

Unit 1

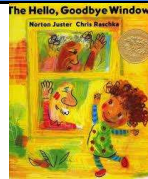


Week 4

The Hello, Goodbye Window Read Aloud

Standards:

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



Materials:

- *The Hello, Goodbye Window*
- *Vocabulary word picture cards*

Vocabulary:

- brick: a small rectangular block, typically made of clay
- path: a walkway
- porch: covered entrance, doorway
- regular: normal
- barrel: cylindrical container
- tap: knocking lightly with your fingers
- frighten: scare
- Step stool: a stool with two or three steps and a platform on top to reach high places.
- harmonica: musical instrument
- supper: dinner: evening meal
- reflection: an image formed by something shiny
- specialty: something someone is very good at doing.
- acorn: a nut from an oak tree
- hose: a long tube for watering plants.
- expect: believe that something will happen soon
- delivery: dropping something off
- magic: having special powers
- extinct: species no longer alive

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..."

"I have a new story to read to you today and the title is *The Hello, and Goodbye Window*. The author, the person who wrote the words, is Norton Juster and the illustrator, the person that drew the pictures is Chris Raschka.

This girl is waving to her Nana and Poppy through her grandparents' kitchen window as she comes to visit them. She calls it the Hello, Goodbye Window. You can see many interesting things if you look through the window from the outside, but there is even more to see if you look out the window when you are standing inside. Nana says it is a magic window and anybody can come along when you least expect it. Let's read and find out what happens.

"When I stay over we have our **supper**—evening-meal, in the kitchen..."

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

Page 1 move finger along the front to halfway down the back around the house

Page 2 Point at the Hello, Goodbye Window

*Page 4 Point to **flower barrel**. Pretend to **tap** on a window and **duck down**. Show a frightened expression*

*Page 5 Make **peek-a-boo** motion*

*Page 7 Point to **harmonica***

"I don't think that she really believes that grandpa thinks she is outside. She knows he is making a joke."

"He says it's his **specialty**--something he is very good at--."

"I'm thinking that the girl believes this cat is a tiger because he has stripes just like a tiger does. She might not know that a tiger is much larger than a cat."

"He is **extinct**, so he doesn't come around much. There are no dinosaurs alive anymore in this world."

"The pizza **delivery** guy; He **delivers**--drops off-- pizzas at your house after you order it on the phone.

"The girl is imagining --making up--animals and people passing by the Hello, Goodbye Window."

*Page 9 Point at the **reflection** in the window.*

Page 16 Point to "tiger"

Page 17 Point at all illustrations

Page 18 Shake head

Page 24 Blow kisses

Discussion Questions(s):

- Why do you think that the girl likes spending time with her grandparents?
- Why is the Hello, Goodbye Window special, different from all the other windows in the house?
- Do you think the girl really saw a dinosaur, a pizza delivery guy, and the queen of England outside the Hello, Goodbye Window? Why do you think that?
- There are some things that the girl is not allowed to do in the house. Why not? (Show page)

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 one time.”

Here the girl has just been dropped off by her parents to visit her grandparents. You remember that one could see lots of interesting things through the window. Let’s read the story again.

“There is a **brick path** that goes to the back **porch**.....” “We can see a few bricks here... the rectangular blocks made from clay. In this picture we can’t see the **path**--*the walkway*--going to the back of the house. You can enter the house through the **back porch**--a covered entrance at the back of the house--.”

“It looks like a **regular**--*normal*--window....”

“So you can climb up the **flower barrel**--*the cylindrical container filled with soil, meant to plant flowers*. Maybe Nana and Poppy didn’t plant any flowers yet because we can’t see them in the picture. Besides, if there were flowers in the barrel, the girl would have crushed them when climbing on the barrel.”

“.....and **frighten**--scare--them.”

“It doesn’t look like Nana and Poppy are frightened in these pictures. They are smiling. I think they are happy to see their grandchild.

Hold up the book, show cover

Take the responses the children give you and read and underline the title again.

Page 1 Re-orient children to the book.

Page 1 Point to bricks.

Page 4

Point at pictures

“The girl can’t reach the sink, so she uses a **step stool**--*a stool with two or three steps with a platform on top so you can climb up to reach high places.*”

Page 6

“Poppy is playing his **harmonica**--*a musical instrument that plays tunes when you blow into it.*”

Page 8

“I think that Poppy is joking when he says that he can play the **harmonica** while drinking a glass of water. I think he likes to make his granddaughter laugh.

“...we can look at our **reflection**--*an image formed by something shiny--in the window.*”

Page 10

“I think that Nana is upset when the neighbor’s dog goes to the bathroom in her flower beds, because he might step on the flowers and crush them, and she also doesn’t like to accidentally step in dog poop when she is working in her garden.”

“He says it is his **specialty**--*something that he is very good at doing.*”

Page 15

“Here the girl is hiding behind her grandmother to protect her from the “tiger”. Nana doesn’t look frightened. She must know the tiger is just a cat.”

Page 18

Discussion Questions(s):

- How do you think that Nana and Poppy feel when their granddaughter is going back home with her parents after her visit? Why do you think that?
- Do you think the cat in the backyard lives with the grandparents or with somebody else? Why?
- What can the child see from the Hello, Goodbye Window at night? In the morning?

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.

*Hold up the book and show the cover
Underline and state 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.

"What is happening here?"

Pages 3-4

"We remember....."

Pages 5-6

"What is happening here?"

Pages 7-8

"And here....."

Pages 9-10

"It is night time and....."

Pages 11-12

"And in the morning....."

Pages 13-14

"We remember that Poppy makes breakfast. Making oatmeal with bananas and raisins is his specialty. He must have prepared it many times so that he is really good at it."

Pages 15-16

<p>“Nana and the girl go out to the garden.....” Why does the girl think the cat is a tiger? There are some other outside activities they enjoy doing. We remember that</p>	<p><i>Pages 17-18</i></p>
<p>“And then.....”</p>	<p><i>Pages 21-22</i></p>
<p>“Then sometimes I just sit by the Hello, Goodbye Window and watch.” What is she watching?</p>	<p><i>Pages 23-24</i></p>
<p>“Here mom and dad come to pick up the girl after work. How does she feel about that?”</p>	<p><i>Page 25</i></p>
<p>“And here she is thinking.....”</p>	<p><i>Pages 27</i></p>

Discussion Questions(s):

- In *Peter’s Chair* we read that Peter had a sister, Susie. Do you think that the girl in *The Hello, Goodbye Window* had any siblings? Why do you think that?
- What do you see when you are looking out the window of your home?
- Do you see the same things from the windows upstairs and downstairs? Why/why not?

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.