

Mr. Business: The Adventures of Little BK

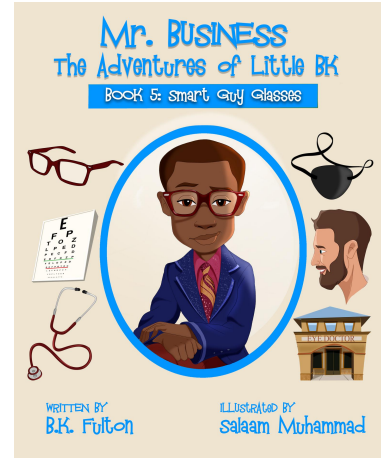
Book 5: Smart Guy Glasses

by B.K. Fulton

Grades: K-2

Objectives:

- Students will be able to identify feelings that connect to being nervous.
- Students will participate in active listening.
- Students will participate in discussions about what it is like to be nervous.
- Students will write about their own experiences and connect with the ideas in the book.



Pre-reading activity:

Show children the cover of the book. Ask them what they think the book is about based on the pictures. Show them the pictures in the book.

Ask the children to brainstorm what they are going to read about. Develop a list as the students brainstorm.

During Reading:

Read the book to the students and show the pictures as you read.

Every time that BK loses his glasses, stop reading and ask the students to predict what they think will happen next. Count together to add up how many times he “lost” his glasses.

After Reading:

Ask the students why did BK pretend to “lose” his glasses? How was BK feeling when he pretended to lose them? How do you think his mom felt when he “lost” them?

Distribute Journal Page (3 versions attached). Show the students the journal entry at the end of the book, and ask students to write or draw a picture .

Lesson Extensions:

Think, Pair, Share

Break the children into small groups of three. Have them role play a conversation between BK and his mom about why he is pretending to lose his glasses. Next, have them role play being BK and being his mom. Give the children sentence starters to use like “I’m upset because...”, and ask them to fill in the blanks from the story.

Explain that by “losing” his glasses, BK isn’t using his superpower. What are their superpowers? (ex: good at listening, being a good friend, having a good sense of smell, able to run, jump or do acrobatics, etc.).

Art

- Have the children draw a picture of themselves doing their “superpower” (or teachers can take a picture and print it out for children to decorate).
- Ask the children to identify their favorite part of the story.

Writing

- Show the children the Mr. Business Journal page. Explain to the children that they are developing their personal journal. Give them a sentence strip to glue on another paper that asks the question “What is your superpower?” Tell them to write their response

Activities

Example

Somebody Wanted But So is a strategy that allows quick focus to a character. It also is a playful strategy that builds comprehension and identifies character point of view very clearly. There are many adaptations possible with this strategy. Here are some examples:

- Story Sequence
- Somebody-Wanted-But-So

Somebody (character/who)	Wanted (goal/motivation)	But (problem/conflict)	So (solution/resolution)
Little Red Riding Hood	...to go to grandma's house	...she spoke to a stranger	...she had trouble finding grandma
Grandma	...to see Little Red	...she saw the wolf first	...her plans changed
The wolf	...to eat. He was hungry.	...he met Little Red and her grandma	...he tried to eat them

Family Partnerships

Help your child to be excellent in these ways:

- Discuss with your child what they should do if they don’t want to do something. What should they say? How can they share how they feel?
- Utilize the classroom lending library so you and the child can read the story together.
- Plan with your child a place to keep a journal and a copy of the book in the home environment.

Preparing the Classroom Learning Environment

- Have a copy of Mr. Business (Book 5) on display in the classroom.
- Provide several copies in the classroom library.
- Provide a recording of the book in the listening center.
- Provide books for journaling for each child.
- Have each child decorate their own journal.
- Provide a feelings poster to be displayed in the classroom.
- Provide a lending library for parent-child while at home.
- Provide pencils, markers, glue, scissors, poster board.

This lesson connects to these standards for early childhood instruction:

- 1.1.K.E – Read emergent-reader text with purpose and understanding.
- 1.3.K.A – With prompting and support, retell familiar stories including key details.
- 1.3.K.B – Ask and answer questions about key details in a text.

Storyline and Retelling Activity

Students or teachers can write some of the major events from the story, and then track BK's emotions in the space provided at the bottom. Re-read the book and pause after each page to ask students to choose the face that they think represents how BK is feeling.

Retelling the Story

What happened first?	What happened next?
Then what happened?	What happened in the end?

Story Line

Track how BK is feeling through the story. Draw a line to show how his emotions change through the story.







Somebody-Wanted-But-So

Track the story and see what BK, his mom, and the doctor wanted through the story. Use the example from BK's mom to help figure out what BK and the doctor would say. Then choose another character or make one up!

<i>Somebody</i>	Mom	BK	Doctor	
<i>Wanted</i>	She wanted BK to wear his glasses to school so that he can see better.			
<i>But</i>	BK pretended to lose his glasses every day so he would not have to wear them!			
<i>So</i>	She gave BK a warning that he could not lose them again.			

Summary Statement: _____

 _____.

Mr. Business Journal

Seeing things clearly is like having a
superpower!



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