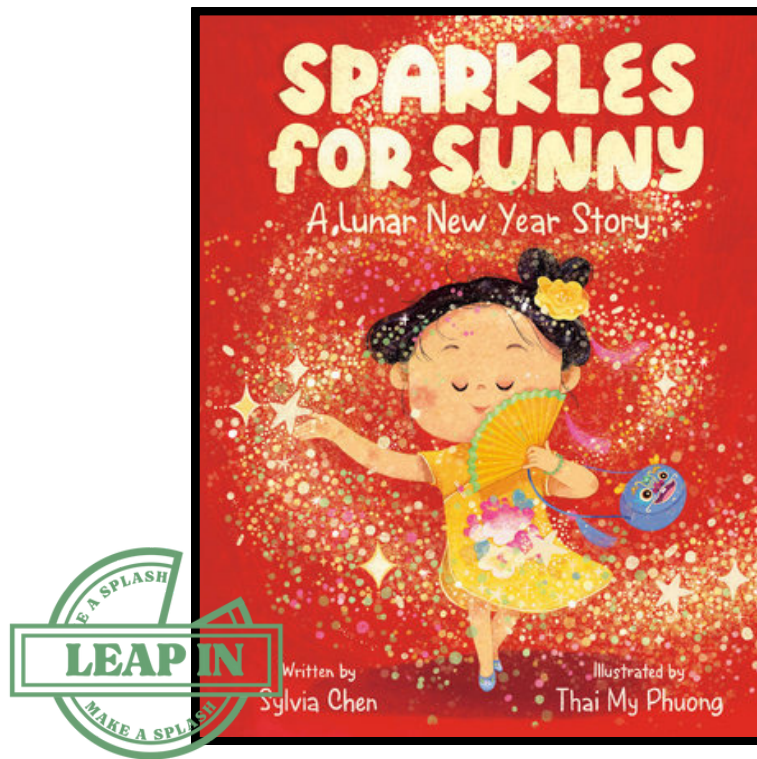


# Read Aloud Plan and Activity Kit



Preschool-Gr.1



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# Educator Guide

This guide was created to provide **educators** with the read aloud lesson and extension ideas after reading the book ***Sparkles for Sunny: A Lunar New Year Story***. The repeated/intentional read aloud lesson themes are traditions and celebrations, identity, and creativity. This guide contains the read aloud lesson and access to activities. This read aloud could be repeated over a period of one/two weeks depending on what time allows.

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.

Want more book recommendations? Look out for our lily pad stamp on all P&P recommended reads on our site and socials.





# Read Aloud Plan

Print the plan card to use during lesson.

## Before Reading

Introduce the story and share what the story is about. This is a story about Sunny (she is the main character) and how she really wants to wear her own dress for the Lunar New Year Celebrations, she is tired of getting her sisters' hand-me-downs. Do you know what that means?

What is Lunar New Year? What does it mean? Who celebrates it?

Consider background knowledge or “funds of knowledge” (family and community) that the children bring to this text. What needs to be added to the conversation before reading the story so that children can understand the text.

*\*We invite you to consider inviting a community member to share about their traditions and read the story.*

## Introduce vocabulary to support understanding:

lunar new year, golden rules, qipáo (traditional dress), zodiac sign, parade, sewing, sniffled, flyer, sparkly, cheongsam (silk dress), hanbok (costume with long sleeves like a jacket), shimmers.

Words that appear at the end provide the definition as you read these: hěn hǎo (very good), hěn cǒngmíng (very), Hǎo bàng (terrific, wonderful)

Use visuals (visual cards templates and samples), gestures, and pictures from the story.

As you share the pictures and a summary of the story, introduce \*CSPAR. Character, Setting, Problem, Action, Resolution.

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# Read Aloud Plan

## During Reading

Re-introduce the title of the story and as you begin share that Sunny is the main character (protagonist) of the story. Use the CSPAR cards to support with visuals as you discuss each element of the story. In the first reading consider only discussing main character, setting and problem, adding the next elements during the second reading and/or discussing these elements after reading.

