brainstorm words that describe themselves or others in their class. Ask students:
 - Kindergarten: brainstorm as a whole class and write responses on chart paper or smartboard.
 - 1st grade: brainstorm in small groups (provide paper and pencil). At the end of the brainstorm, instruct students to add 1 or 2 words to a bigger list on chart paper or the smartboard.
 - 2nd grade: brainstorm in pairs (provide paper and pencil). At the end of the brainstorm, instruct students to add 1 or 2 words to a bigger list on chart paper or the smartboard.
 - Ex: brave, Creative, Athletic, Hard-working, Kind, Funny, Friendly, Honest, Determined, Motivated, Positive, Trustworthy, Artistic, Imaginative, Inventive, Unique, Leader, etc.
 - If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

- Distribute the “I Am...” handout and allow students time to complete.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- Once the worksheet is complete, instruct students to share with a partner about what they have written and drawn.
- Tell students to choose ONE word that describes themselves best the most by circling their chosen word.

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and tell the class that they will be creating a sash, just like they saw the characters wear in Brave Girl.
 - Show [page 9](#) from “Brave Girl” to refresh students' memories on what a sash is.
 - Show your own demo sash and explain your word choice.
- Remind students of their chosen word. Students will decorate a sash and write their word on it.
 - It is recommended to have a template drawn out on butcher paper for kids to cut out. Alternatively, the paper sashes can be cut out prior, and students can just decorate and write their word.
 - On butcher paper draw an elongated “J” shape, cut this out and use this as a template to create another symmetrical shape, you should have two in total. (Aim for 20-30 inches in length and around 6 inches in width, depending on the size of your students.)
 - At the tail of each “J”, make the papers reflect each other and then tape together. This part will drape over the shoulder.
 - Clean up. Provide materials (i.e. markers, crayons, construction/collage paper, etc.) for students to write their word near the center of the sash, and after the word is added, allow students time to decorate the rest of their sash.
 - Once students are finished decorating, have them wear their sash and use tape or staples to connect the bottom pieces together.

(Below are images and a link to help create sashes out of paper, if necessary)



Image Credit: [Crafting a Green World](#)

Share/Reflect/Link:

- After the sashes are complete, allow students to wear them around the room. Ask students:
 - "How does wearing your sash make you feel?" (K)
 - "Which sash stands out to you? Why?" (K - 2)
 - "Did you learn something new about somebody in our class? What was it?" (1 - 2)
- Take pictures of the completed work and [upload them to this link](#).
- Thank students for their participation and for the unity they show in accepting and appreciating each other's words!

More Extension Activities Suggestions:

- **You are brave!** Have students share a moment they were brave like Clara by speaking up for someone or trying something new. Students will fold their papers horizontally into two parts.
 - On the left side students can write the emotion and one sentence saying what they were doing, and draw an accompanying picture (Ex: I was scared to jump off the diving board).
 - On the right side students can identify the feeling and write a sentence about achieving their goal, and draw a picture. Start this sentence with 'I was brave...' (Ex: I was brave and felt excited to swim by myself after jumping).
- Discovery Education:
<https://app.discoveryeducation.com/learn/player/af486839-ca41-422e-9c52-58924c786c50>

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*



I AM...



(Choose 3 words that describe yourself and draw a picture!)

1

because

2

because

3

because



Lesson Title: Radiant Child



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objectives:

- Students will be able to identify examples from the text that articulate how art can help people express their emotions, ideas, or identity.
- Students will be able to create a symbol that expresses their identity.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Radiant: showing joy, happiness, or other good feelings; glowing or beaming
- Enchant: to charm and delight
- Barrage: many of things happening very quickly
- "The blues": feelings of sadness
- "Concrete jungle": a place that has a lot of modern buildings without a lot of grass or trees, usually referring to New York City
- Dwells: thinking, writing, or speaking about something over and over again for a long time
- Collage: a type of artwork in which different kinds of materials are pasted onto a surface to make a picture.
- Spanish translations:
 - Arroz con Pollo - chicken and rice dish
 - Mi Amor - my love

