

Unit 1

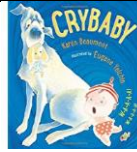


Week 1

Crybaby Read Aloud

Standards:

ELA.SL.CC.PS.1.a
ELA.SL.CC.PS.1.b
ELA.SL.CC.PS.2
ELA.SL.CC.PS.3



Materials:

- *Crybaby*, Karen Beaumont
- “Woolly” stuffed animal (optional)
- Vocabulary word picture cards

Vocabulary:

- **quiet:** making little or no noise.
- **tickled**
- **sleepy:** ready for sleep, to go to bed
- **woolly:** made of wool, fine soft curly or wavy hair forming the coat of a sheep
- **joy:** feeling happy
- **Hurried:** to go quickly or faster
- **Rush:** to move towards something quickly
- **Slurp:** eat or drink something with a loud sloppy sucking noise
- **retriever**

Preparation:

Set up materials.

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. If none of those are possible, by inserting a short definition.
- Give 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....”

"We have a new story to read today. The title of this book is *Crybaby*. The author of this story, the person who wrote the words is Karen Beaumont. The name of the person who illustrated the book-created the pictures is Eugene Yelchin.

On the cover of this book we see a dog named Roy and a baby. These are the main characters in the story. Baby wakes up in the middle of the night and begins to cry. She wakes the dog and everyone in the house. Let's read to find out who tries to help Baby stop crying and whether what they try works.

In a **quiet** house on a **quiet** street...

"**Quiet**...there is little or no noise at night.

"she woke Roy, the old retriever, when she cried

"Father **hurried** to the baby...Rush, rush!" He quickly moved to the baby."

"Brother **tickled** Baby's tummy..."

"Sister changed the baby's diaper..."

"Bark! Bark! No, Roy! Down, boy! Baby doesn't want that toy."

"Grandma tried to feed the baby...**Slurp, slurp!**

"Grandpa tried to burp the baby..."

"She woke the **sleepy** next-door neighbors when she cried. They came in their pajamas...Knock, knock!" The neighbors had been sleeping too. It is so late now! Look, they even had to use a flashlight!"

"The neighbors rocked the baby...Rock, rock!"

Show cover, pointing to the title, author's and illustrator's names.

Introduce the main character and the story problem, using the illustrations on the cover.

State the story problem

*Page 2: Lower your voice and read
In a low, whisper, say to children*

Page 3: Point to dog.

Page 6: point to Father.

Page 10: Pretend to tickle.

Point to the diaper and pinch your nose.

Page 12: Point to the sheep on Roy's head.

*Page 14: Model slurping noise when reading
Pretend to tap on a student's back*

*Page 17: Point to sleepy neighbors, read in a
sleepy voice. Make a knocking motion with your
hand.*

Page 18: Model rocking back and forth.

Page 20: Point to Roy.

“BARK! BARK! No, Roy! Down, boy! Baby doesn’t want that toy.” Take a look at Roy’s face. I think Roy is feeling sad. He keeps trying to help, but no one lets him give the **woolly** toy to Baby. I don’t think they believe a dog can help a Baby.”

“Look at what everyone is doing now! They’re all doing something different. It looks like they are trying different tricks to help Baby go back to sleep. Look! Someone is pulling a rabbit out of a hat, doing hula hoop tricks, balancing a chair on his nose, juggling balls, making music, and blowing bubbles... Look at Baby’s face. It looks like she stopped crying now. I think she looks surprised by all the tricks they are doing. Maybe she thinks they are all silly for trying these tricks.”

“Still that old **retriever**--a dog who brings things to people-- wouldn’t leave her side. No, Roy! Down, boy!” Look at Roy’s face now. He looks happy as he gives Baby her sheep.”

“Baby reaches for her toy, a white and **woolly** little sheep. The sheep has fine soft curly or wavy hair.”

“Baby smiles, then falls asleep. Baby finally has her woolly sheep. She just needed her sheep to go back to sleep!”

“Quiet Baby...what a **joy!** She is falling asleep. Her eyes are closed. Everyone is tiptoeing away.” “What a **joy!** They are feeling happy that Baby has stopped crying.”

“Good boy, Roy!” Now everyone is going back to sleep, even Roy! I think everyone is relieved that

Comprehension Aside

Page 21 and 22: Point to each picture and name what is happening.

Page 22: Point to the Baby in the bubble. Comprehension aside

Page 23: Point to the dog.

Comprehension aside

Page 24: Point to the woolly sheep.

Page 25: Point to baby in her crib.

Page 26: Read very quietly, model a joyful face and tiptoeing.

Baby is no longer crying and is finally back to sleep. It is quiet again!"

Discussion Questions(s):

- Why do you think Baby stopped crying when Roy gave her the white and woolly little sheep?
- Some children have favorite toys they like to sleep with. What are some toys you think children would sleep with? Why do some children like to sleep with toys?

Second Read

Children will:

- Listen again to the story read aloud.
- 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. Include words 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.

"We read this book before, and I know you remember the title is...*Crybaby*. We remember Baby is crying very loudly in her crib. Her family members are trying different things to figure out how to comfort her- to quiet her so she can go back to sleep. Let's read the story once more."

"Mother and Father **hurried** to the baby. "Rush, rush!" Mother and Father want to take care of Baby. When Baby cries, they quickly go to Baby to help her to find out what she needs."

"Here Roy tries to give Baby the toy sheep. Mother and father don't think that Baby wants the sheep from the dog."

Show cover, pointing to the title as children read title.