The story takes place in Sunny's home and community. This is Sunny and her family. Sunny is the main character of the story.

Select pre-determined pages to pause and think aloud.

Some possible prompts...

this makes me wonder...

I noticed that...

I think that...

## After Reading

Invite the children to discuss in partners what happened in the story. Use the CSAPR cards to help the children organize their thoughts. As this is the first reading you may want to only focus on the main character, setting and problem.

Then as a large group discuss...what was the problem in the story? What actions did Sunny take?

# Read Aloud Plan

## **2<sup>nd</sup> and 3<sup>rd</sup> Reading**

Show the book, point to the cover ...who remembers what the story is about? Who is Sunny? What was the problem in the story? As you ask questions provide opportunities for the children to respond and use the different two page spreads to support their thinking. We find that small groups work best, but of course this can be also presented in a large group.

Use visual vocabulary cards and the book to support review of the new vocabulary words. Have students act out some of the words, etc.

As you read the story again, pause and invite the children to think out loud. Have visual CSPAR cards to help with the retelling.

Provide some prompts to help children organize their thinking out loud.

I think...; I thought...but now I am thinking.

After reading ask: What was the author trying to teach us? What is the message of the story?

Templates for read aloud and vocabulary are found next. Activities follow.

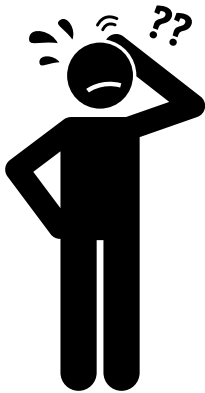
# Prompt Cards for CSPAR



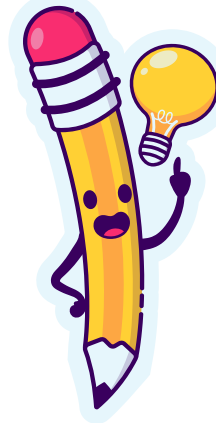
character(s)



setting(s)

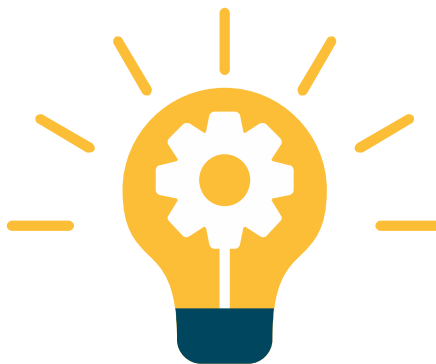


problem(s)



action(s)

print and cut out



resolution

\*with action and resolution you can choose to only use one of these or both, you know your students best.

# **Three Tiers of Vocabulary-Educator Information**

## **Adapted from Alberta Board of Education**

### **Tier 1**

- baby
- house
- run

- These words are more basic and they make up the majority of words we use in conversation.
- These words rarely need to be taught to native English language speakers because they are familiar to most students. Multi-language learners/ELL may benefit from explicit instruction.

### **Tier 2**

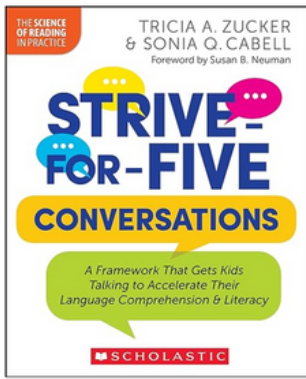
- fortunate
- maintain
- analyze
- absurd

- These words are commonly used in quality children's literature or across domains in academic texts.
- These words are more sophisticated than tier 1 words and most likely students will be unaware of the meaning of tier 2 words.
- Focusing intentional instruction on tier 2 words will improve students' overall language knowledge and reading comprehension.

### **Tier 3**

- isotope
- lathe
- peninsula

- These are specific to technical or academic content areas/subjects and are less frequent than tier 1 or tier 2.
- Instruction of tier 3 words will be based on the grade level curriculum for that particular topic/subject area.



