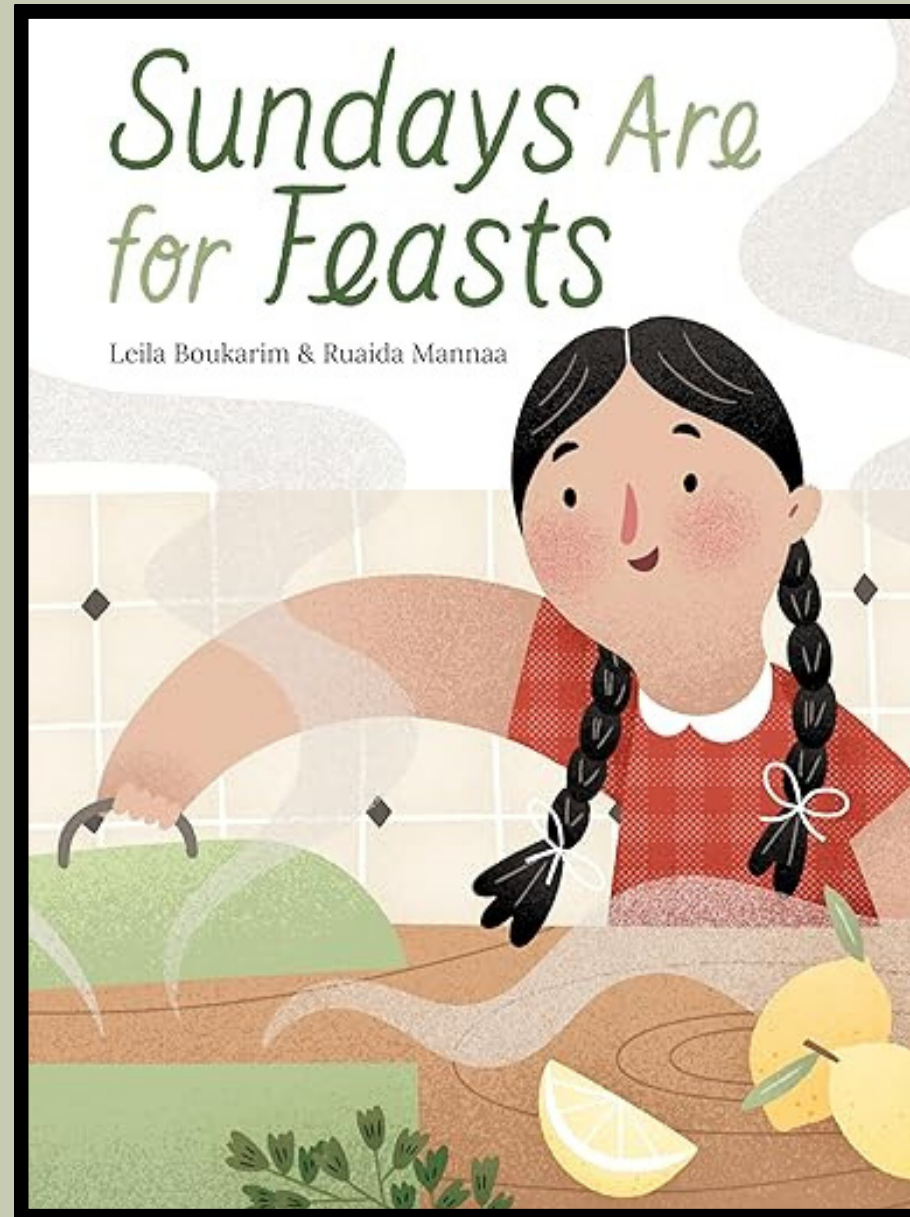


Educator Kit



Guide

This guide was created to provide **educators** with extension ideas after reading the book ***Sundays are For Feasts***. The repeated/intentional read aloud lesson themes are emotions, family, and traditions. This guide provides educators with the a read aloud lesson and access to activities. This read aloud could **be repeated or read just for fun, we leave it up to the educator**.

For Intentional/Repeated Read aloud: Introduce the read aloud with either a large group or small group. We usually share the book for the first reading with the large group and then repeated readings are in small groups. Small groups provide educators with opportunities to monitor understanding, support student engagement, and it gives the students more chances to participate. You can also choose to work with only a select group of students perhaps for the literacy skill the children are working on or because of interest by the children. However, as the educator/team, use your own discretion when implementing these recommendations and learning opportunities. You know your classroom best!

