

2022 READ ACROSS AMERICA WITH



2022 Read Across
America with Colorful
Pages Week

Unit Plan

www.colorfulpages.org

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2022 Read Across America with Colorful Pages Week

By: Kaitlin Kamalei Brandon

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Grade Levels: K-5	Content Area: ELA, Reading	Time: ~5-25 minutes per lesson
<p>Featured Books:</p> <ul style="list-style-type: none"> • The Me I Choose to Be, by Natasha Anastasia Tarpley • Powwow Day, by Traci Sorell • A to Z Cut Loose in Hawai'i, by Andrew Imamura • Room for Everyone, by Naaz Khan • Friends are Friends, Forever, by Dane Liu • Coquí in the City, by Nomar Perez • Born Ready: The True Story of a Boy Named Penelope, by Jodie Patterson • Hair Twins, by Raakhee Mirchandani • Octopus Stew, by Eric Velasquez • Ruby's Reunion Day Dinner, by Angela Dalton • El Cucuy is Scared, Too!, by Donna Barba Higuera 		
<p>Lesson Summary:</p> <p>During the Week of February 28, 2022, Read Across America Week with Colorful Pages helps children <i>actually</i> read across America by reading diverse picture books by authors of color from different locations in the United States of America. Each day, February 28th - March 4th, educators can pick 1-2 books from our program and follow the lesson plan. On the final day, educators will lead their students through the Student Final Project Worksheet to capture their thinking about the literature they read. Follow the unit plan using either the Week Introduction Lesson Plan, Read Aloud Lesson Plan, or Final Project Lesson Plan depending on the day of the week and/or your plans.</p> <p>With Read Across America Week with Colorful Pages, students benefit from appreciating diverse characters and plot lines, as well as seeing authors of color from all parts of America. This creates multiple windows and mirrors for students while hopefully creating a door for them to feel inspired to see themselves as writers, too!</p>		

Content Standards:

Common Core State Standards: ELA

- **Key Ideas and Details:** [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#); [CCSS.ELA-LITERACY.RL.4.1](#); [CCSS.ELA-LITERACY.RL.5.1](#)
- **Range of Reading and Level of Text Complexity:** [CCSS.ELA-LITERACY.RL.K.10](#); [CCSS.ELA-LITERACY.RL.1.10](#); [CCSS.ELA-LITERACY.RL.2.10](#); [CCSS.ELA-LITERACY.RL.3.10](#); [CCSS.ELA-LITERACY.RL.4.10](#); [CCSS.ELA-LITERACY.RL.5.10](#)
- **Comprehension and Collaboration:** [CCSS.ELA-LITERACY.SL.K.1](#); [CCSS.ELA-LITERACY.SL.1.1](#); [CCSS.ELA-LITERACY.SL.2.1](#); [CCSS.ELA-LITERACY.SL.3.1](#); [CCSS.ELA-LITERACY.SL.4.1](#); [CCSS.ELA-LITERACY.SL.5.1](#)

Lesson Objectives:

- Students will be able to**:
 - Appreciate diverse books and the authors of color that crafted them.
 - Answer questions about a read aloud [using key details from the text].
 - Engage in a collaborative discussion about literature by expressing their own opinions and building on others' ideas.
 - Develop an opinion about a selection of diverse books [and use details from the text to support their thinking].

**Upper-level differentiation is in brackets

Assessments for Learning:

Formative Assessments:

- Student Turn and Talks during the Read Aloud Lessons
- Student/class responses to questions asked

Summative Assessment:

- Student Final Project Worksheet
 - Questions to Ask to Assess [dependent on grade level, use your teacher discretion]:
 - *Did students determine which text is their favorite?*
 - *Did students draw the book cover? Did students attempt to write the title of their favorite book?*
 - *Did students give 1-3 reasons why they chose that text?*
 - *Did students use key details from the text to support their opinion?*

Materials:

- 5-10 read aloud books from the list on Page 1 of “Book List - 2022 Read Across America with Colorful Pages”
 - Consider prepping the books beforehand with sticky notes of the read aloud questions you chose or developed
- 2022 Read Across America with Colorful Pages Week – US Map
 - Take butcher paper or anchor chart paper and draw the outline of the United States of America (don’t forget to include Alaska, Hawai’i, and Puerto Rico). Then, add the title “2022 Read Across America with Colorful Pages Week” across the top. Consider laminating so you can use it next year! See the example on our website.
 - You can also create the map using PowerPoint or Google Slides if you are teaching virtually or need to for safety precautions.
- Book Cover Pictures with Author Pictures cut out and attached together for chosen books [see “Book Covers with Authors Pictures - 2022 Read Across America with Colorful Pages” at www.colorfulpages.org]
 - Consider looking up the Author Location on our “Book List - 2022 Read Across America with Colorful Pages” (on our website) beforehand and writing it on the back of the picture so you know where to put it on the map during the lesson.
- Tape
- Student Final Project Worksheet [class set]
 - See “Student Final Project Worksheets_2022 Read Across America with Colorful Pages” at www.colorfulpages.org
- Pencils and crayons

LEARNING PLAN

Week Introduction Lesson Plan (First Day):

- I. Lesson Opening: Introduce the 2022 Read Across America with Colorful Pages program [2 min]
 - a. Gather students to whole group lesson area (i.e. carpet, whiteboard, etc.)
 - b. Share with your students about 2022 Read Across America with Colorful Pages Week and the purpose
 - i. Teacher: *Hello Friends! I am SO excited for this week. Do you know why? It is Read Across America Week!! This is usually a week where we celebrate books and literature. In our class though, we are going to do 2022 Read Across America with Colorful Pages Week where we are going to not only celebrate books but celebrate diverse books and the authors of color that wrote them!*

2. **Overview:** Give an overview for the week [2-3 min]
 - a. Describe the activities for the week
 - i. *Teacher: Each day we are going to read X book(s). First, I'll introduce you to the book and the author of color that wrote them. We will then add the book cover and the author's picture to our 2022 Read Across America with Colorful Pages US Map. We'll put the pictures on the area that the author either lives in or was born in the US and LITERALLY read ACROSS America!*
 - b. Show the materials (and potentially books)
 - i. Show the 2022 Read Across America with Colorful Pages US Map and where it will be located if you have a dedicated bulletin board/space in the classroom where they can check it throughout the week (this will build excitement and make the program more explicit)
 - ii. Consider not showing books to add excitement and surprise throughout the week!

Read Aloud Lesson Plan (Daily):

1. **Lesson Opening:** Open the lesson and share the objective(s) [1-2 min]
 - a. Gather students to the whole group lesson space (unless they are already there)
 - b. Open the lesson and create excitement/engagement
 - i. *Teacher: Ready for our [FIRST, SECOND, etc.] book for Read Across America with Colorful Pages week?! Today, we are going to find out what book we're reading, plot it on the map, and then dive right into this great book.*
 - c. Share the lesson objectives with whatever established classroom routine you have (ex. *Teacher: Let's read the lesson objective on the board: I can answer questions about a read aloud and give key details to support my ideas.*)
2. **Introduce Book and Author:** Introduce the diverse book and author of color [2 min]
 - a. Show the book and create excitement around it
 - i. *Teacher: Yes! It's time to see what book we're reading. Drumroll please! The book we're reading is ____ by _____. It is a book about _____.*
 - b. Introduce the author of color and where they live/were born [see the "Book List - 2022 Read Across America with Colorful Pages" on our website for the information]
 - i. To add more to the lesson, you can also share more about the author based on their author's website (see "Book Covers with Authors Pictures - 2022 Read Across America with Colorful Pages") and any connections between their book, them, and their location on the map.
 - c. Put the "Book Cover Picture and Author Picture" for that book on your "2022 Read Across America with Colorful Pages Week – US Map" using the tape
3. **Read Aloud:** Read aloud the book and stop to ask questions [7-15 min]