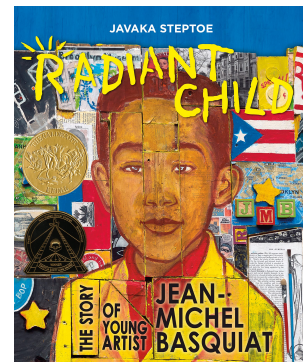


Social Emotional Components:

- Social awareness: recognizing strengths in others, demonstrating empathy and compassion
- Self awareness: developing interests and a sense of purpose

Materials:

- [Radiant Child](#) by Javaka Steptoe
- Chart paper and markers
- Crayons and pencils
- Paper and coloring supplies
- Kraft paper roll (optional)
- Index cards (optional)



Prep:

- Read the book ahead of time and add post its to pages with questions
- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary
- Draw/print an image or icon that represents you

Instruction Description :

Introduction / Hook:

- Welcome students back to class. Ask, “What makes art beautiful?” Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Explain that art can look and feel different to everybody who sees it! What’s important is that we learn and respect each other’s feelings, even if they are different to our own. Tell students that soon they will read a story about Jean-Michel Basquiat, a famous artist who grew up in NYC, and how he used his unique style and feelings to create beautiful art.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson’s objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - Is there a type of art that you like to look at?

- Questions to Ask ***During*** Reading:
 - Basquiat knew he wanted to be an artist since he was young. What do you want to be? ([pg. 5](#))
 - Do you create art that is more neat or more messy? ([pg. 6](#))
 - What is an activity that you like to do with someone that is special to you? (pg. 7)
 - How does his mom help see art everywhere? ([pg. 8](#))
 - What are some ways that Basquiat has used art to express his feelings or ideas so far in this story? ([pg. 13](#))
 - Why do you think Basquiat used a different name for his street art? ([pg. 16](#))
- Questions to Ask ***After*** Reading:
 - How did art help him heal?
 - Why do you think Basquiat used a crown as his symbol?
- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- Dismiss students to walk back to their desks.
- Ask students, "What do you think of when you see a crown?"
 - Kindergarten: Discuss as a whole class
 - 1st grade: Discuss as small groups
 - 2nd grade: Discuss as pairs
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.
- Tell students that like Basquiat, they will choose a symbol that represents them.
- Ask students to brainstorm what symbol/icon/image represents them. Provide each student with paper, pencil, and coloring materials to try out different symbols.
 - Show your own demo symbol and explain why you chose it. *Examples below, if needed.*
 - Students can experiment with different colors, and mix images together.
 - Instruct students to choose only ONE symbol and write or share aloud why it represents them.



Image Credit: [Visme](#)

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and remind students of the symbols they have chosen to represent themselves. Define symbol again, if necessary.
- Tell students that their chosen symbols will be turned into a class collage.
 - The class collage can be made in different ways (i.e. painting, printmaking, drawing, etc.):
 - Students can draw their symbols on large kraft paper.
 - Students can work individually and later have their work hung together.
- Instruct students to write a description of their symbols on index cards or small pieces of paper. These should be taped or pasted next to students symbols.
 - Kindergarten: Instruct students to write a few words describing their symbols.
 - 1st grade: Instruct students to write 2-3 sentences describing their symbols.
 - 2nd grade: Instruct students to write a short paragraph describing their symbol.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.
- If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.

Share/Reflect/Link:

- When the class collage is completed, have all student work displayed in a gallery (hallway, classroom, open space, etc.). Encourage students to freely move around and explore others' work in a gallery walk. Afterwards, ask question prompts as a group:
 - "Which symbol do you enjoy looking at? Why?" (K)
 - "Which symbol do you wish to learn more about?" (K - 2)
 - "Is there a symbol you feel a connection to? Why or how?" (1, 2)

- Take pictures of the completed artwork and [upload them to this link](#).
- Thank students for their participation and for showing empathy and understanding of other students' symbols.

