

BOOKWORM

LESSON PLAN

Template



Preface

Story books are meant for enjoyment, so why do we need to plan for using them? In most instances this question is valid, however in the act of using story books for deeper engagement with either aspects of literature, the theme, the topic, the point of view, the writing craft, the ideas they hold and such, careful planning and prior preparation by the educator is critical to meeting the objective. It is often experienced that a good session is backed by a good plan for the same. The newsletter *Bookworms Beyond Borders*, Issue 1 suggests a framework that can guide and support such a planning process.



In this document we extend that idea by sharing four sample plans which are suggestive in order to provide both a template for planning and a sense of what a plan may appear like. These are mere examples and your own plan will differ based upon the context and needs of your readers. The selection of books for the sample plans are based on the following criteria.

Duration of session

🕒 35-40 mins

🕒 60-75 mins

Nature/Type of story

Simple story; the plot of the story is simple, aided by images and connections and sequencing events is not very complex.

Complex story; the plot, the images have more complexity, may need prior knowledge activated and the story compels deeper thinking and reflection.

Genre of the story; Fiction & Non Fiction.

Framework for Planning

Framework and pointers one can consider while designing a plan.

Lesson Plan Framework

Parts of the book	Story Title, Author, Illustrator and Publisher details. For Non Fiction there may be a glossary, index, table of contents.	For the facilitator
Story Grammar	List down the elements of the story and relationship among these parts. Usually they include the character, setting, problem/conflict, plot, and resolution.	For the facilitator
Rehearse	Confirm the mode you will use-read aloud/ storytelling/picture talking/group reading/ pop corn reading/readers theatre...	For the facilitator
Mood setting	Game/Song (to bring everyone together and establish a story atmosphere).	With the participants
Discussion leading to the book	To activate prior knowledge or unpack vocabulary that will emerge in the story and to establish context (based on book).	With the participants

<p>During Reading Questions</p>	<p>Based on technique opportunity to invite the participants into the story needs preparation.</p>	<p>With the participants</p>
<p>After Reading Discussion Questions</p>	<ol style="list-style-type: none"> 1. Ask children if they have any questions? 2. Explicit questions (What, When, Where – answers come directly from the text). 3. Implicit question (where answers are arrived at from the context of the story). 4. Text to Self connection (how the child connects to the story). 5. Text to World connection (how the story connects to community/ society/country/ world). 6. Text to Text connection (whether the book connects to another book they are familiar with). 	<p>With the participants</p>
<p>Extension Activity</p>	<p>What would you like to leave the participants with as an extra focus. This can be hands-on (writing, doing) or talking (conversations, reflections, sharing).</p>	<p>With the participants</p>

It is not mandatory to have all the segments for all the stories. All plans shared here have been used within the framework of a participatory Read-Aloud practice.

Lesson Plan

Sample 1

Book Title: Look, the Moon!

Non Fiction Picture Book

🕒 35-40 mins

5-7
years



Author: Sandhya Rao

Illustrator: Trotsky Marudu

Publisher: Tulika Publishers

Genre: Non fiction

Language: English, Hindi, Tamil, Malayalam, Kannada, Marathi, Telugu, Gujarati

Price: 125

Summary: *Sometimes a circle, sometimes a slice and soon not there at all.*

This picture book in simple verse urges a child to look out of the window each night to watch the 'moon show' in the sky-its waxing and waning. Echoing the text, the illustrations are deliberately childlike and capture the grand sweep of the night sky.

Discussion leading to the book

 7 mins

Begin by asking about what we see in the sky. You will receive a wide range of nouns that can best be noted on a board/large sheet so that young children see spoken words in written form and feel validated. Through a process of elimination in your questions, arrive at what we see in the night sky.

Focus finally on the moon. Ask and affirm everyone who has seen the moon. Listen to questions students may have about the moon. Is it always the same size, the same shape, in the same place, the same colour?

Prepare them to look at some images of the moon that you carry or show them a short video of the moon.

Game/Song

 5 mins

Think of a song in any language that may be familiar to you/the children that includes the moon. Sing it together. Ask the children if they know of any song-or find one online that is nurturing and soothing so that it evokes a lullaby of the night sky for the group.