Activity ideas for follow up are provided in this kit.

Read Aloud

Before Reading

Before introducing the story, take some time to review the selected read aloud. What are some possible challenges for students when reading the text. Are there vocabulary words that should be introduced, do the students have enough schema to understand the story. What about ELL/MLL?

Vocabulary:

Introduce new vocabulary words using visuals, vocabulary cards, gestures, sentences, and the story itself. Words to consider: mumble, clove, plead, clenches, rips, squirm, Ammo, Baba, hummus, jiddo, Sahtein, sumac, tahini, teta, yalla

Vocabulary card templates

Introduce the title of the story or begin by asking students to describe what they see and to predict what the story is about. This story is about a young protagonist who is nervous about making a special dish for her family. She wants to make humus from scratch and wants her grandfather to like it. She goes through different emotions as she works through the recipe. Share the idea of CSPAR retelling chart to explain or use the CSPAR cards included in the kit.

Read Aloud

During 1st Reading;

Share the title, author and illustrator. Share who the main character is and review what the problem is in the story. Begin reading and share your thinking out. For example on the page posted here: "I wonder if she is nervous? Will she be able to make the recipe? I think that she is nervous because..."

"I think the problem in this story is..."

Pause at this page." I wonder if she is feeling... What will she do next? I think her Baba is trying to help her, I know because he is twitching his nose at her. She resolves this problem by...or the action she takes is..."

Continue to read and pause at two page spreads to share your thoughts out loud.




Read Aloud


After 1st Reading:






What was the problem in the story?

How was it resolved?

Use the CSPAR mat (if this is the first time using, please model and lead the conversation)

