

Imani's Crown

Literacy Plans



Imani's Crown Literacy Plans

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CONQUER YOUR CHALLENGES

Lesson Objective and Rationale:

Describe how character(s) in a story respond to major events and challenges.

Lesson Materials:

Imani's Crown book, index card, small basket or box

Targeted Vocabulary Words:

Patience – to wait on something or someone without getting upset

Confidence – being certain about someone or something; trust

Courage - doing something even though it's scary

Anxious – super nervous

Challenge- difficult task or problem

Unstoppable – impossible to stop

Thinking Stems before Reading:

1. What is a challenge?
2. What does it mean to be brave/have courage?
3. Why would someone be brave?

(After a few responses, you can share an experience when you had to have courage and step out on a limb when you were scared.

You can express that courage and challenges bring about growth and can sometimes be fun.

Tell readers that challenges are scary sometimes but the reward after overcoming a challenge is beautiful.)

Before Reading:

Readers, today we are going to read a book called *“Imani’s Crown”*. While we read, we are going to focus on how Imani, the main character, responds to a challenge. A challenge is a difficult task or a problem. We will pay close attention to what the main character says and the main character’s actions.

Now, let’s preview the front cover of the book. What do you notice?

(Students should point out a young girl with an afro puff. They should mention that her afro puff has sparkles circling it with a crown on top. They should also mention she looks like she is smiling.)

Let’s begin reading. Remember, we are paying attention to how Imani responds to a challenge.

Discussion Questions While Reading:

1. Why is Imani nervous? (pg. 8-9)
2. If you were competing against the school champion, would you be nervous too? (pg. 8-9)
3. What do you notice about how Imani is spelling her words? Is she scared? Is she confident? (pg. 12-13)
4. What do you notice about Caleb? Do you think he is nervous at all? (pg. 18-19)
5. Imani and Caleb get to the final round and it is intense. Imani wants to quit this challenge/spelling bee. She wants to give up. What would you do if you faced this challenge? What do you think she will do? (pg. 20-21)
6. Why do you think everyone was shocked when Caleb misspelled his word? (pg. 21)
7. Do you think Imani has a chance to win?
8. What do you think will help her get through this challenge? (pg. 22)

9. Whoo-hoo! Imani wins the spelling bee even though it was a challenge. She overcame that obstacle. She believed in herself and she used her magic tool, her hair. (pg. 27)

10. What if Imani would have given up?

(If Imani would have given up she would not have won the spelling bee.

If Imani had given up, all of her studying would have gone to waste.

I am sure now Imani knows that facing your fears, isn't so bad after all.)

Discussion Questions after Reading:

1. What was the big challenge in this story? (ANSWER: Imani's self-doubt, school spelling bee)

2. How did Imani defeat the challenge she faced in the story?

(ANSWER: Imani went for it. Her hair is magical and gave her the courage and confidence she needed to win the spelling bee.)

3. Was Imani ever scared when facing her challenge?

(ANSWER: Yes, she was scared. Especially during the final round of the spelling against Caleb. Readers, it is okay to be scared and nervous when we're faced with a challenge, but we don't quit which is what Imani wanted to share with us in her awesome book.)

ACTIVITY

PREPARATION BEFORE ACTIVITY:

Before the activity, write down appropriate grade level challenges that your students face on separate index cards. You should have enough challenge scenarios for each group to have one scenario. Fold the index cards so students cannot see the scenario, when they pick from the basket of challenge scenarios. Place the scenarios in a small basket or box. Some possible scenarios you can use are:

- Making new friends
- Understanding a math problem
 - Getting a bad grade
- Someone spreading rumors

1. Divide students into even groups. Groups should not exceed 4 students.
2. Have one student from each group pick from the basket of challenge scenarios.
3. Once each group has their scenario, set the timer for 10-15 minutes (you know your learners).
4. Students in each group will read their scenario and strategize on three ways/tips to conquer that challenge.
5. After 10-15 minutes, have each group share their challenge scenario and tips to conquer it with the class.
6. After each group has shared their responses, as a class develop a "Conquer Our Challenges" promise.
7. The promise should be sweet and simple consisting of 3-4 lines.

Feel free to use the sentence frame below as an example

CONQUER OUR CHALLENGES CLASS PROMISE

"We pledge to conquer our challenges instead of _____.
Challenges are tough but so are _____!
It is okay to be scared when challenges come, just do not _____."

Imani and Me

Lesson Objective and Rationale:

Describe character(s) in a story (e.g., their traits, motivations, or feelings).

Compare and contrast yourself to the main character in a story.

Lesson Materials:

Imani's Crown book, large chart paper, pencil, white chalk, pink or purple construction paper, notebook paper

Targeted Vocabulary Words:

Character – a character is a person, animal, being, creature or thing in a story.

Character traits – words that describe a character's personality or qualities that make, them who they are.

Compare- to show how something or someone is similar

Contrast- to show how something or someone is different

Confidence – being certain about someone or something; trust

Courage- doing something even though it's scary

Preparation before Reading:

1. The day before the lesson trace each student's head from a front or side profile.
2. At the top of chart paper write, "Imani's Character Traits". You will use this to write what students observe about Imani as you read the text. Students should mention and point out Imani's physical and intrinsic traits.

Before Reading Say:

Readers, we will explore character traits of Imani, the main character in our book, *"Imani's Crown"*. Character traits are words that describe a character's personality or qualities that make, them who they are. Character traits can be physical qualities about a person, feelings, and/or how they behave. Physical character traits are what we can see from the outside, such as how the character dresses or looks. In order to figure out the character's feelings, you have to use clues from the text such as pictures, words, and background information.

As we read, we will write down the character traits that describe Imani on our chart paper.

Ask students to share what physical character traits they observe from the cover of the book.

Encourage students to pay attention to Imani's character traits as you read aloud.

During Reading:

As you are reading, ask students what they notice about Imani, how she behaves, her hair, work ethic, etc... write those responses on the chart paper. If you notice students aren't noticing some of Imani's character traits, begin to purposefully think aloud. For example:

"Imani seems very confident about her hair because of how she's smiling in this picture" (page.1)

"I notice Imani studying for the spelling bee, which shows me how hard working she is..." (page.8)

"Imani is very nervous right now because she is a finalist against the spelling bee champion. I can relate to her."(page.20)

After Reading Discussion Questions

1. What are some of Imani's feelings in the text?
2. What makes Imani special?
3. What are some things you and Imani have in common?
4. How are you different from Imani?

IMANI AND ME ACTIVITY

Instructions:

1. Tape a black sheet of paper on a wall.
2. One at a time, have students stand or sit to the side in front of the construction paper.
3. Trace the outline of their head from a side or front profile.
4. Then, cut out the outline.
5. After cutting the outline of the shadow, have the scholars write their character traits inside of their silhouette.
6. Have students draw a T- chart on a separate sheet of paper (draw a big capital T to fill up the entire piece of paper).
7. On the top left hand side of the T chart have students write "Imani" and on the top right hand side write their name, or "me".
8. Have students think of their character traits and list them under their name. They can use the traits from their silhouette.
9. Then, if necessary, reread the text and have them list the character traits of Imani

10. After students list Imani's traits, tape the T-chart to their silhouette.

11. Engage in a brief discussion about their T-chart.

12. Encourage students to circle the character traits they have in common with Imani.

OPTIONAL: Lastly, have students write a short reflection on the similarities and differences between themselves and Imani.

Be sure to have students use details from the story to support their reflections.