During Reading Aloud

 10 mins

Ensure that the book is front facing, so that the children can watch the moon unfold.

Focus on the text of 'Look..' This can be a very easy sight word and is repeated often.

Ask children to predict the next shape which will come from those who have prior knowledge.

Also for a multilingual group, allow them to describe the shapes in their own language or find familiar objects that look like the shape?

After Reading-Discussion Questions

🕒 10 mins

1. Was there anything surprising/new for anyone in the book?
2. Can anyone name the shapes of the moon in sequence?
3. Why is the narrator not worried about the no-moon day? Would you be worried?
4. Has anyone in the group carefully watched the moon? May we begin a moon chart for our group? Or would anyone begin one at home?

Ref: *Moon Chart*

Extension Activity

Can be done individually or in small groups.

Drawing: Draw any one phase of the moon or draw all phases of the moon and label them.

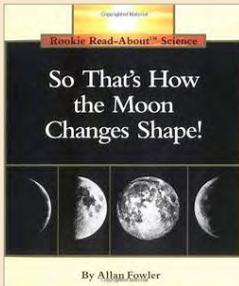
Art: Use a dark paper (black/purple) and with chalk or white paint-create a night sky with a focus on the moon.

Word Play: Begin with the word 'moon' and create a list of words that sound like moon in as many languages as possible, including nonsense words.

Reference: Look for books in the library/collection about the moon and find out 2-3 new facts about the moon. Share them in the form of a small poster or speech to another person/group.

Food Fun: Use a packet of dark cream filled biscuits. Open them and scrape out the cream to show the different phases on the moon. Invite a friend to your moon snack sharing.

Other books on this theme available at Bookworm Library



Title: So That's How The Moon Changes Shape!

Author: Allan Fowler

Publisher: Turtle Books

Genre: Non fiction

Language: English

Price: 1170



Title: The Way Back Home

Author and Illustrator: Oliver Jeffers

Publisher: UK Children's

Genre: Fiction

Language: English

Price: 259



Title: Papa Please Get the Moon For Me

Author and Illustrator: Eric Carle

Publisher: Little Simon

Genre: Fiction

Language: English

Price: 626

Lesson Plan

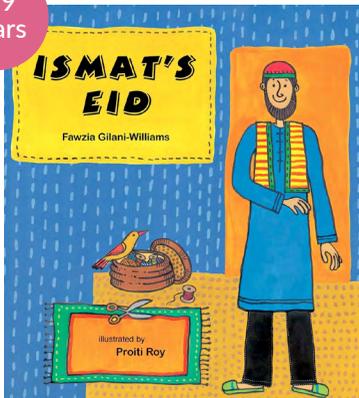
Sample 2

Book Title: Ismat's Eid

Fiction Picture Book

⌚ 60-75 mins

8-9
years



Author: Fawzia Gilani-Williams

Illustrator: Proiti Roy

Publisher: Tulika Publishers

Genre: Fiction

Language: Hindi, English, Tamil, Kannada, Telugu, Marathi, Gujarati, Bengali

Price: 175

Summary: *Ismat's Eid is a crisp adaptation of a delightful Turkish tale. Ismat the shoemaker is a happy, contented sort and on the occasion of Eid, decides to buy his family special gifts. He is persuaded by the shopkeeper to buy a pair of trousers for himself but there is only the last pair on the shelves, and it's too long. Long trousers can always be shortened, can't they? So Ismat takes his gifts home. Eid arrives, and with it comes a shock and a surprise. To be able to laugh and to be willing to adjust: these little life-affirming qualities are highlighted with affection and detail as text and pictures come together seamlessly in this story replete with cultural resonances.*

Discussion leading to the book

 12 mins

Begin by asking children to share, what are some of the festivals they celebrate? List down the name of all the festivals shared on a board. Seek responses on what they like most about festivals? How do they prepare for festivals?

Based on the time of the year, they can also share the festival that is approaching.

