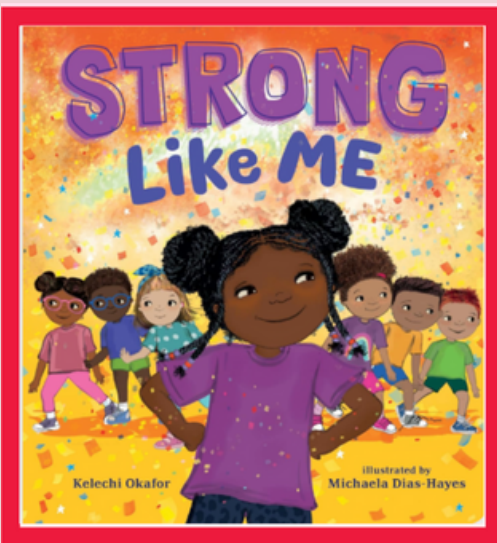
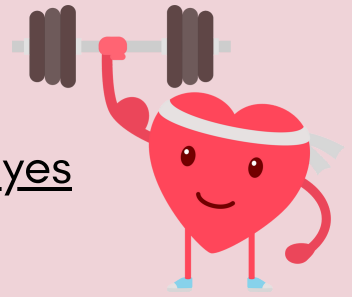


# Strong Like Me

By Kelechi Okafor

Illustrated by Michaela Dias-Hayes



## Read Aloud Plan

### First Reading of Text

#### Before Reading

Introduce the story, discuss the cover, the title. As this is the first reading, educator shares what the story is about. During the first reading, although students will participate, educator does most of the talking/thinking out loud.

Introduce **CSPAR**:

**Characters:** Start with the front cover of the book, read the title and then point to the picture/illustration. This is Kamara she is the main character in the story, *Strong Like Me*.

**Setting:** This story takes place in her community/school.

**Problem:** Talk about the problem that is going to happen. Some of Kamara's friends say she is a "showoff". She gets sad and self-conscious about her abilities. I wonder what she is going to do?

**Action:** After talking to her Aunt, she realizes that everyone has a special talent so she decides to run in the race after all. (As you do the first and subsequent readings you can expand on the information here)

**Resolution:** At the end of the book, the problem was solved. What did Kamara do? or What actions did she take? We have to read to find out!

This is an introduction to the elements of the story, over the next readings educator and children go into more depth with CSPAR.

#### During Reading

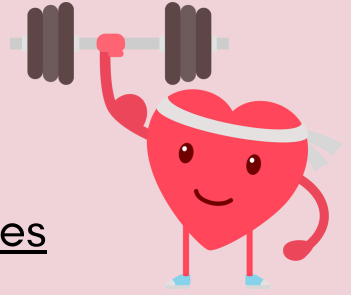
Educator will model thinking aloud during the reading of the text, first reading there is more educator talk. At selected pages, pause and think aloud **sharing the elements of CSPAR**. This is Kamara the main character in the story. The story is taking place...I know because...



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## During Reading Continued

I think this is the problem in the story...(I know because)

At the end of the story educator summarizes the big ideas of the story.

## After 1 st Reading

Discuss what was the problem in the story? How did Kamara resolve it?