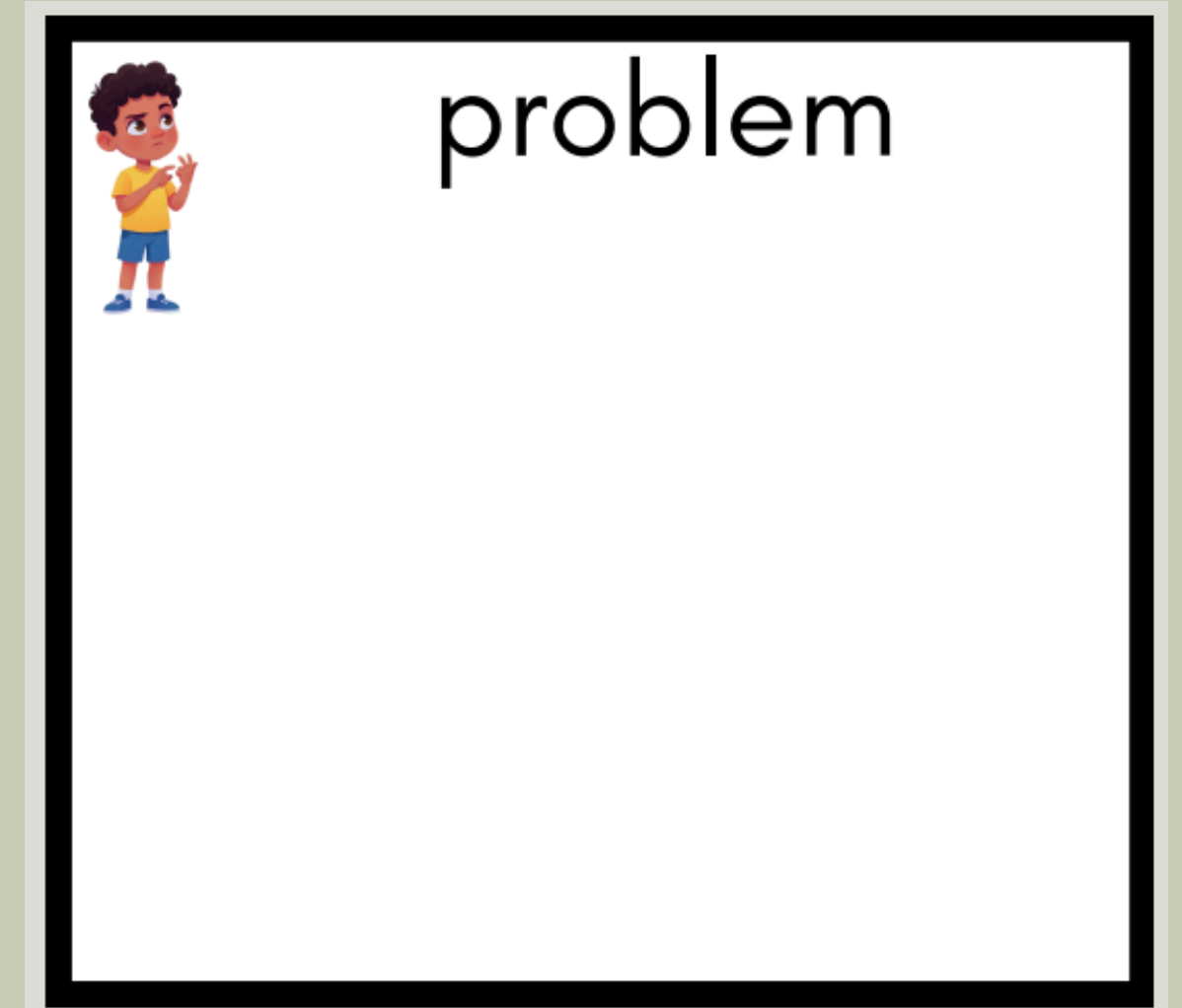
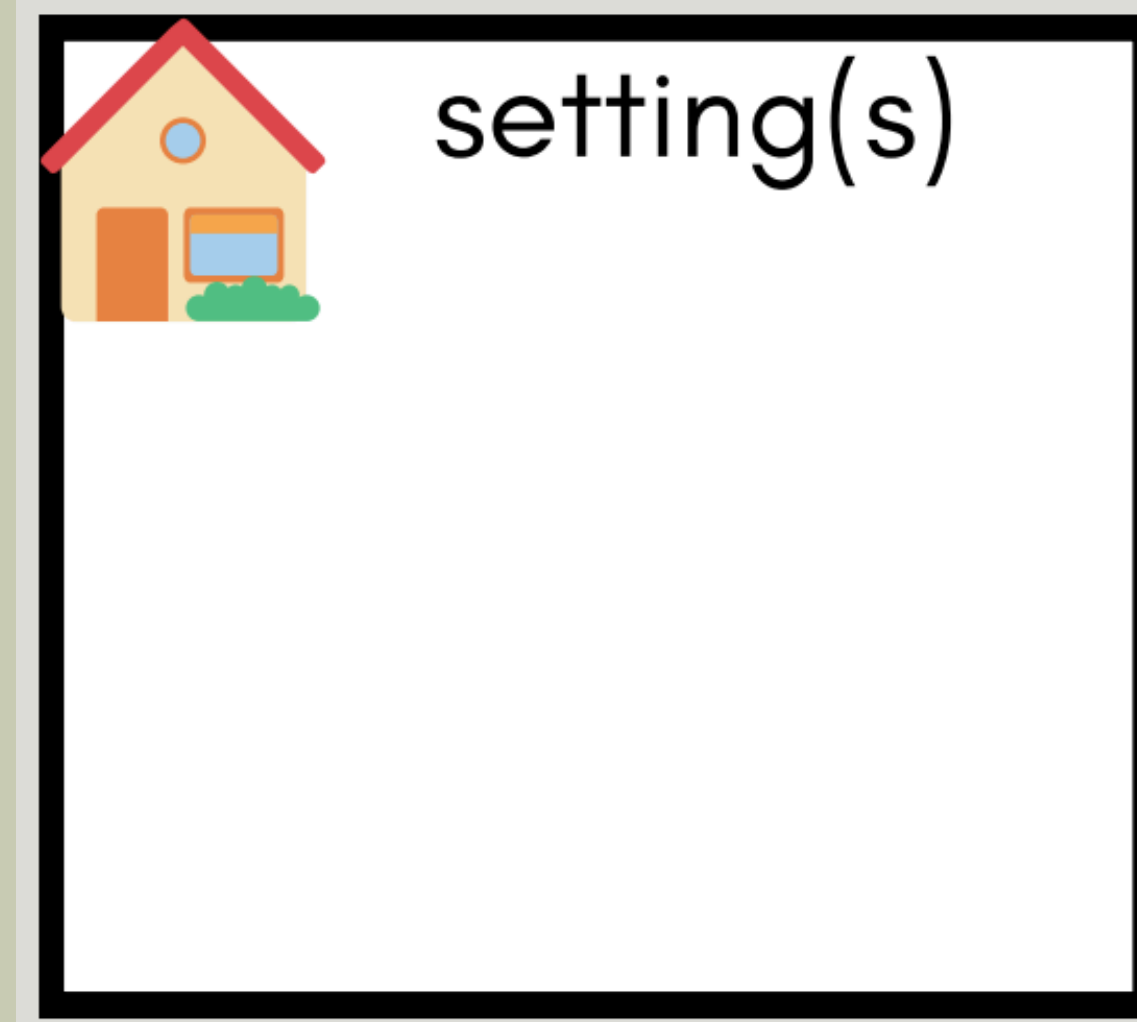