During Read Aloud

 15 mins

Ensure that the book is visible to all children and make seating arrangements in U-shape, if possible. Mark different pages where you would like to pause and bring attention to certain things. Let children predict what is going to happen and make connections in between in such a way that it does not disrupt the flow of the story.

After Reading Discussion Questions

 12 mins

1. Ask children if they have any questions and they would like to share their response to the story.
2. What was Ismat's occupations?
3. What jobs did people do in the story- Ismat, Yasmeen, Habiba, Mahjabeen?
4. What kind of man do you think Ismat was?
5. Why do you think the women decided to shorten the trousers?

6. How would you have reacted if you were in Ismat's place? Has anything similar ever happened to you or someone you know?

7. Did this book remind you of any other?

Extension Activity

Can be done individually or in small groups.

Drawing: Draw a family portrait at festival time.

Draw a visual list of who performs what functions during a festival in your home.

Art: Take a colored sheet or newspaper and make a festival decoration. Write down the instructions of what you did, including material used so that you can share this with someone else.

Suggestion-[Click here](#)

Fun with words

In Ismat's Eid there are loan words-that have come into the story from other languages. Can you list those out. Look in a dictionary to write out their meanings.

Now think of another festival you know about and try and add more loan words to your list.

Reference: Look/Ask for a book around a festival in the library collection. Read the book and make a poster to share 2-3 things that you learnt about the festival and why you may recommend this book to another reader.

Food Fun: Talk to parents, relatives and elders in the family to get a recipe of one thing that is specially made on a particular festival. Share the recipe with other friends or better still, make this special item and share even if the festival is over or yet to come!



Other books on this theme available at Bookworm Library



Title: Rangoli

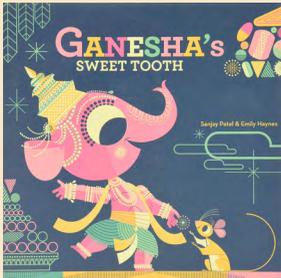
Author: Anuradha Ananth

Illustrator: Shailja Jain

Publisher: Tulika Publishers

Language: English, Hindi, Tamil, Kannada,
Telugu, Marathi, Gujarati, Bengali

Price: 120



Title: Ganesha's Sweet Tooth

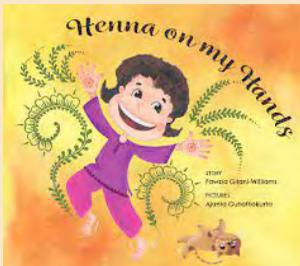
Author: Sanjay Patel and Emily Haynes

Publisher: Chronicle Books

Genre: Fiction

Language: English

Price: 539



Title: Henna on my Hands

Author: Fawzia Gilani Williams

Illustrator: Ajanta Guhathakurta

Publisher: Tulika Publishers

Genre: Fiction

Language: English, Hindi, Tamil, Malayalam,
Kannada, Telugu, Marathi, Gujarati, Bengali

Price: 135

Lesson Plan

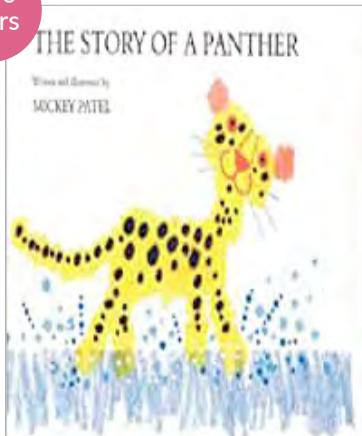
Sample 3

Book Title: The Story of a Panther

Realistic Fiction Picture Book

🕒 35-40 mins

9-10
years



Author and Illustrator: Mickey Patel

Publisher: Dayal Publishers

Genre: Realistic Fiction

Language: English

Price: 160

Summary: *A harmless and inquisitive panther strays out of the forest and wanders into a small house in a small town. Two brothers live in the house and are needlessly terrified of the gentle panther; spreading panic, they gather a crowd and implore the most important person of the town to help them. All this, and the events that follow, are depicted through a simple yet telling text, and exquisite illustrations in Mickey Patel's unique style.*

Game

 7 mins

To bring the prior knowledge of Big Cats to set the context for the story, ask children to write the names of all the Big Cats in a small group of 3-4. Let children think and write the names of Big Cats. Record their responses on board. If they have missed any then you can add them to the list (Lion-Tiger-Cheetah-Jaguar-Leopard-Panther-Snow Leopard-Cougar). If you feel the need then photos of Big Cats can also be shown.

