

Book: *What Do You Do With an Idea?*, K. Yamada (2013).

Themes: Bravery, Diversity

This is the story of one brilliant idea and the child who helps to bring it into the world. As the child's confidence grows, so does the idea itself. And then, one day, something amazing happens. This is a story for anyone, at any age, who's ever had an idea that seemed a little too big, too odd, too difficult. It's a story to inspire you to welcome that idea, to give it some space to grow, and to see what happens next. Because your idea isn't going anywhere. In fact, it's just getting started.

Before the Lesson: Start the lesson by introducing myself, and showing pictures from my life in America. As I use key vocabulary (family, Utah, mountains, etc.), I will put the words on the board. I will ask the kids to introduce themselves. They might want to use some of the words have on the board. I will add words to the list (e.g., school, brother, etc.) as the kids use them. Ask the kids if they've practiced English before, and if they have heard of America.

Assess background knowledge: Ask if they know what an Idea is. Assess. Explain what it is if it is confusing to the students. "It is a thought. It can be an action that you want to do. It can be a dream or desire that you want to accomplish. It can be anything."

Present Key Vocabulary: Idea, Fragile, Strange. Write the words on the board. Provide synonyms and examples. Idea (given above). Strange (something different, not normal), Fragile (delicate, breakable, ex. glass, sometimes feelings).

Pose a question for engagement: Think to yourself about a time when you have had an idea. Were you worried about what other people would think of your idea? Did you tell others about it? Did you act on it? What did you do with it? While we read this book I want you each to think about your idea that you have in your mind. Think about what you would do in the situations that he is put in with his idea. Raise your hand if you want to tell us about it. This could be a think/pair/share.

Questions to ask while reading:

Why was the boy excited when his idea showed him how to walk on his hands?

Why was the boy worried about his idea? Name some things the idea wanted from the boy.

When the boy showed his idea to other people they did not like it. What did they say about his idea? Did it seem like he cared what other people thought?

After reading the book: Vocabulary Games/Work:

Go back to the vocabulary list. Maybe you added a few words as you read the story. Review the list with the class until everybody seems to understand the words well.

Model the activity on the board with your own idea, and illustrate your idea on the board.

Get ideas from students about what they want be their ideas. For example: If they have ideas about how to help their families, what they want to be when they grow up, or if they want to travel. Have them come up and write ideas under an IDEAS column on the board. Then ask them what they might draw for each. Continue below.

Generate a list of ideas with the class. Write the list on the board. Make sure that everybody has a good idea of what an idea is before they need to write their own. Maybe leave the list on the board so they can use it to get their spellings correct.

What form would your idea take? Create a picture and be ready to share why you chose that object.

Explore more ideas at meeting.

Take Away:

We need to encourage each other and ourselves to believe it is possible to find our place, our purpose in the world. Don't be afraid to share what you think or believe with other people. Each and every one of you can change the world and make it a better place.

Closure: Students volunteer to share their work with the class or in small groups. Have them explain what their idea was that they thought of before reading the book & why they chose to design their idea the way they did.

Materials: Construction Paper, Markers, Colored Pencils, My Own Example, *What do you do with an idea?*