## Second/Third Reading

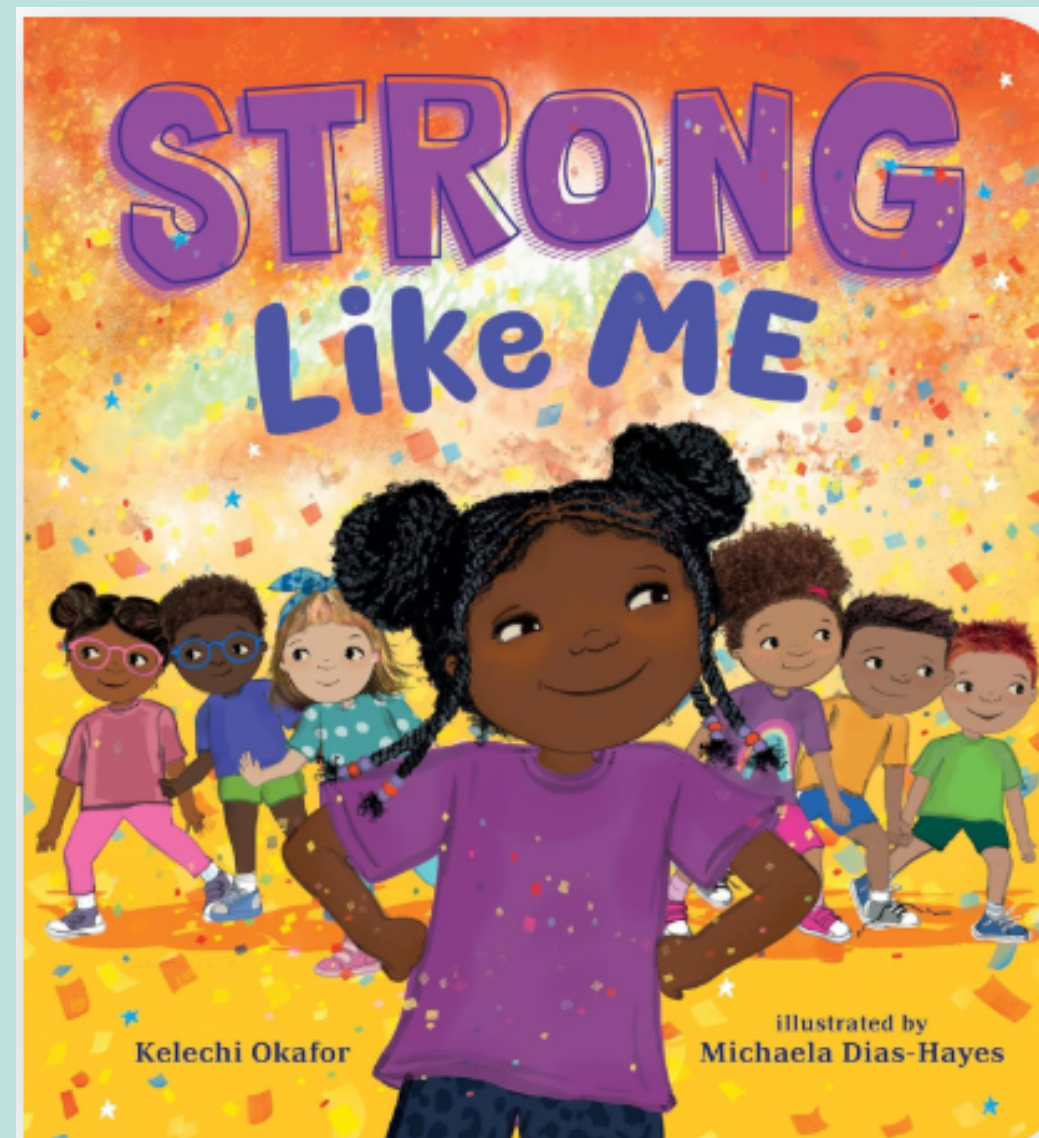
### Before Reading

Share the story on the 2nd reading, Ask students to retell **what they remember** from the previous reading. With each reading there is an increase in children talk and decrease in educator talk. **Review CSPAR**, invite children to share what they remember from the story.

**During Reading:** Stop at two page spreads...what is happening here? What is the main character doing? What is happening to the main character? What is the problem? What actions did the character take? What is the character thinking? What happens next?

**After Reading:** What emotions does Kamara experience through out the story? How do you know? Create a **timeline of emotions** that the character goes through in the story.