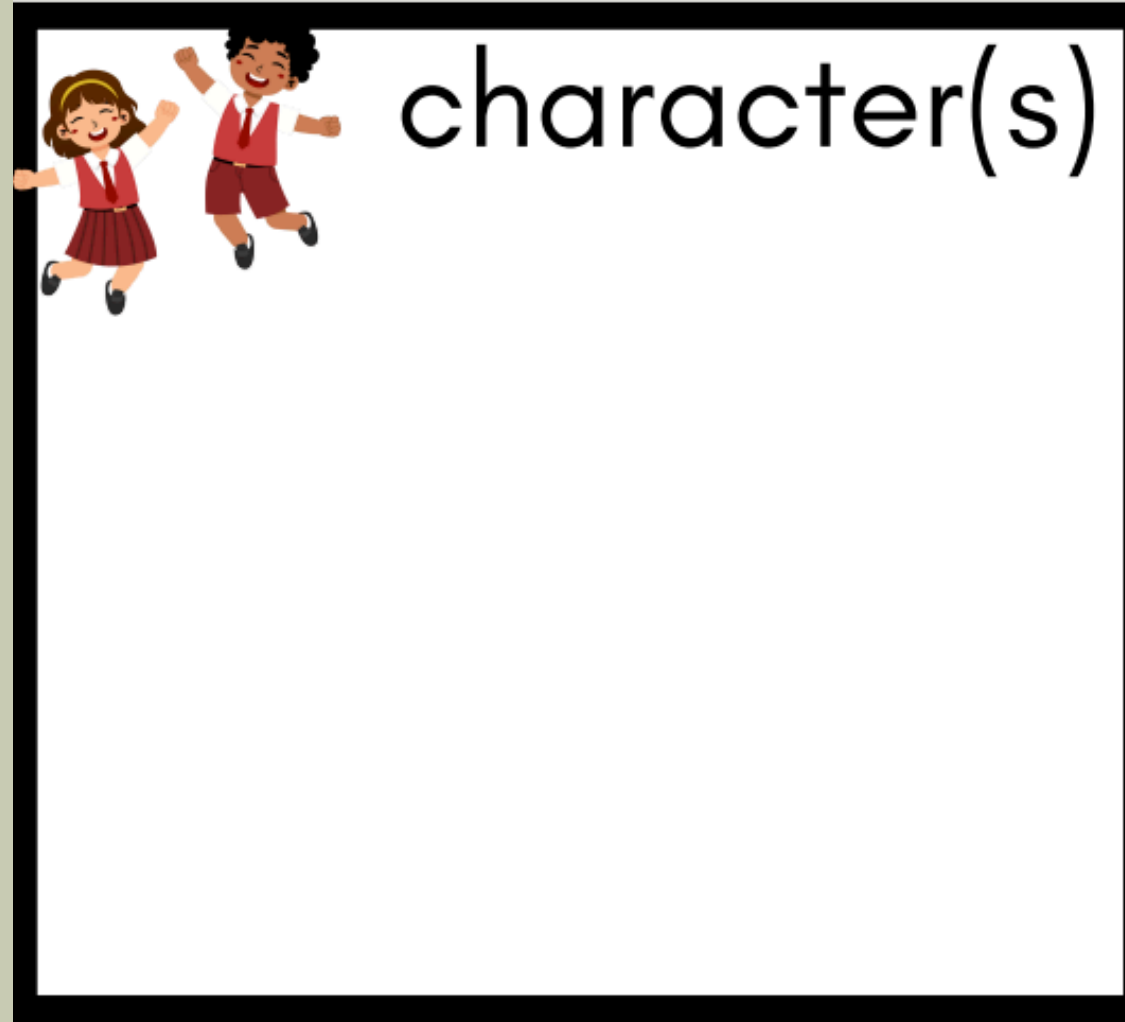
pebble & pond **RETELLING MAT #1** 