More Extension Activities Suggestions:

- **Radiant Self-Portrait!** Allow students to draw a self portrait of themselves which will include at least one positive word that describes themselves. Students can look at the cover of the book to draw inspiration.
 - Look up synonyms for radiant and create a list of positive characteristics with students that they can be inspired by. If possible, gather further inspiration from the book and use collage, like the illustrator, to add another fun element to self portraits.
 - After portraits are drawn and colored/glued together, write your positive word on top.

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*



Lesson Title: Lost in the Library



Grade Level: K-2



Essential Question: How can stories help us connect to the history, culture, and people of New York City?



Learning Objective:

- Students will share their opinions about the books they read this summer with the class.



Learning Standards:

- 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).



Vocabulary:

- Fortitude: strength of mind that lets a person meet danger or hardship with courage
- Patience: to stay calm in trouble without getting upset or angry
- Plinth: the base or slab supporting a column or statue
- Prowled: to move around slowly and secretly, like an animal looking for prey
- Ascended: to go upward; climb; rise
- Pondered: to think about something deeply and carefully
- Deferred: to stop or discourage from some action by creating doubt or fear
- Labyrinth: a place that has many confusing paths and passages; maze



Social Emotional Components:

- Relationship skills: developing positive relationships
- Self awareness: developing interests and a sense of purpose, linking feelings, values, and thoughts
- Social awareness: taking others' perspectives



Materials:

- [Lost in the Library](#) by Josh Funk
- Chart paper and markers
- Crayons and pencils
- Paper
- Book review template



Prep:

- Read the book ahead of time and add post its to pages with



questions

- Choose your question response modality (turn and talk, stop and jot, act it out, whole class)
- Write vocabulary words and objective on chart paper
- Make any copies necessary

Instruction Description:

Introduction / Hook:

- Welcome students back to class. Ask, "Have you ever been to a library? What did you see there? How did you feel being there?" Allow students to discuss in pairs or small groups for a few minutes. Ask one or two students to share what another person in their pair/group said.
- Tell students that soon they will read a story about a lion who journeys into a library in order to find his best friend.

Vocabulary:

- Introduce vocabulary words by stating the word, the definition, and using it in a sentence. If possible post a picture of the word alongside the definition.

Teach/Read Aloud:

- Sit students on the rug or floor in a comfortable corner of the classroom. Tell them the title, author, and illustrator of the book. Remind students of the rules for reading time before starting the book.
- Read the book aloud, pausing to think aloud, ask questions, and review vocabulary words as they arise. Utilize Turn and Talk, Stop and Jot, and Act it Out to engage all students in answering the questions.
- Questions that can be asked before/during/after the read aloud are listed below. The questions that are highlighted are questions that align to the lesson's objective and must be asked. The other questions are optional. Choose optional questions that are most appropriate for your class or create your own.
 - Questions to Ask **Before** Reading:
 - Have you been to the library on the cover of this book (the central branch of the NYPL on 5th ave) before?
 - Questions to Ask **During** Reading:
 - Where do you think Patience is? ([pg. 1](#))
 - What do you think Fortitude sees? ([pg. 5](#))
 - How does Fortitude feel? How do you know? ([pg. 7](#))
 - Is there something you enjoy doing with your friends? ([pg. 10](#))
 - Why do you think Patience told Fortitude stories? ([pg. 10](#))
 - Do any of these stories/books look familiar to you? ([pg. 16](#))
 - Questions to Ask **After** Reading:
 - What is your favorite area in the library?
 - Why do you think Patience liked reading the stories so much? What is a story that you like?

- If students give answers that seem disconnected from the story, guide them by using further questions and prompts.
 - "That's interesting, does anyone else have a different idea?"
 - "Can you tell us what in the story makes you think that?"
 - "Let's look back at what the book says..."
- If students give basic or generic answers, guide them by using deeper questions and prompts.
 - "Can you explain what you mean by that?"
 - "Does anyone want to add on to this idea?"
 - "What did you hear or see in the story that makes you think that?"