- a. Read aloud the book and stop to ask questions to check for understanding and increase engagement (you can also choose to not ask questions if you just want to enjoy the read alouds with students)
 - b. Examples of potential questions [use your teacher discretion to pick the ones that tie to the lesson objectives and/or Common Core State Standard for your learners]:
 - i. *What just happened in the section we just read? Who can retell this part of this story?*
 - ii. *We were just introduced to the character. What is the character's name? What are some words to describe the character so far?*
 - iii. *Where does this story take place? What is the setting?*
 - iv. *How does ___ feel? Why?*
 - v. *Why do you think the author chose to write/do___?*
 - vi. *What do you think will happen next? Why?*
 - vii. *Why do you think [character's name] did ___?*
 - viii. *What did you visualize when I read this part?*
 - ix. *Why did ___ happen?*
 - x. *What can you infer from the part of the book I just read?*
4. **Discussion:** Facilitate a discussion about the book [3-5 min]
- a. After the read aloud, pick 1-2 discussion questions from below and discuss the book. Focus on having students express their ideas and build on others' ideas
 - b. Potential Discussion Questions:
 - i. *What was the theme of the book?*
 - ii. *What was the author's purpose? Why did the author write this book?*
 - iii. *Did you like this book? Why or why not?*

Final Project Lesson Plan (Last Day)

1. **Lesson Opening:** Introduce the objectives and give an overview for the lesson [1-2 min]
 - a. Gather students to the whole group lesson space (unless they are already there)
 - b. Share the lesson objectives with whatever established classroom routine you have (ex. Teacher: *Let's read the lesson objective on the board: I can develop my opinion about a selection of books and give key details to support my ideas.*)
 - c. Give an overview of the lesson
 - i. **Teacher:** *You are going to think about what your favorite book is for 2022 Read Across America with Colorful Pages Week! First, we will recap the whole week and have a discussion as a class. Then, I'll show you how to complete your final project and you'll have about ___ minutes to complete it at your desks.*
2. **Recap Week:** Show the map and books that you read this week [5 min]
 - a. Put up the "2022 Read Across America with Colorful Pages Week – US Map"

- b. Point to each Book Cover Picture or hold up each book you read that week and ask: *In a couple sentences, what happened in this book?*
- c. Call on 1-2 students to share (depending on time/engagement)
3. Class Discussion: Discuss what their favorite book out of the week was [5 min]
 - a. Ask the class: *Out of all the books we read, what is your favorite book for 2022 Read Across America with Colorful Pages Week? Why?*
 - i. You can also introduce a sentence stem to them as a scaffold: *I liked it because _____.*
 - b. Give the class some time to think and then ask students to do a Turn-and-Talk (talk to a partner) about the question for 1-2 minutes
 - c. Facilitate a class discussion by calling on students to share and having other students respond to those ideas by either agreeing or respectfully disagreeing
 - i. Make sure students are giving reasons WHY for their thinking [if they are in upper grades, make sure to stress that they need to use “key details” from the text to support their thinking]
4. Teacher Modeling: Model how to do the Final Project and give the working directions [2-3 min]
 - a. Using the projector or whiteboard, model how to complete the Student Final Project Worksheet
 - i. Make sure you stress giving reasons WHY for their thinking [if you teach upper grade levels, also make sure to stress that they need to use “key details” from the text to support their thinking]
 - b. Give your working directions (directions for the task, how long they have, where to put it when they’re done, what to do when they’re done, and behavior expectations)
5. Student Independent Worktime: Give students time to complete their Student Final Project Worksheet [5-15 min]
 - a. Dismiss students to grab a worksheet and go to their desks/work area to work
 - b. Make sure to leave out the Map, books you all read, and your example OR the working directions in order for your students to be independent during this assignment
 - c. While they work, confer with students to check for understanding, clarify any directions, and further push or scaffold their thinking
6. Closing: Close the lesson by thanking students and making sure they turn it in to the designated area [30 sec-1 min]

Notes:

- Suggested Timeline for the Week:
 - Monday: Week Introduction Lesson Plan & I Read Aloud Lesson Plan
 - Tuesday: 1-2 Read Aloud Lesson Plans

- Wednesday: 1-2 Read Aloud Lesson Plans
- Thursday: 1-2 Read Aloud Lesson Plans
- Friday: 1 Read Aloud Lesson Plan & Final Project Lesson Plan
- Timing for the lesson is a suggested guideline to make sure that carpet time isn't too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners' needs.
- Make sure to make adjustments based on health and safety in your setting.
- Scripted language is a SUGGESTION! Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style
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