# Emotion Timeline for Strong Like Me



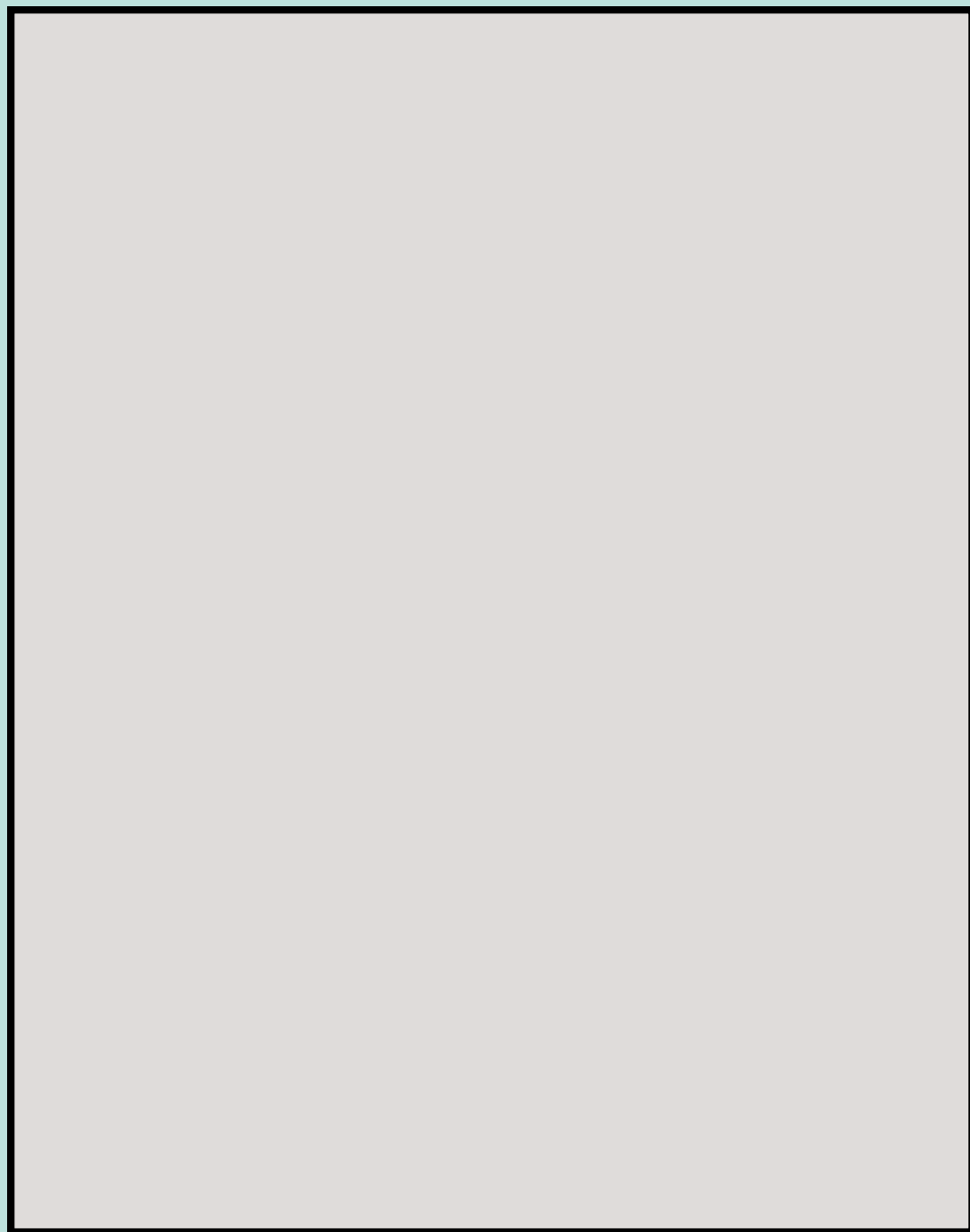
# Creating an Emotion Timeline

An emotion timeline is a visual representation of how a character's emotions change and fluctuate over a story/narrative. The timeline maps out the progression of the main character's/or a character's feelings as the story develops. It shows the varying emotions such as fear, joy, sadness, anger, surprise etc.