Discussion leading to book

 5 mins

Identify some of the key words in this story, write them on cards or on the board and ask children what these words mean, where they have heard them etc. This will also enable the context of the story to be subtly established through vocabulary.

- Very Important Person-VIP
 - District Magistrate-Government official incharge of the town
 - Town - as distinct from village city
 - Rifle-gun
-

During Read Aloud

 15 mins

Make sure children can see the book properly and hear you clearly as you read the story.

Pause on the page where the DM creeps into the house and sees the sleeping Panther, allow the children to view the page illustrations but DO NOT read the sentence about the VIP shooting the Panther. Seek responses from children about what will happen.

Let children predict what is going to happen and make connections in

between in such a way that it does not disrupt the flow of the story.

After Reading Discussion Questions

🕒 8 mins

1. What is your response to the story?
2. What would you do if a panther suddenly appeared in front of you?
3. Do you know of any stories/news articles where a leopard/tiger comes into a village and the villagers kill the animal. How do you think the animal felt?
4. How could the panther have been saved?

Extension Activity

Can be done individually or in small groups.

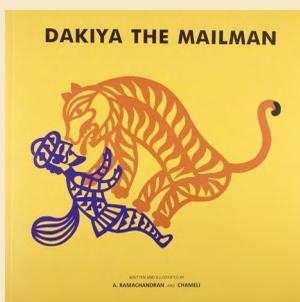
Quiz/puzzle: Play hangman in small groups and ask children in other team to guess the word from the story (magistrate, snoring, panther, forest etc).

Art & Drama: Make masks of different characters from the story and enact the story where you can change the ending the way you want.

Word play: Note down words that you find difficult from the book, look up the dictionary for the meaning of each word and note it down.

Reference: Look for other books in the library which talk about the relationship between animals and humans. Share one thing which interested/shocked you in the story.

Other books on this theme available at Bookworm Library



Title: Dakiya the Mailman

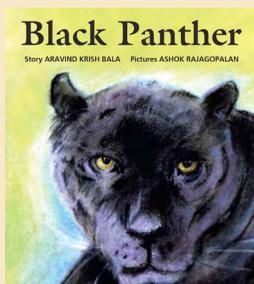
Author and Illustrator:: A. Ramachandran and Chameli

Publisher: Vadhera Art Gallery

Genre: Fiction

Language: English

Price: Currently unavailable



Title: Black Panther

Author: Aravind Krish Bala

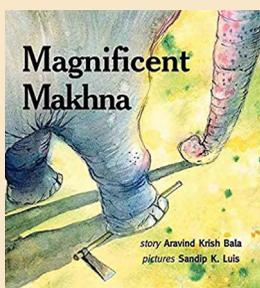
Illustrator: Ashok Rajagopalan

Genre: Realistic Fiction

Publisher: Tulika Publishers

Language: Hindi, English, Tamil, Telugu, Malayalam, Telugu, Gujarati, Bengali

Price: 175



Title: Magnificent Makhna

Author: Aravind Krish Bala

Illustrator: Sandip K. Luis

Genre: Realistic Fiction

Publisher: Tulika Publishers

Language: Hindi, English, Tamil, Malayalam, Kannada, Gujarati, Bengali

Price: 175

Lesson Plan

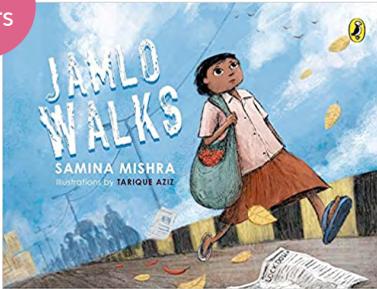
Sample 4

Book Title: Jamlo Walks

Fact Fiction Picture Book

⌚ 60-75 mins

9-10+
years



Author: Samina Mishra

Illustrator: Tarique Aziz

Publisher: Puffin Books

Genre: Fact Fiction

Language: English

Price: 250

Summary: *The world has stood still. The streets lie empty and schools are closed. All work has dried up and people keep whispering the word 'corona' all the time. Jamlo walks down a long and hot road, alongside hundreds of other men and women and children whom Tara sees on TV. Jamlo walks as Rahul watches the streets turn quiet.*

Jamlo walks and walks in a world that needs to be kind and just and equal. A world where all lives are seen as important.

