

Unit 6

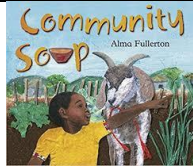


Week 2

Community Soup Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Community Soup*, by Alma Fullerton

Vocabulary:

- **Broth**-the liquid in soup
- **Community garden**- a garden where neighbors grow plants together
- **Rushed**- to move quickly
- **Chores**- jobs that need to be done often
- **Bundle**- to gather together
- **Herd**-a group of animals
- **Calico**-multi-colored
- **Pesky**-causing trouble or annoying

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

<p>“The title of this new book is <i>Community Soup</i>. It is written and illustrated by Alma Fullerton.”</p> <p>“This girl on the cover is Kioni and she lives in Kenya, Africa. One day Kioni has a problem... her goats have followed her to school and are found eating all the vegetables in the garden! Let’s read the story and found out what happens to the garden and with the goats!”</p>	<p><i>Underline title the words and linger with finger under the first and last letters in each word-. Underline both words in her name, as you read them.</i></p> <p><i>Introduce main character.</i> <i>Introduce story problem.</i></p>
<p>“...the teachers stir the broth, the liquid in soup.”</p>	<p><i>Point to teacher stirring and gesture stirring.</i></p>
<p>“In a community garden...a garden where neighbors grow plants together, Jamo picks a pumpkin....”</p>	<p><i>Point to pumpkin and beans while reading.</i></p>
<p>“She still has chores- work - to do at home. She rushes, she moves quickly to feed her-...”</p> <p>“So Kioni doesn’t want to be late for school so she rushed to bring hay for her goats to eat and is surprised to find her goats missing.</p>	<p><i>Comprehension aside. Point to hay.</i></p> <p><i>Point to surprised expression.</i></p>
<p>“Kioni has a herd, a group, of goats with hair of calico.”</p>	<p><i>Point to the group of goats.</i></p>
<p>“Go!”</p> <p>“The goats are eating the vegetables that the neighbors grew in the garden. It looks like Kioni is mad..”</p>	<p><i>Point to the goats eating then to Kioni and her expression.</i></p>
<p>“Those pesky, troublesome, goats make me so mad.”</p>	<p><i>Point to Kioni and her crossed arms.</i></p>

Discussion Questions(s):

- Why did Kioni say “Oh no!”?
- How did Kioni know where to find her herd of goats?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary

- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We read this story the other day and the title is....<i>Community Soup</i>. Alma Fullerton is the author and she was also the illustrator.”</p> <p>“We remember this is a story about Kioni who was doing her chores before school when she discovered her goats were missing...and Kioni is upset when she finally finds her pesky goats where they do not belong... Let’s the read the story again.”</p>	<p><i>Pause before reading the title so that children can chime in. Underline the title while reading it lingering on the first and last letters of text .</i></p> <p><i>Turn to (pg.12) to reorient children to story.</i></p>
<p>“The teachers are outside cooking the broth in large pots heated by a fire and to make the broth into soup they need to add something else like vegetables.”</p>	<p><i>Comprehension aside. (pg.4).</i></p>
<p>“Oh no!”</p> <p>“Kioni has just figured out that the fence is broken and the goats have escaped. She can see the tracks in the dirt.”</p>	<p><i>Comprehension aside. (pgs. 11-12).</i></p>
<p>“And everywhere Kioni goes, those goats are sure to.... Kioni knew the herd of goats would not want to leave the community garden so she brought a rope to help her bring them home.</p>	<p><i>Comprehension aside. (pg.16).</i></p>
<p>“Goats, like cows, have udders that can be milked and the goat milk can be used for cooking or drinking.”</p>	<p><i>Comprehension aside. (pg.28).</i></p>

“The school children eat the soup made from goat milk, water and vegetables from the community garden.”

(pg.29-30).

Discussion Questions(s):

- How do you think Kioni felt when the other children laughed about her goats?
- How do you think the children at school felt about the goats? How do you know?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children-
- Expand, clarify or add more information to children’s responses-
- Address misunderstandings-
- Define words as necessary-
- Deepen comprehension asides-
- Model analytical thinking-

“We have read this book together twice so we remember the title is...*Community Soup*. Today we are going to talk about and retell the story together.”

Pause before reading the title for children to chime in.

Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly be in response to what the children say.

“Although there is no text on this page the illustrator is showing us information in this illustration that gives us a hint about what has happened- something that Kioni does not know yet.... We see that Kioni and her family used sticks to create a fenced-in place for the goats to live. But something has happened to this part of the fence and there are tracks in the dirt....”

Point (pg.2) to the broken fence and hoof prints leading away.

“It’s soup day! Outside the schoolhouse the teachers stir the broth . But where are the vegetables?”	<i>Read (pg.3).</i>
“So what is happening here? Who is missing?”	<i>(pg.5)</i>
“We remember Kioni was late for school....”	<i>(pg.8) Point to Kioni holding the hay.</i>
“What was happening while Kioni was looking for her goats...”	<i>(pg.9) Point to children in the garden.</i>
“We remember what happened....”	<i>(pg.11-12) Point to Kioni and the tracks.</i>
“Kioni has a herd of goats with hair of calico and everywhere Kioni goes those goats are sure to GO!” “And then what happens....”	<i>Read (pgs.14-18)</i> <i>Point to (pgs. 17-18)</i>
“We remember the No goats rule....”	
And then what did the schoolchildren do?	<i>(pg.24)</i>
“What is happening here?”	<i>(pgs.25-26) Point to both school children and Kioni.</i>
“And then....”	<i>(pgs.27-28)</i>
“And then how does it end?”	<i>(pgs.29-30)</i>

Discussion Questions(s):

- How is making soup in *Community Soup* similar to or different from making soup in *The Ugly Vegetables*?

Fourth Read”

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions

- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- What else could Kioni and her neighbors make from the vegetables and goat’s milk?
- How could the community garden be better protected from animals?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: “ I am going to dismiss you by calling the letter of your first name. I will use the first letter from words in <i>Community Garden</i>.”</p> <p>“If your name begins with the letter P like pesky, you may...”</p> <p>“If your name begins with the letter V like vegetables, you may...”</p> <p>“If your name begins with the letter S like soup, you may...”</p> <p>“If your name begins with the letter B like beans, you may...”</p> <p>“If your name begins with the letter G like Garden, you may...”</p> <p>“If your name begins with the letter K like Kioni, you may...”</p>	<p>Direct</p> <p>-Letter ID</p> <p><u>V</u>-vocabulary support</p> <p>Indirect</p> <p><u>R</u>-repeated exposure to well-formed sentences</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: "I will dismiss you by using the letters in friends names."</p> <p>"If you have a friend whose name begins with the letter B, tell me your friends name and then you may..."</p> <p>You may want to have the children's names posted close to the group area.</p>	<p>Direct -Letter <u>l</u>id.</p> <p>Indirect -Exposure to well formed sentences</p>
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Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you using sounds that can be anywhere in your name."</p> <p>"If your name has an /e/sound like feed anywhere in your name you may..."</p> <p>"If your name has an /a/ sound like late anywhere in your name you may..."</p> <p>"If your name has an /o/sound like goats anywhere in your name you may..."</p> <p>"If your name has an /oo/sound like rule anywhere in your name you may..."</p>	<p>Direct -Phonological awareness</p> <p>Indirect -Exposure to well formed sentences</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I am going to drop the first sound from your name as I dismiss you today."</p> <p>Mandy becomes And, Steve becomes Eve, Ahmed becomes Med, Jose becomes Se, Sharon becomes Aron, etc.</p>	<p>Direct -Phoneme deletion</p>