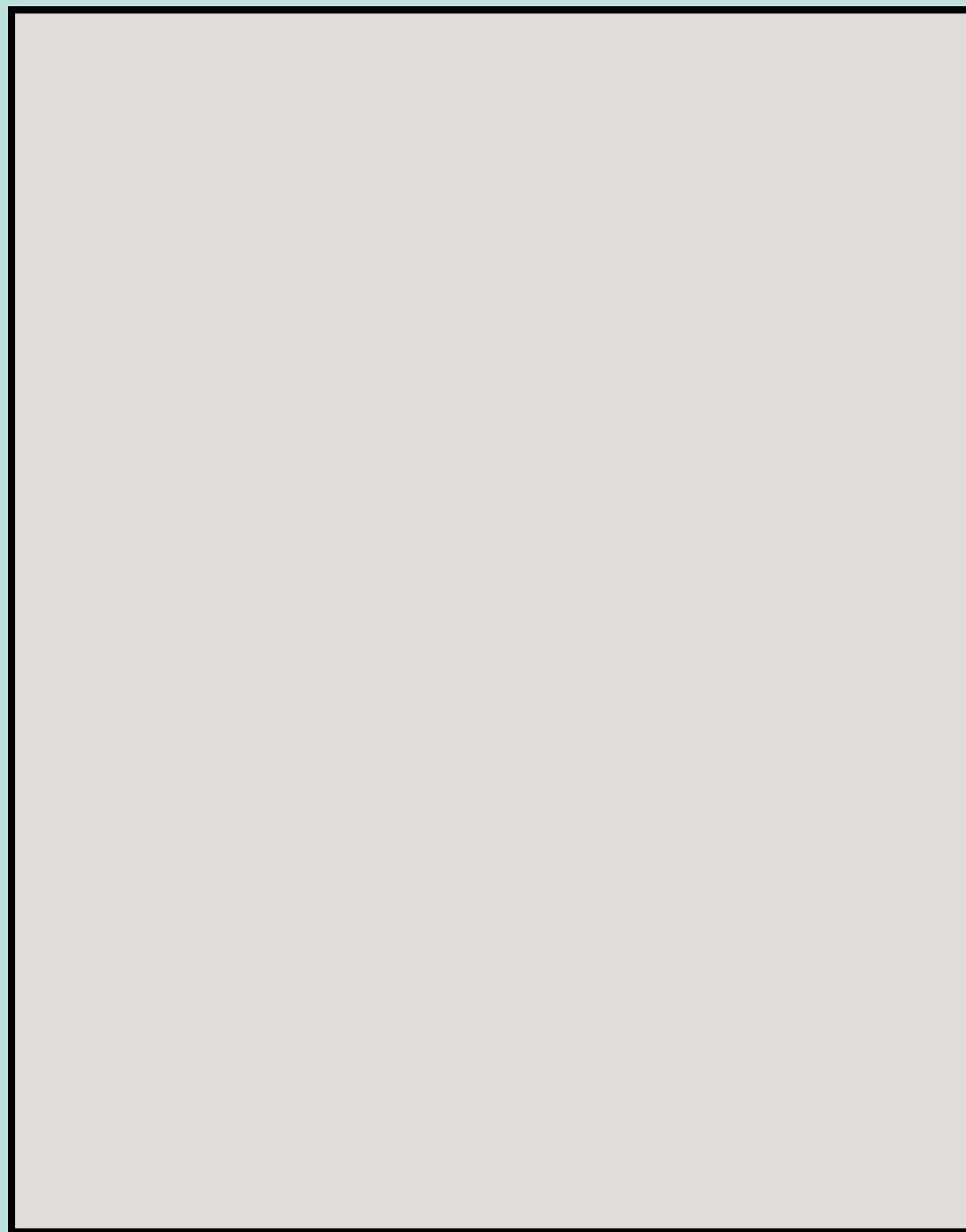
Educators can select timeline one or two, you know your students best so choose the timeline that will support their learning and understanding.