\*In Strive for Five by Tricia A. Zucker and Sonai Q. Cabell  
Chapter Five: Building Vocabulary Pg. 80-81

# Vocabulary Card Activity

## \*Using Vocabulary Cards

Vocabulary cards can be used to introduce, review or practise. Cards can be created using free images/clipart. Or invite students to create their own cards by drawing the word. A copy for the educator and student copy is provided below.

- Say the word
- define and explain the word
- act out the word or use it in a sentence
- revisit and reteach the word



# Vocabulary Card

## Samples

lunar new year



qipáo (traditional dress)



cheongsam



zodiac sign



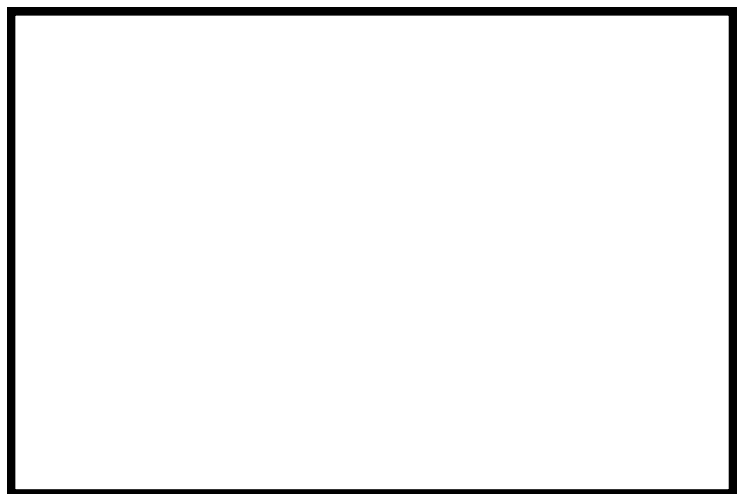
parade



sewing

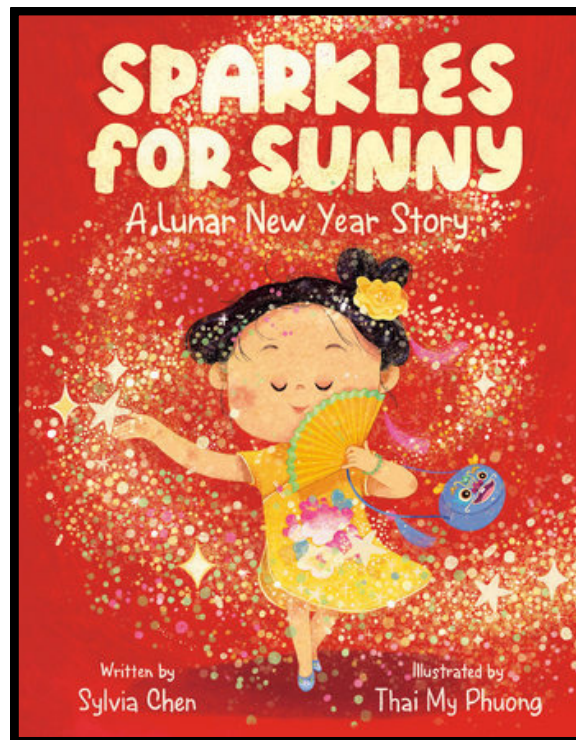


# Vocabulary Card Templates



# Extension Activities

## Inspired by



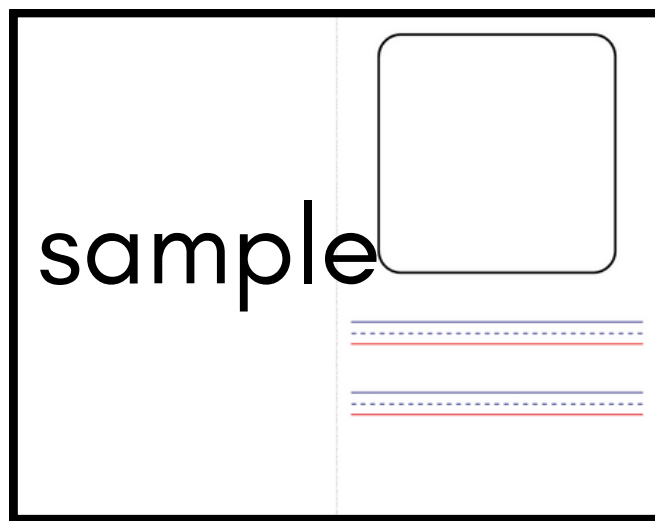
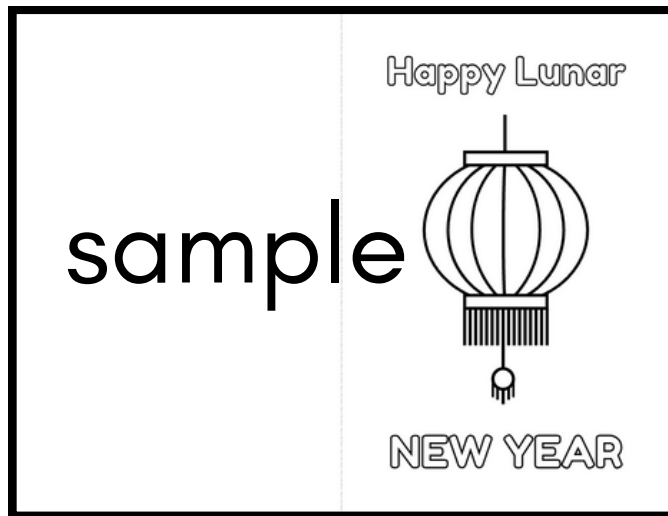
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# Activity 1

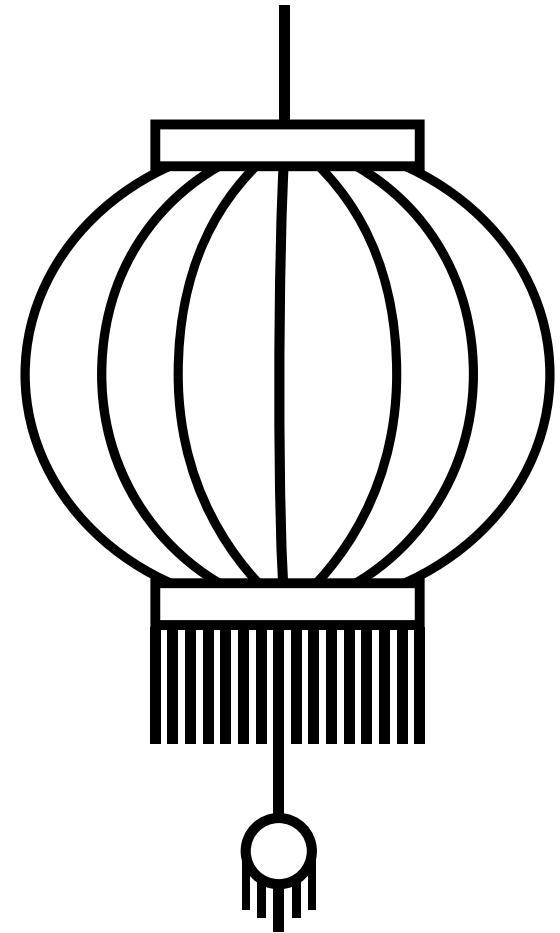
## Create A New Year Card To Share

Write/Draw a special new year message to your family or a friend.