Use the following to sequence and retell the story. Draw and/or write 

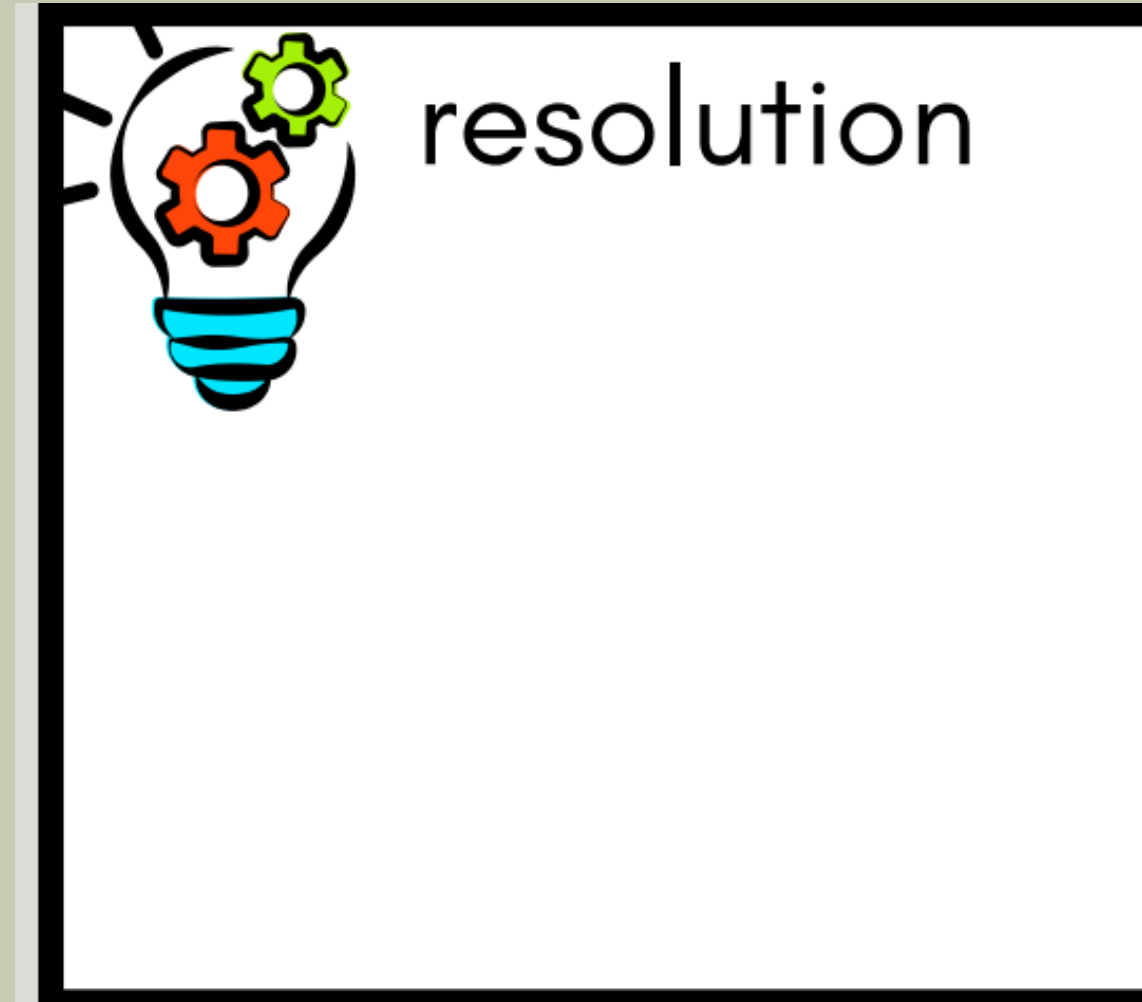
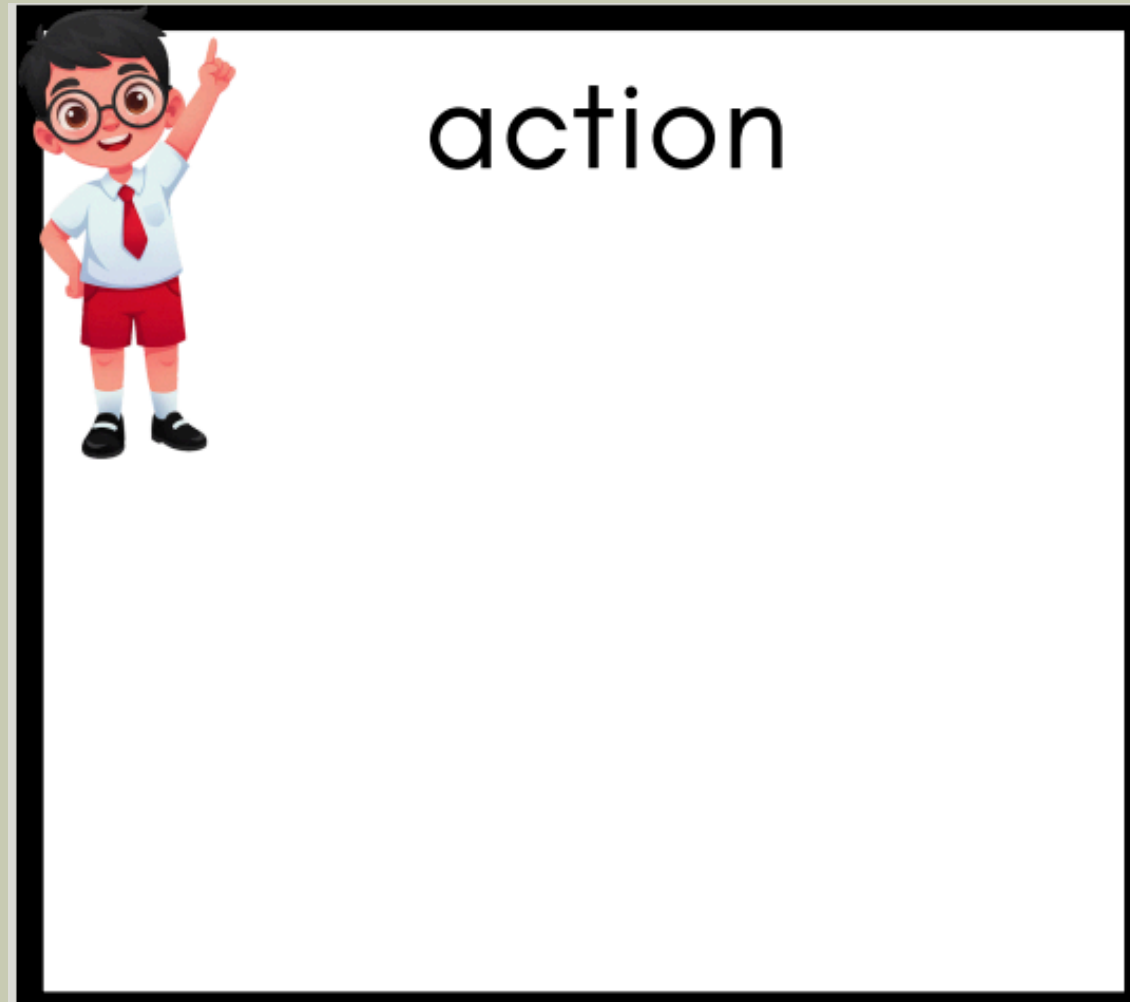
		