# Timeline #1

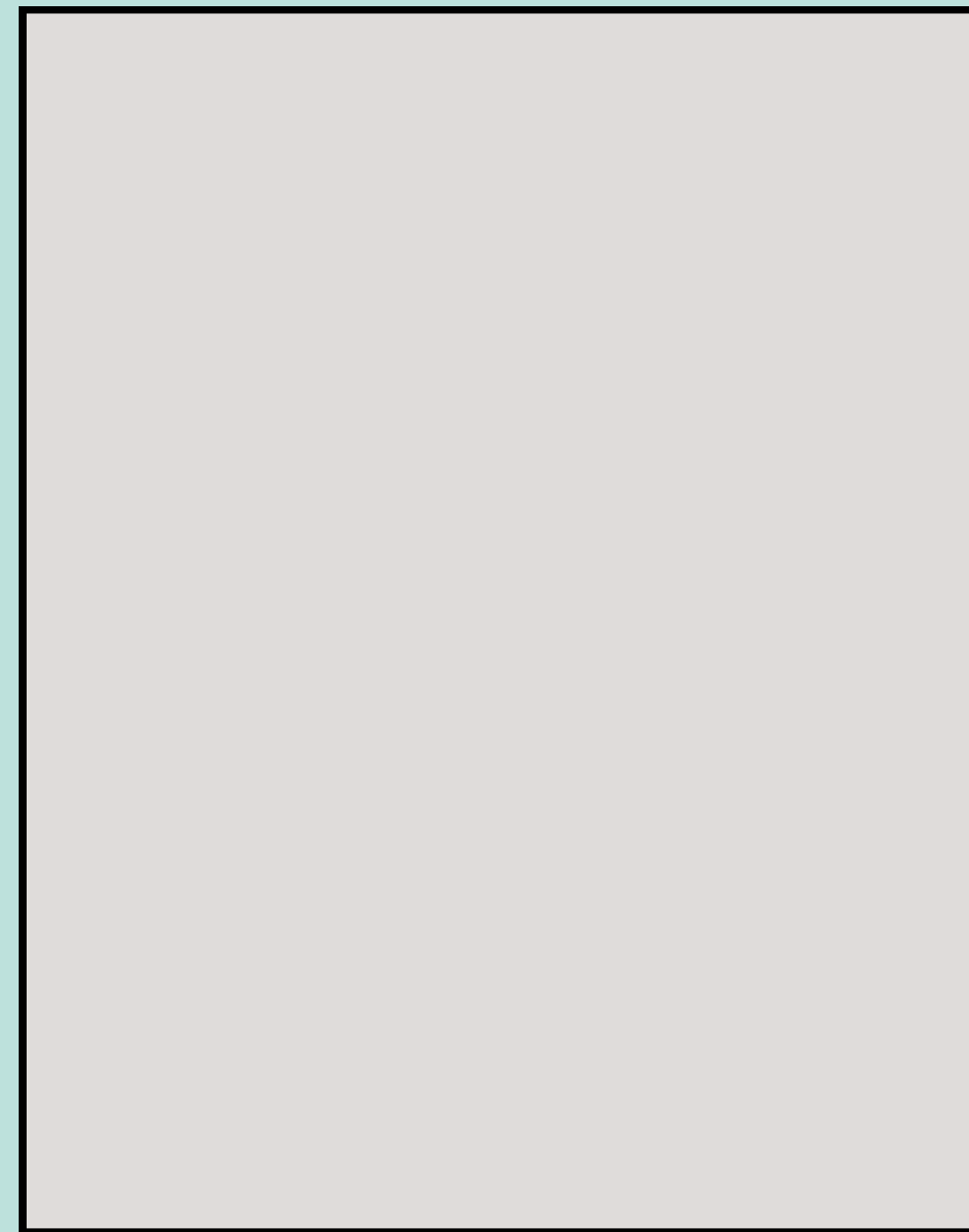
Beginning

A large, empty rectangular box with a black border, intended for writing or drawing in the Beginning section of the timeline.

Middle

A large, empty rectangular box with a black border, intended for writing or drawing in the Middle section of the timeline.

Ending

A large, empty rectangular box with a black border, intended for writing or drawing in the Ending section of the timeline.