Re-orient children to the book page 13-14

Page 6

Page 8

“Look at the faces of the family members on these pages. They have all been trying to help Baby. I see frowns on their faces. I think they are feeling pretty sad that Baby isn’t happy with what they are doing for her. It looks like they are wondering--thinking about what else to try.”

Page 13 and 14

“There are no words on this page, but everyone is trying a different thing to try and quiet Baby. Look at the tricks again...hula hoops, pulling a rabbit out of a hat, juggling balls, blowing bubbles, and playing music with maracas.... Baby isn’t crying in this picture, but maybe she is wondering what they are doing.”

Page 21-22

“Still that old **retriever** wouldn’t leave her side. A **retriever** is a dog that gets things for people. Roy gave Baby her sheep and I think he is happy that he could help her.”

Page 23

“Finally, Roy gives Baby her white and woolly little sheep. Baby stopped crying and falls back asleep, just as the sun is rising.”

Page 24 and 25

“Quiet Baby...what a joy!” Everyone is happy that Baby stopped crying. They can all go back to sleep too.”

Page 26

Discussion Questions(s):

- Why were Baby’s family and neighbors not able to quiet Baby, but Roy was?
- How do you think all the people were feeling in the story when they couldn’t quiet Baby? Why?

After the questions, summarize children’s responses: When Baby cries, everyone tried to help stop her tears. Her family may have felt worried, frustrated, or sad because she wouldn’t stop crying. They want to take care of her. Finally, Roy gives her the woolly little sheep and she stops crying. She wanted her sheep and goes to sleep. Everyone is happy and relieved that Baby stops crying. Everyone goes back to bed.

Third Read:

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

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

“We have read this book twice and today we are going to talk about and tell the story together.”
We’ll do motions for each time someone tries to help and when Baby cries.”

Underline and read the title

Use phrases such as “We remember....”or “What is happening here?” as you point to the action on the pages.

Your comments will be mostly in response to what children say

“We remember what happened here...

Begin reconstruction by reading pages 2-4 to the children.

What’s happening here?

Pages 5 and 6

As students tell what Father and Mother do, make the following motions: pump arms for “Rush, rush!” “finger to lips for “Hush, hush!”

“We remember what happens here with Roy!”

Pages 7-22

Page 24-28

Read these pages slowly to keep the flow of the

story.

Discussion Questions(s):

- Everybody tried to get Baby to stop crying. Why didn't they just let her cry?
- What are other reasons a baby might cry? (hunger, pain, fear, boredom, messy diaper, too cold/hot, teething, missing someone?)

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 Questions(s):

- If you had been Baby's big brother or sister, what would you have tried to get her to stop crying? What other things might you try?

Suggested Transition Activity First Reading of Crybaby	Literacy/Language Skills Supported
<p>Say: "Today, I'm going to dismiss you by colors in your clothing. I'm going to find colors in our storybook, Crybaby"</p> <p>"If you are wearing something that is blue like the front cover you may ..." (whatever the transition is)</p> <p>"If you are wearing something that has red like Baby's diaper (point to), you may"</p> <p>"If you are wearing something green like father's pajamas (point to), you may"</p> <p>"If you are wearing something black like Roy's fur... (point to)"</p> <p>"If you are wearing something blue like Grandma's pajamas..." (point to)</p> <p>"</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -literacy terms support (letters, words, write) -category labels (clothing, colors) <p><u>Indirect</u></p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence ("If you are wearing...")

Suggested Transition Activity Second Reading of Crybaby	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the first letter in your name. I'm going to find names of things in our storybook that start with the same letters as your names. Here's the first one. If your name starts with B like Baby" (hold up letter and point to picture of Baby in the book),</p> <p>like Louise and lullaby, L S like sister, G like grandpa, R like Roy,</p> <p>Provide additional letters, each one the first in a book word, to accommodate the names of all children in the class (e.g., H like harmonica, T like tears, etc.), to give each child a turn. Keep the children's nametags handy for use when a child does not respond to the letter in his/her first name like father.</p> <p>NOTE: If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p>Direct: letter ID vocabulary exposure</p> <p>Indirect: -repeated exposure to well-formed sentences -letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name's first letter to their names first sound</p>

Suggested Transition Activity Third Reading of Crybaby	Literacy/Language Skills Supported
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See instructional guidance above. This transition is identical in approach. It differs in the specific content (words/storybook link).

Say: I'm going to dismiss you by the first letter in your name. I'm going to find names of things in our storybook that start with the same letters as your names.

NOTE: Keep the children's name tags handy for use when a child does not respond to the letter in his/her first name. . If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.

Simplify by just using the SWPL "If your name starts with (letter name), you may get ready...."

Direct:

letter ID
vocabulary exposure

Indirect:

-repeated exposure to well-formed sentences
-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name's first letter to their names first sound

Suggested Transition Activity Fourth Reading of Crybaby	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them today by naming clothing items. "If you are wearing long sleeves like mother and father (point to), you may...." "If you are wearing short sleeves like sister (point to), you may..." "If you are wearing anything with pockets, like this neighbor (point to), you may..... "</p> <p>As children respond, name items and repeat names of features designated (e.g., "Yes, Amina, your shirt has long sleeves.").</p>	<p><u>Direct</u> -vocabulary support (clothing feature names; clothing item names) -category names (clothing)</p> <p><u>Indirect</u> -exposure to other vocabulary through teacher use (e.g., dismiss, today, wearing) -repeated exposure to well-formed sentences</p>