		

FOR CLASSROOM USE ONLY NOT FOR RESALE

CSPAR Cards: print and cut out to use



CSPAR Cards: print and cut out to use



Read Aloud

Before 2nd/3rd Reading

Review the vocabulary words that were introduced using visuals, vocabulary cards, gestures, sentences, and the story itself. Words that were shared: mumble, clove, plead, clenches, rips, squirm, Ammo, Baba, hummus, jiddo, Sahtein, sumac, tahini, teta, yalla

Show the cover of the book and invite children to share what they remember from the story. “Who is the main character in this story?

What is the protagonist worried about?

What emotions do you see here?” Select 2 page spreads to review.



Once the children have reviewed and shared, begin reading the story. In this and subsequent readings we want more children talking and less educator talk. The role is slowly shifting to guide rather than leader.

Read Aloud

During 2nd or 3rd Reading

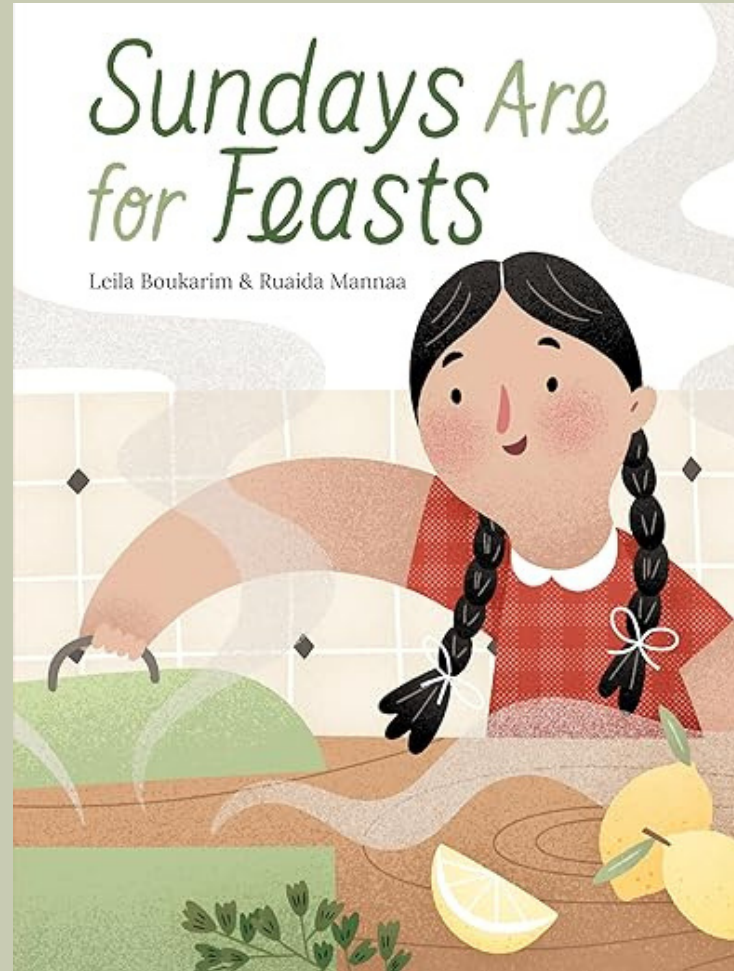
As you read the story, pause on two page spreads, what is happening on these pages? What do you notice? Invite children to share their thoughts out loud. You can prompt using questions such as “How is the protagonist feeling? Why did the protagonist...”

During this session or subsequent ones you can focus on specific pages and invite children to continue thinking out loud.

After 2nd or 3rd Reading

How did the protagonist feel in the beginning, middle and the end of the story?
Why was creating a special piece of the meal, such as hummus, so important for the protagonist?

Making Hummus



Recipe from book



One of my favorite things about making hummus is that it's really hard to get wrong. Here are the basic ingredients, but don't be afraid to use your imagination. Try adding new flavors – a spoon of pesto, a roasted bell pepper, a pinch of cumin. Have fun with it! After all, it's hummus à la YOU!

Ingredients (makes 1 ½ cups)

1 400g can of chickpeas, drained*
2 cloves of garlic, peeled
3 tablespoons of tahini
A pinch of salt
Water, as needed
Juice of 1 lemon