Game

 15 mins

Write the words that are most commonly/frequently used during the COVID-19 pandemic (coronavirus, migration, google-meet, second-wave, school, vaccine, pandemic, oxygen, lockdown). Pass these words around and ask children to act out in turns. Discuss each word, as children guess and invite them to sketch what comes to mind when you think of that word.

Discussion leading to book

 10 mins

Form pairs and let children browse through different newspaper articles from the lockdown months (March-May 2020) and highlight what is shared about the pandemic. In large groups, children share what was the primary focus of newspapers during the lockdown? Did they hear any other stories that haven't been covered in these newspapers that they read?

- What for them was the worst thing about the lockdown?
-

During Read Aloud

 20 mins

- Bring children's attention to blue skies, why blue skies?
- Focus on connections drawn between Jamlo's story and the stories of the other two children - why do you think the author chose to make this connection?
- What in the illustration/text is telling us how far Jamlo has reached? At this moment, you can pause and trace on a map where she started, where she has reached, and how much is left to reach home.

After Reading Discussion Questions

⌚ 10 mins

1. Ask whether they think it is a true story? Why or why not?
2. Read the endnote out loud. Elicit responses to the end note.

Extension Activity

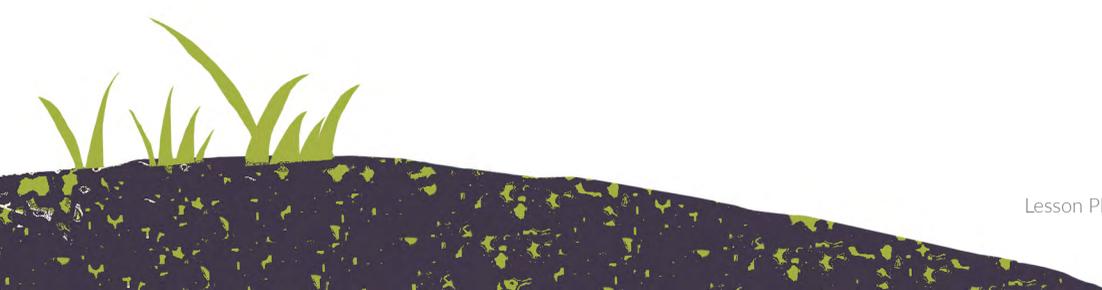
Can be done individually or in small groups.

Discuss in groups: Make smaller groups of 5-6 children in each group. Share the discussion questions:

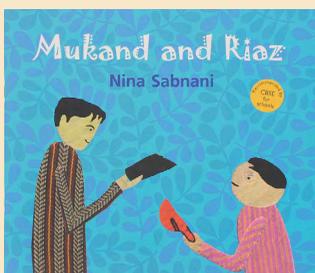
- What do you think could have been done differently?
- Should we be reading these books? If yes, why?

Drawing: Think of Jamlo's story and story of other children. Reflect on your experience of lockdown and draw what comes to your mind keeping these stories in mind.

Reference: Find other books in library on migration and share points how it has affected people.