Character and Emotions for Timeline

# Timeline #2

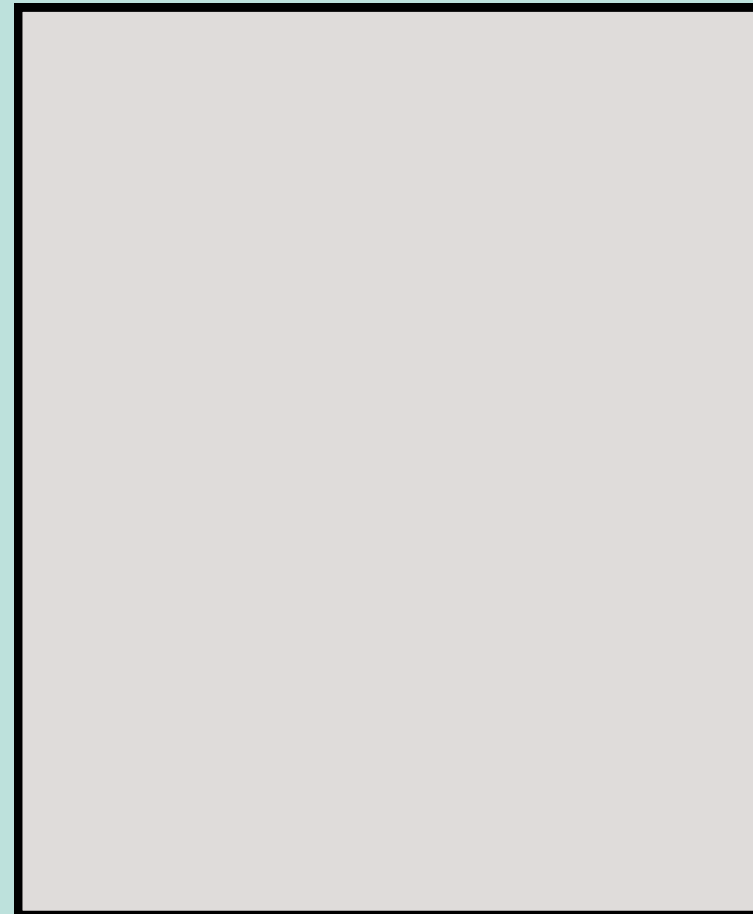
1st



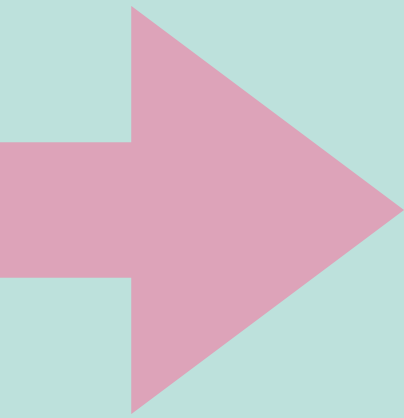
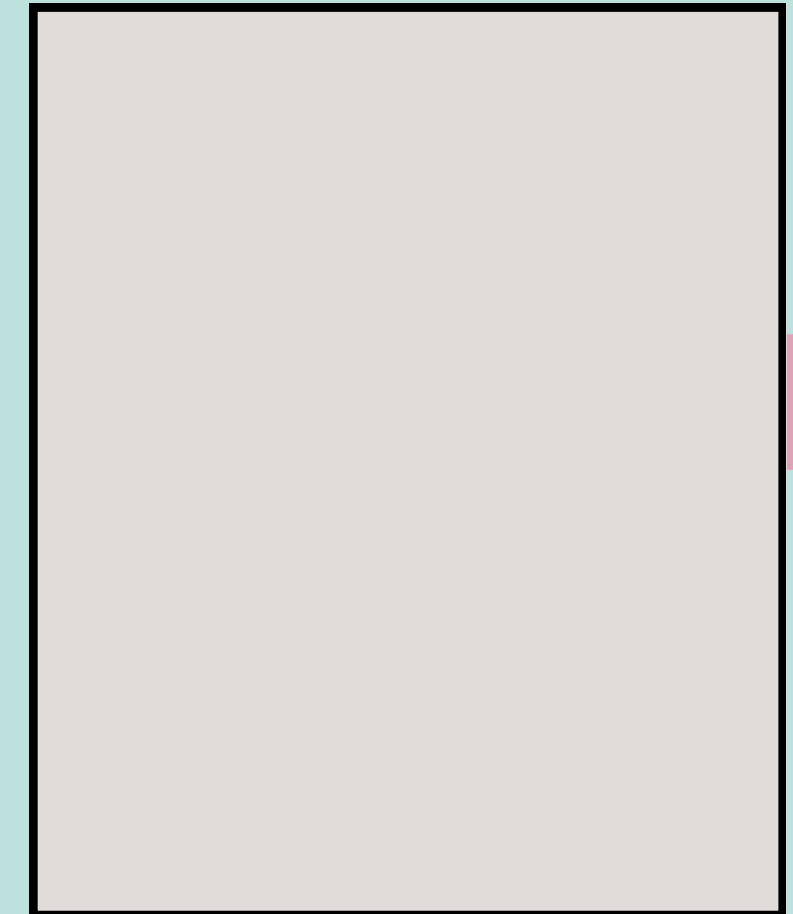
2nd