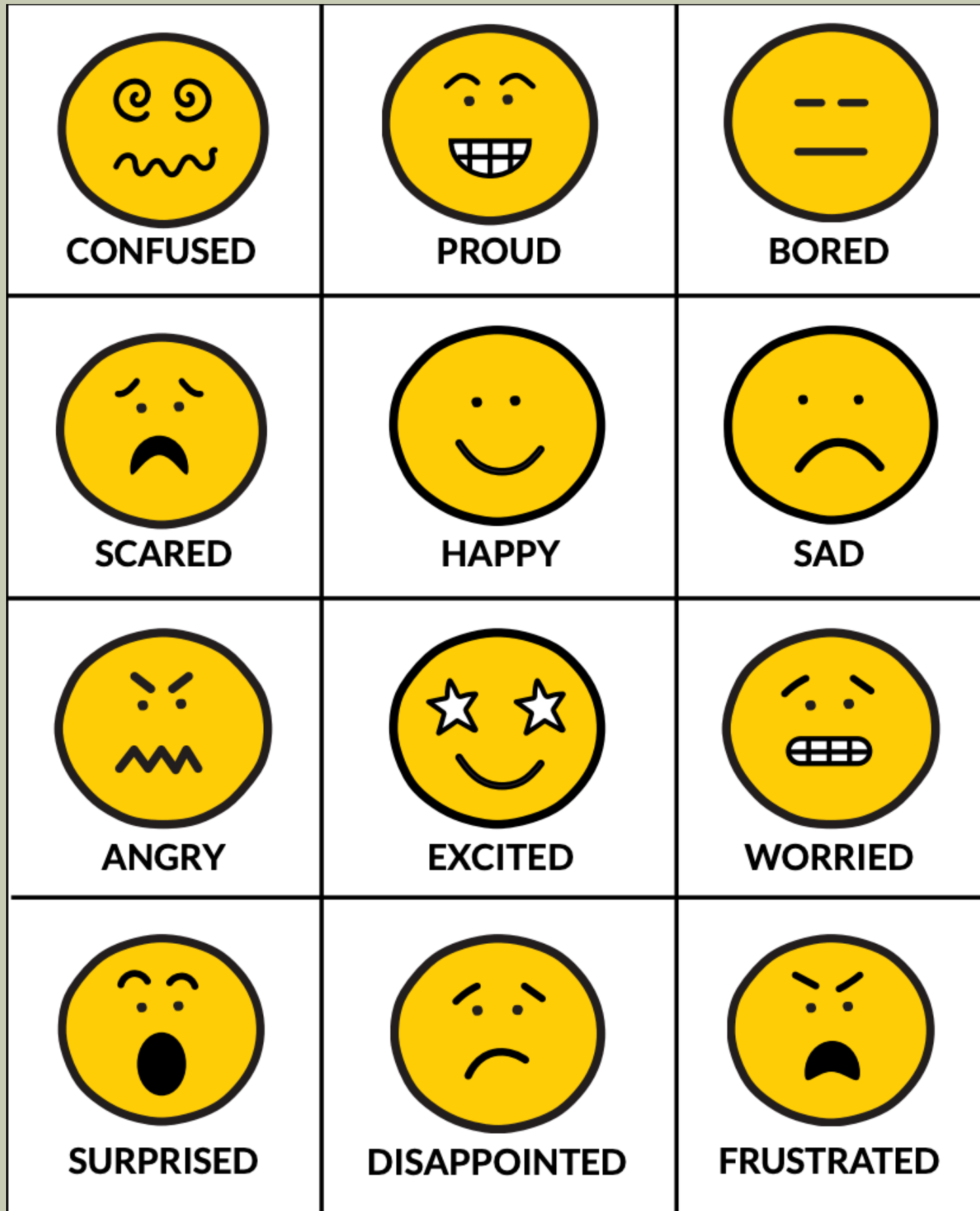
Directions

(Ask a grown-up to help you!)

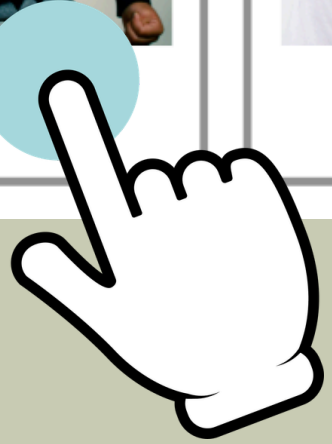
- Place the chickpeas, garlic, tahini and salt in a food processor.
- Start mixing and add water to loosen the paste.
- Once the mixture looks as smooth as you like it, add the lemon juice and mix.

Taste your hummus and make any changes you like. Scoop it into a bowl, and dress it with parsley, pine nuts, a pinch of sumac, cumin or anything else. And don't forget the olive oil! Sahtein!

* For dried chickpeas, soak ½ cup of chickpeas overnight in water with ¼ teaspoon of baking soda. The next day, drain the chickpeas and place them in a saucepan with another ¼ teaspoon of baking soda and cover with water. Bring the water to a boil, turn down the heat and let the chickpeas simmer for about 45 minutes or until they're soft. Be sure to have a grown-up test them – they will be hot!



Resources for creating an emotion timeline or reviewing emotional literacy.




Writing


Brainstorm ideas of favourite foods, traditional foods that families cook, etc.

Create a chart with visuals as appropriate.

Invite children to draw and write (or adult transcribes to support all children).

Name _____  Option Two

Draw your or your family's favourite meal.



see next slide for printing template

Name _____



Option Two

Draw your or your family's favourite meal.



A large, empty rectangular box with a black border, intended for drawing a favorite meal.

Four horizontal black lines spaced evenly, providing space for writing a caption or description of the drawing.



Template for printing

Name _____



Option One

Draw your or your family's favourite meal.



A large, empty rectangular box with a black border, intended for drawing a meal.

Transcribed by: _____

Date: _____

Four horizontal lines for writing, located below the 'Transcribed by:' and 'Date:' labels.



Template for printing

Thank you for
visiting our site
Pebbles & Pond