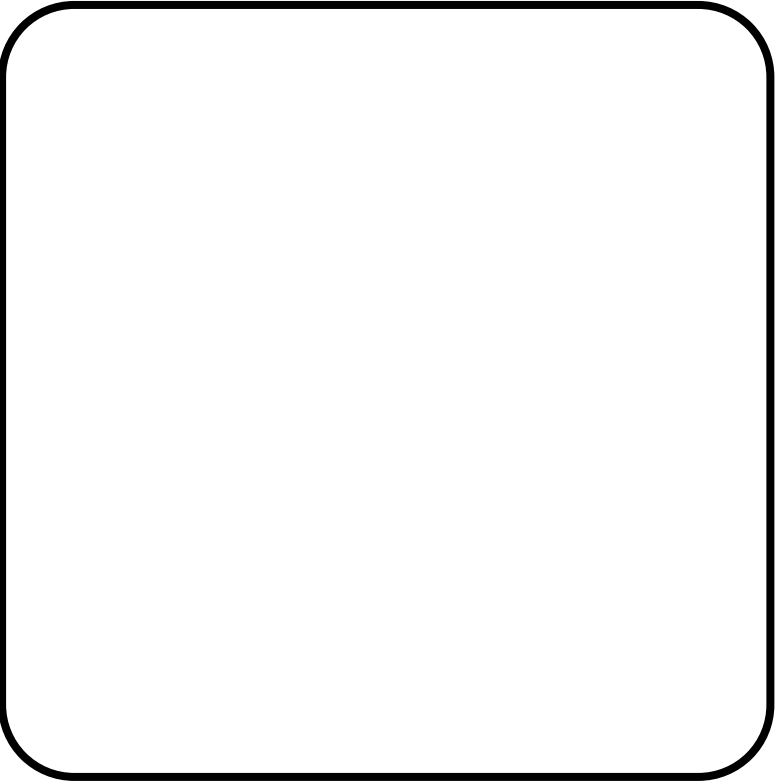
Large templates to print provided on next page.



Happy Lunar



NEW YEAR



# Activity 2

## Finemotor Activity

Folding Red Envelopes:

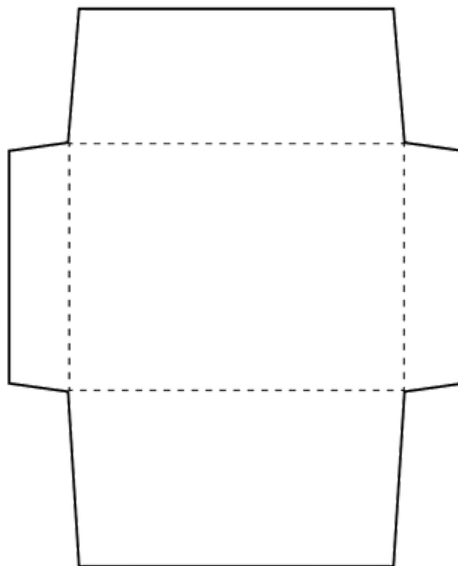


Steps and Materials

Print template of envelope on red paper or red construction paper  
yellow dot stickers or printed on label paper or cut out yellow dots to be glued