Other books on this theme available at Bookworm Library



Title: Mukand and Riaz

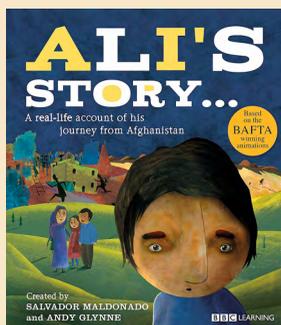
Author and Illustrator: Nina Sabnani

Publisher: Tulika Publishers

Genre: Non Fiction

Language: Hindi, English, Tamil, Kannada, Telugu, Bengali

Price: 150



Title: Ali's Story- A Journey from Afghanistan

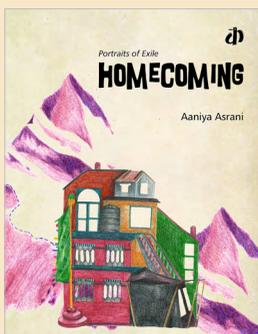
Author: Andy Glynnne

Illustrator: Salvador Maldonado

Genre: Non Fiction

Publisher: Hachette Children's Group

Price Online: 808



Title: Homecoming

Author and Illustrator: Aaniya Asrani

Genre: Non Fiction

Publisher: Katha

Price Online: 120

Lesson Plan

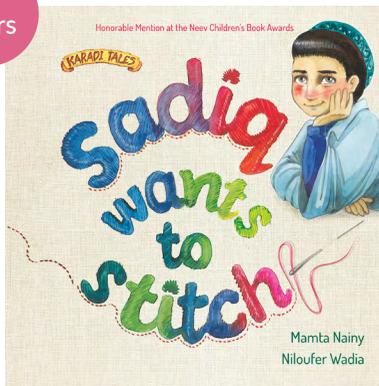
Sample 5

Book Title: Sadiq Wants to Stitch

Fact Fiction Picture Book

🕒 60-75 mins

7+
years



Author: Mamta Nainy

Illustrator: Niloufer Wadia

Publisher: Karadi Tales

Genre: Fact Fiction; *includes note on Bakarwals at the end.*

Summary: *Sadiq loves stitching colourful patterns on rugs. However, his Ammi reminds him that boys in his community don't stitch, they tend to the livestock. But Sadiq is determined to pursue his passion.*

Game

 10 mins

Adult begins with miming an action (verb) and the audience guesses. Audience can be invited to mime after 2-3 rounds. Adult takes over again and ensures that stitching is mimed towards the end of the time. All verbs generated can be listed on a large sheet or board. Some suggestions are: sleeping- running- hugging- cooking- reading- looking- sitting- dancing- stitching.

Discussion leading to book

 15 mins

As a large group, discuss the word/verb stitching. What does it mean? How would we define stitching? Try and put this down in a sentence on the board. What other words do we have for stitching in any other languages? Make a list ensuring everyone understands irrespective of language.

Form small groups and ask each group to think of what tools are needed for stitching. After a few minutes receive responses group by group, one item/tool at a time. List these.

Look at the list as a large group and add if anything is missing. Introduce the book by showing the cover. Ask if anything seems unusual or unexpected. Listen. Begin to read.

During Read Aloud

 20 mins

Stop only to raise questions that may provoke deeper thinker or predictions.

Pg 6-Why do you think Ammi was not too happy when Sadiq stitched. Listen

Pg 18-Why does Sadiq reassure Ammi about Abdul Chacha's visit?

After Reading Discussion Questions

🕒 10 mins

Where is this story set? What do we know about this region of India? Read the note about the Bakarwals.

Re look at the images-ask for some words to describe the stitching of the Bakarwals.

Where in the book can you spot this stitching?

Did Ammi's fears about Sadiq stitching come true? Why or why not?

Extension Activity

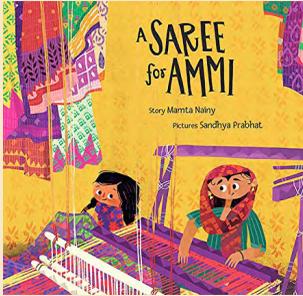
Discuss in groups: Why do you think stitching is considered an activity for only women/girls? Is that true? Do you know any other gender who stitches? What do you feel as a group about stitching?

Word Play: What words can you find in the story that represent a particular community/culture? Make a list and add words from other languages that mean the same thing. Think about how multilingual stories enable us to understand other worlds through words.

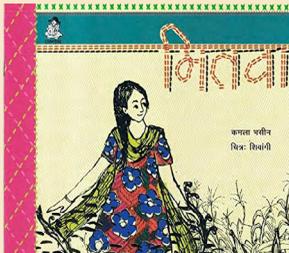
Drawing & Art: Imagine you have a blanket to stitch. Draw the outline of the blanket on paper and then fill it with as big and bold designs as you can to match Sadiq's stitching. Colour it in if you find time.