Independent Practice/Extension Activity:

- Dismiss students to walk back to their desks.
- Tell students, "Just like Patience the lion, we are going to share our favorite stories from this summer! We will create book reviews of our favorites and discuss why we enjoyed them."
- Allow students time to recall books they have read this summer. Write down the book titles on chart paper and display the books around the room so that students can easily see them. Ask students which book stands out to them and why.
 - Students can discuss their book choices in pairs or small groups, to gather others' opinions, and each student will choose one final book to expand on.
 - Kindergarten: Instruct students to write a few words describing their favorite book from the summer.
 - 1st grade: Instruct students to write a few sentences about what happened in their favorite book from the summer and why they enjoyed it.
 - 2nd grade: Instruct students to write a few sentences about their favorite book from the summer, including who the characters were, where the story was set, and why they enjoyed it.
 - If students are working independently, in pairs, or in small groups, circulate while they work. Check in for progress and help if needed.
- Students may need support while spelling. Those who have difficulty writing may use a combination of pictures, labels, and verbal explanation.

If your literacy class meets twice a week, end day 1 here. If your literacy class meets for a double period, continue below.

- Greet returning students and remind them of the book reviews they started in the previous class.
- Distribute book review templates (finished example below) and allow students time to complete. Assist students that may need help writing, spelling, cutting or folding theirs. Circulate while they work, check in for progress, and help if needed.
- Once students have completed their book reviews, place them onto tables or a surface that students can reach easily.
 - Allow students time to explore different students' work.

- Additional extension: Allow students to interview each other about their favorite book from the summer using their book review. If a camera is accessible, record the interviews between students.
 - Possible prompts:
 - "What was your favorite part of the book?"
 - "Can you describe what happens in the book?"
 - "Why was this your favorite book from the summer?"
 - "Would you recommend this book for someone else to read" Why?



[Image Credit: Bookmaking With Kids](#)

Share/Reflect/Link:

- When the book reviews are completed, display all student work. Ask question prompts as a group:
 - "Which book review did you enjoy? Why?" (K)
 - "Were any of these books known to you?" Were any new? (K - 2)
 - "Was there a book review that made you curious to learn more?" (1, 2)
- Share recordings and/or take pictures of the completed book reviews and [upload them to this link](#).
- Thank students for their participation and for showing respect to the books and all of us who read them.

More Extension Activities Suggestions:

- **New York State of Mind!** Students have learned so much about New York, including who lives there, famous places, and its unique history! Have students use images and/or words to create their own story about New York. Students can also fill out a [story map](#) to focus their ideas.
 - Students can use New York as their setting, write about an experience they've had in the city, or share some facts they know about NYC.
 - Fold paper in half to create a book and have students create enough pages to tell their story, or you can use the template mentioned above. Share stories at the end.

Assessment:

Use the class discussion and extension activity to check for understanding of the story, theme, or message and the students' ability to make connections to themselves or their world.



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

Story Map



Name: _____ Book Title: _____

Characters

--

Setting

--

Problem

--

Solution

--

New York City, Global City:

Additional Books

<u>The Bear's Garden</u>	Marcie Colleen
<u>The Book Itch: Freedom, Truth, & Harlem's Greatest Bookstore</u>	Vaunda Micheaux Nelson
<u>Schomburg: The Man Who Built a Library</u>	Carol Boston Weatherford
<u>Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter</u>	Dianne Ochiltree
<u>The Hula-Hoopin' Queen</u>	Thelma Lynne Godin
<u>Planting Stories: The Life of Librarian and Storyteller Pura</u>	Anika Aldamuy Denise
<u>A Dance Like Starlight: One Ballerina's Dream</u>	Kristy Dempsey
<u>Fireboat: The Heroic Adventures of the John J. Harvey</u>	Maira Kalma
<u>Balloons Over Broadway</u>	Melissa Sweet
<u>How Pizza Came to Queens</u>	Dayal Kaur Khalsa
<u>Up in the Leaves: The True Story of the Central Park Treehouses</u>	Shira Boss
<u>Blackout</u>	John Rocco
<u>Larry Gets Lost in New York City</u>	John Skewes
<u>Keeping the City Going</u>	Brian Floca
<u>The ABCs of NYC: Life Lessons in City Streets</u>	David Lynders
<u>City Shapes</u>	Diana Murray
<u>If you Were a City</u>	Kyo Maclear
<u>Imagine</u>	Raul Colón