3rd



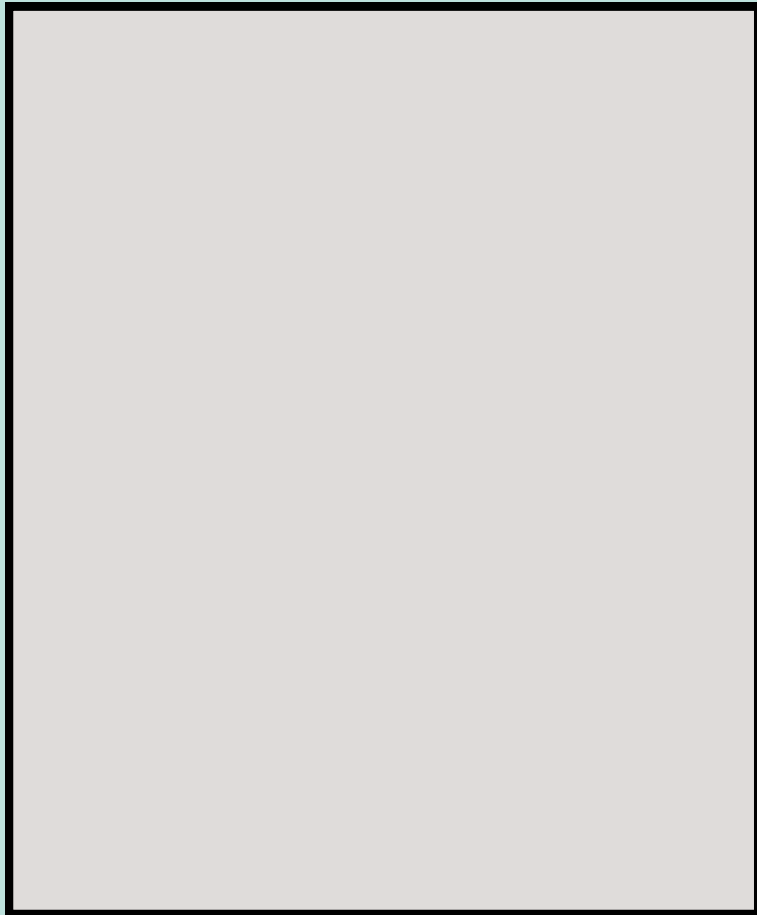
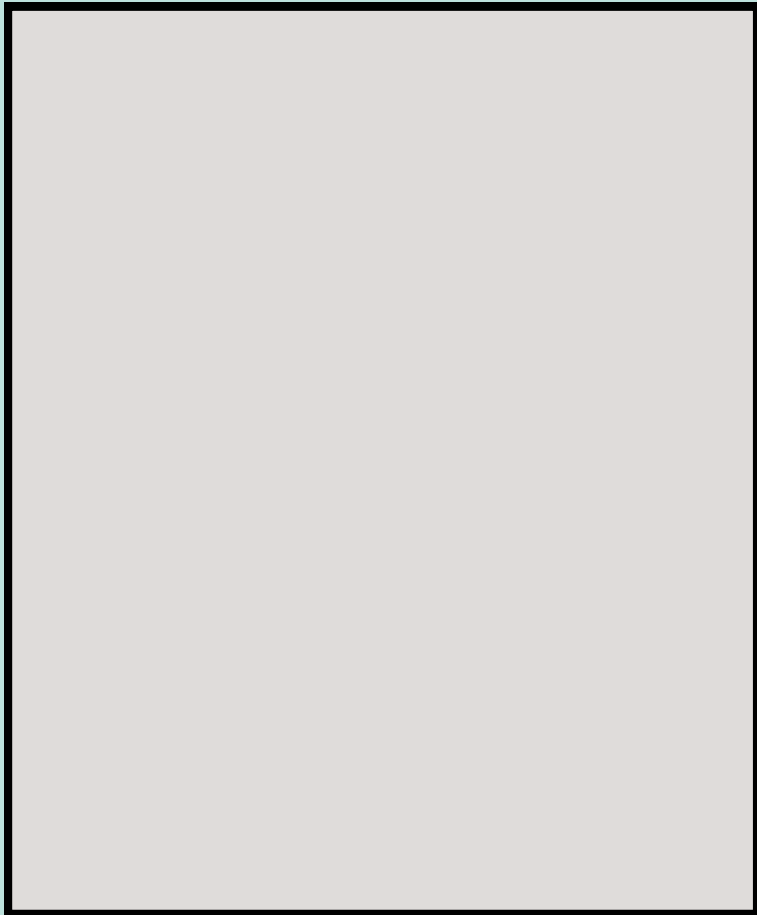
4th





Character and Emotions for Timeline

# Timeline #2 Continued



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