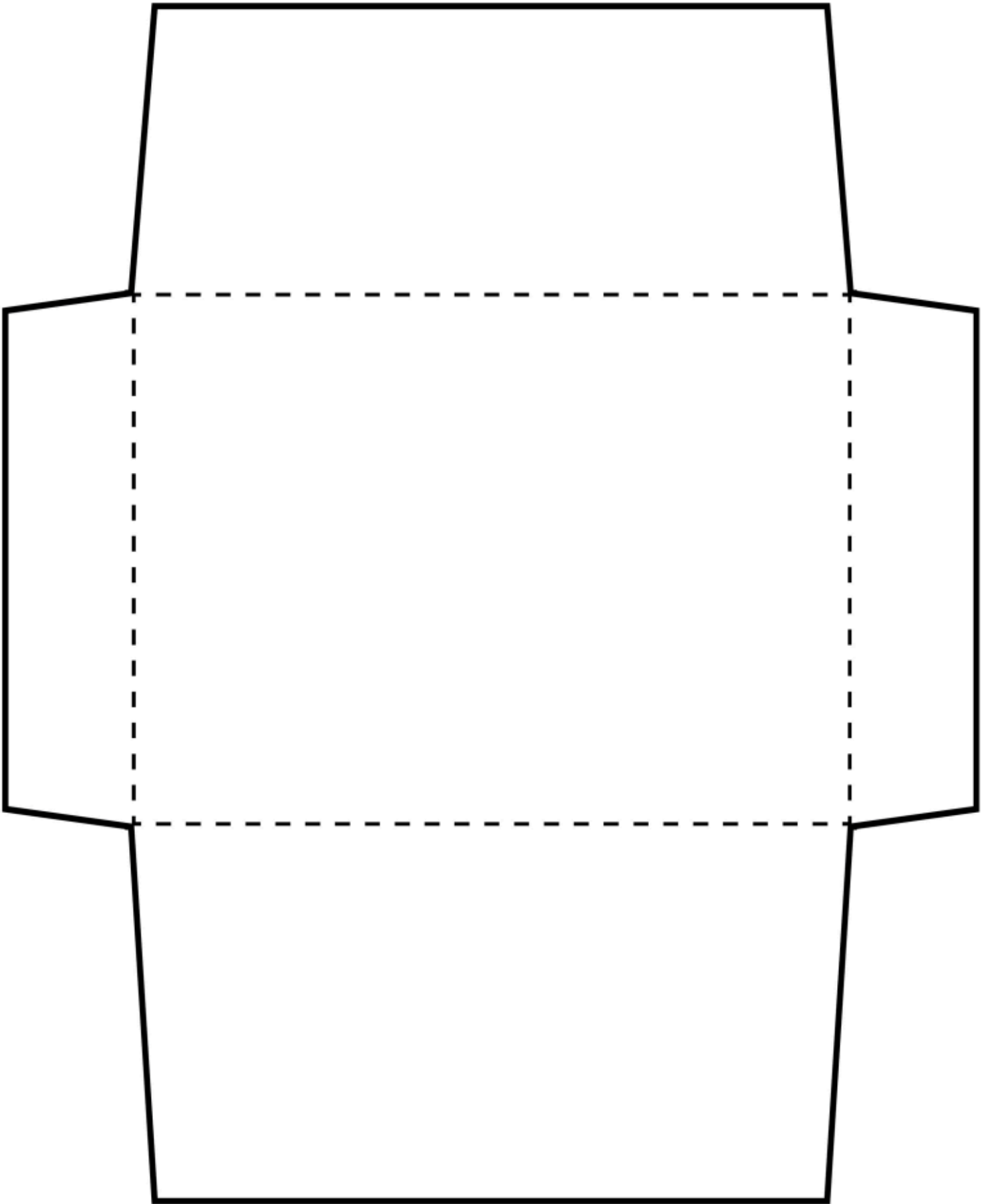
Children cut out the template/adult pre-cuts

Create a video demonstrating how to fold the envelopes share at the learning centre



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# Envelope Template



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NOT FOR RESALE OR DISTRIBUTION



cut and fold to make envelopes

# Activity 3



Cut around the envelope shape, fold along dashed lines.

cut and fold to make envelopes

## Activity 4



Cut around the envelope shape, fold along dashed lines.

