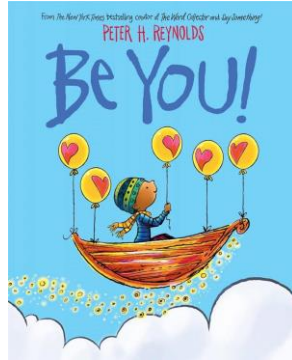


Epic World Read Aloud Day Event – K-6

Book For All Grades



Link with this poster of our Board’s new strategic direction: “Be you. Be excellent.”

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Read Aloud Component:

Read Peter Reynolds’ book, *Be You*. (I have the Kindle version as well as the book version.)

Discussion Points (These are my key ones, but I might vary them a bit depending on the students. Will also provide opportunities for students to share with the full group as well as with a partner or two.):

Words on the page, “You were born to be so many things.” - Share some examples that also help illustrate what these words mean. (e.g., brave)

“Be curious.” - What are you curious about? (Share an example if needed.)

“Be persistent.” - When have you been persistent?” (Share an example if needed.)

“Be okay being alone.” - When do you like being alone? (Share an example if needed.)

“Be okay reaching out for help.” - What are some different ways that you can or have helped others? (Share an example if needed.)

At Hillcrest, we're lucky to have so many different 'you's,' who make up our school and classroom communities.

Follow-Up Invitations Set-Up Around The Library:

Students can select the space that they want to go and create. The only caveat: *thinking about the book, it's okay to be different, forge your own path, and stick with difficult things, so I want you to make your selection and stay there for our time together exploring in the Learning Commons (about 20 minutes). You might not get to finish what you started, but the key is to stay focused on the task, try your best, and explore, with these Success Criteria in mind.*

Success Criteria (Things to keep in mind to know that I've been successful here) - Focus in this library space on writing, reading, communicating, creating, and sharing our learning. (There will be other expectations addressed, but this success criteria addresses the main ones.)

I can show my understanding of what was read by making connections to my own experiences and what makes me special. (Connects with C 2.5 for all grades – **Monitoring of Understanding: Making Connections**)

I can use capitalization and punctuation to help communicate meaning in what I write. (Connects with B 3.3 for all grades – **Capitalization and Punctuation**)

I can write using the sounds and words that I know. (A focus for Kindergarten.)

I can listen well to others, ask good questions, and share my thoughts with others. (Connects with B 1.1 and 1.3 for all grades – **Effective Listening Skills and Speaking Purposes and Strategies**)

I can come up with and share ideas on a chosen topic. (Connects with D 1.2 for all grades – **Developing Ideas**)

I can print, write, or type my ideas to share with others. (Connects with D 2.2 for all grades – **Printing, Handwriting, and Word Processing**)

Invitations

- **Book Making and Comics** – Create stories or comics about themselves and what is important to them to add to the library space. Some comics have been started, and students can extend them. There are also some open comic templates.
- **Collaborative Mural** – Celebrate ourselves and our gifts – support labelling and text additions (speech bubbles perhaps – I also have speech bubble sticky notes that we could add here) as well as conversations about the pictures added
- **Collage Boards** – Add messages of encouragement and love to the boards, which align with being ourselves and supporting others. Can add pictures too. Will print a few for inspiration. Have letter stickers here to form words in addition to markers. Will need scissors here too.
- **Planning For Podcasting** – We want to find out about the students at Hillcrest, but what could we ask? Generate questions here. Work together to write them down. Can also have an iPad available here with the speech-to-text option. Can put the iPad into guided access to

support this. (Could add the questions to the Q-Chart.) **After they generate questions, we could record interviews using Audacity on my computer with the microphone. If time does not permit, classes could borrow the microphone to try this up in the classroom or during an open library period.**

- **Quasi-STEAM Challenge** – This is a two-part challenge connected with the text.

Part 1 – Painting the background – Add words that show what we were all born to be (connect with feelings and personality traits). Try reading these words. Explore sounds in them. Talk about what the words mean (vocabulary). **Will provide the book page as a provocation, along with some PECs.**

Part 2 – Create our Hillcrest community of learners. Use the plasticine to make different people. Add names and speech bubbles. (Add some the speech bubble sticky notes here.) Use LEGO, blocks, and loose part items to make the things that matter to us. Highlight specific places in our community, as well as activities and events. (Can print a few pictures for provocations.) Look at adding signs and labels. Could even extend to some story writing and storytelling. Have students think about adding spaces that encapsulate the main ideas discussed in the book (e.g., places or activities where you might need to be brave). **Can print some pictures as provocations.**