Reference: Read about pastoral communities like the Bakarwalas. List down and share some facts that you learn about nomadic groups. Think about any nomadic group you have seen in your community. What would you like to ask them and find out more about?

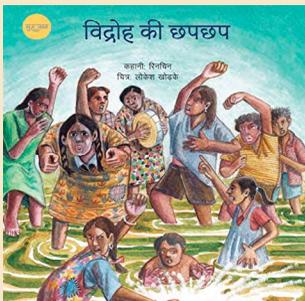
Other books on this theme available at Bookworm Library



Title: A Saree for Ammi
Author: Mamta Nainy
Illustrator: Sandhya Prabhat
Genre: Fiction
Publisher: Tulika Publishers
Price Online: 175



Title: Mitwa
Author: Kamla Bhasin
Illustrator: Shivangi
Genre: Fiction
Publisher: Eklavya
Price Online: 45



Title: Vidroh Ki Chap Chap
Author: Rinchin
Illustrator: Lokesh Khodke
Genre: Fiction
Publisher: Muskaan
Price: 100

Lesson Plan

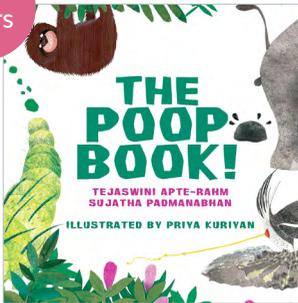
Sample 6

Book Title: The Poop book

Non Fiction Picture Book

⌚ 60-75 mins

7+
years



Author: Tejaswini Apte-Rahm & Sujatha Padmanabhan

Illustrator: Priya Kuriyan

Publisher: Kalpavriksh

Genre: Non Fiction

Summary: This is a book about animal poop. Meet jellyfish, lions, penguins, bees, and lots of other creatures who all have their own special way of pooping—or using poop.

Game

 7 mins

The names of the animals in the book are written on separate chits and placed in a basket. Audience is invited to come up, pick a chit and mime the name of the animal for the others to guess.

Discussion leading to book

 5 mins

Show the book cover. Ask what the word poop means? Allow for laughter and embarrassment to subside. Remember to state clearly how this is a most normal function of healthy life.

Have you heard about animal poop being used for anything? Which animal/s and for what has it been used?

Main Activity-In Groups

 30 mins

Break into smaller groups (size will depend on total number of children). Each group is assigned an extract of one page spread of the book that talks about 2-4 animals and their poop. They read together and prepare a fun way of presenting this information to the larger class/group.

(Encourage questions by other children to each group who is presenting)

Small group discussions: Suggested time 15 mins.

Each group presentation: Suggested time 2-3 mins.

After Reading Discussion Questions

 10 mins

- Ask the group if they have any questions?
- Ask for a few sharings on what was new for them that emerged through

this book and the discussions.

- Do you think we should have more books like these that share information openly about topics that are not usually talked about? Why?
- Does this book remind you of any other book?

Extension Activity

Can be done individually or in small groups.

Puzzle Activity: Each group designs a puzzle/hangman game for another group based on the content in the book. For example: This creature squirts its poop far away from home. _ _ _ _ _ _ _ _ _ _ (Penguin)

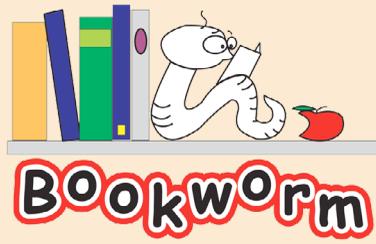
Reference: Pick any one other animal who has not been mentioned in the book, and try to find out any special information about this animal and its poop.

Word Play: List all the verbs that appear in the book (Fling, Squirt, Smell, Roll) Use each of the verbs in a sentence of your own.

Drawing and Art: Choose a fact from the book that is most fascinating for you. Illustrate this fact with your own drawing.

**The plan is designed differently and does not have read-aloud component.*





Bookworm