colour, cut and fold to make envelope

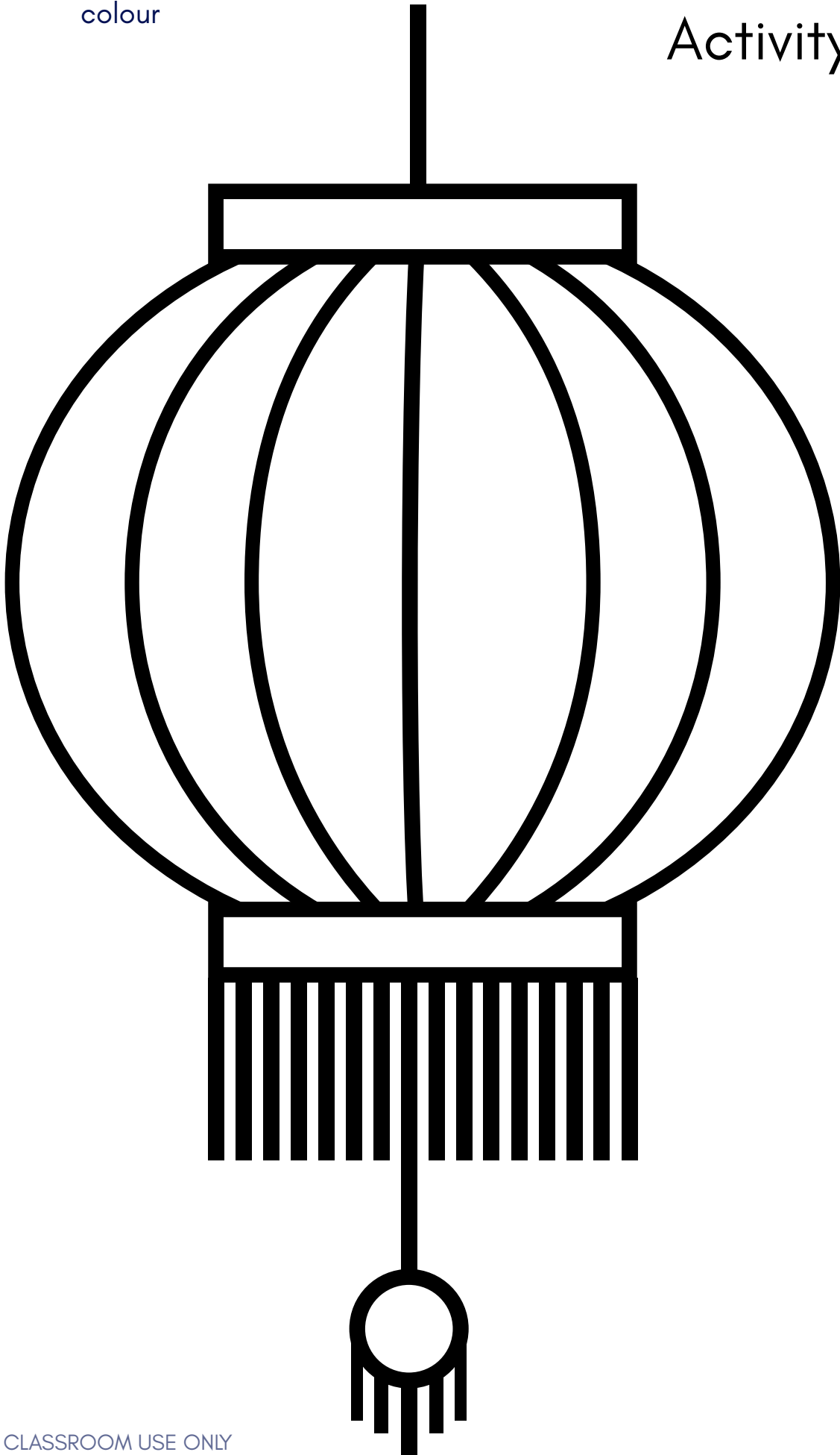
## Activity 5



Cut around the envelope shape, fold along dashed lines.

colour

# Activity 6



# Making Lanterns

## Activity 7

Paper or cardstock (preferably red or yellow)

Scissors

Stapler or tape

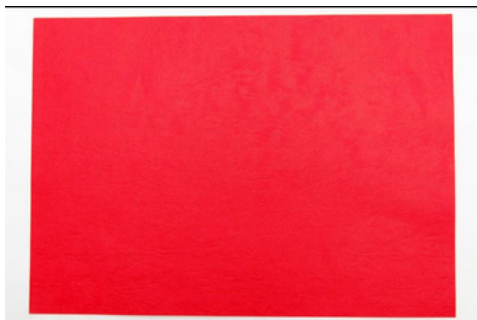
Glue

Ruler

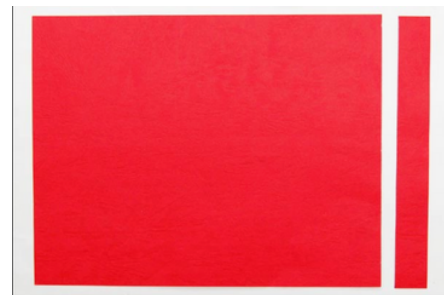
Pencil

Things to decorate your lantern with: gift wrap paper, washi tape, ribbons, sequins, stickers, glitter glue, small buttons, etc.

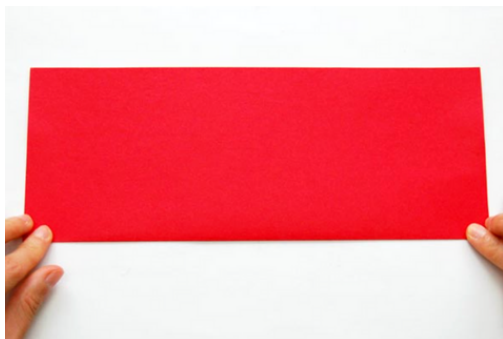
Step 1 prepare the paper



Step 2 Make the handle



Step 3 Fold in half

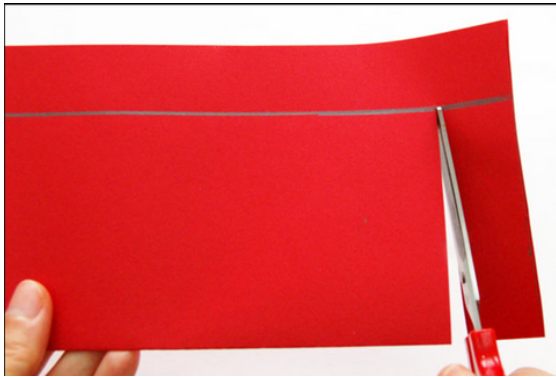


Step 4 Draw a horizontal line at the top and then lines going down. (Ask an adult for help)

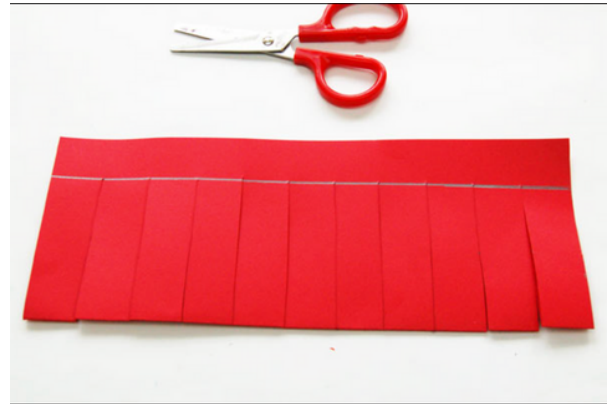




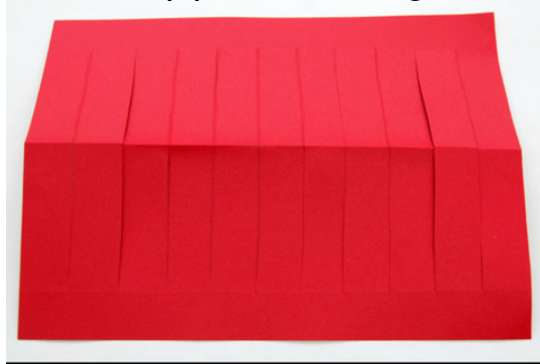
Step 6 Cut the first line



Step 7 cut all the lines



Step 8 open the paper,  
decorate the ends (where you  
stopped cutting



Step 9 Staple (ask an adult for help)



This activity is  
from First Palette



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visiting our site!  
Pebble&Pond

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& pond