

Unit 2



Week 1

## A Letter to Amy 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:**

- A Letter to Amy
- vocabulary word picture cards

**Vocabulary:**

- letter
- folded
- envelope
- seal: close
- raincoat
- chased
- reflection
- spoiled: ruined
- stare: to look at for a long time
- wish: to want
- invite: to ask someone to do something
- (postage) stamp
- parrot
- repeat
- mimic: copy
- suggestions: ideas

**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.

Teacher(s) 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....”

“We have a new story to read today. The title is *A Letter to Amy*. The author, the person who wrote the words in the story, is Ezra Jack Keats. He is also the illustrator, the one who created the pictures.”

“Here on the cover, we see Peter. A little boy you may remember from another story written by Ezra Jack Keats - *Peter’s Chair*.. Peter is reaching for a letter in this picture and is dressed for stormy weather. Something happens to this letter, and Peter gets very worried. Let’s read the story and find out what happened.”

“Peter **stared** at the sheet of paper..--he looked at it for a long time.”

“Peter didn’t write to **invite** or ask his other friends to come to his birthday party. He **invited** them just by asking them. I’m thinking Amy is a special friend.”

“You need to put a letter in an **envelope**, and then put a **postage stamp** on the **envelope** to mail it. The **postage stamp** shows that you paid to mail the **letter**.”

“Suddenly there was a flash of **lightning**...”

“...the surprise will be **Spoiled**! They both ran for the letter.’ He wrote the letter for Amy, but he wants it to be a surprise and come to her in the mail. Amy’s trying to help him catch the letter but Peter is worried that if she catches the it she will see the letter is for her and the surprise will be **spoiled**, it will be ruined.”

*Show cover, underlining the title and point to author’s/illustrator’s name.*

*Point to Peter (optional: show covers of the 2 other stories).*

*Point to letter.*

*Point to rain gear.*

*p. 1 Point to letter/paper.*

*Comprehension Aside*

*pgs. 3 & 4 Comment after reading, pointing at items: envelope, stamp, raincoat.*

*pgs. 7 & 8 Pointing at lightning and the letter while reading.*

*p. 9-13 Modeling stopping the letter with foot. Point to items while reading: hopscotch game, Amy, letter.*

*p. 14 Comprehension Aside*

“...but she had run off crying.’ Peter was trying so hard to keep the letter a surprise that he accidentally bumped Amy and it sounds like she is upset.”

“...saw his **reflection** in the street...”

“I think he is still hoping that Amy will come to the party, so he wants to wait for her. But after the other children shouted to bring out the cake, he changed his mind.”

“...repeated the parrot.”

“Sometimes at birthday parties the birthday child makes a **wish** before blowing out the candles. A **wish** is something you really want. It sounds like Peter’s friends gave him **suggestions**, or ideas of what to wish for, but he had a different idea and he made his **own** wish.”

*p. 15 Read.*

*p. 17. Point to mailbox.*

*p. 19 Point.*

*p. 24 Comment.*

*p. 26 Point to parrot.*

*pgs. 27 & 28 Comprehension Aside.*

### **Discussion Questions(s):**

- Why do you think Peter wanted to write an invitation to Amy instead of just asking her?
- Peter bumped into Amy and knocked her down by accident. How do you think Amy felt? Why?

### **Second Read**

Children will:

- Listen again to the story read aloud
- Demonstrate increased level of sustained and focused engagement
- Link characters’ basic emotions to their actions
- develop understanding of main events

Teacher(s) 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.

"We read this book once before and we remember the title..."

"We remember that Peter writes an **invitation** to invite his friend, Amy to his birthday party, but something happens when he goes to mail the invitation. Let's read the story once more.

"...it is this Saturday at 2.' It's important when you send an **invitation** to someone that you tell them when the party is that you are inviting them to so they know when to be there."

"...Dark clouds raced across it like wild horses.' Peter's mom must have noticed these clouds too and realized it was going to rain soon."

"Amy is Peter's **neighbor**--they live close to each other, so he had to walk past her window to get to the mailbox. "

"...He couldn't catch it.' that **envelope** is very light and the wind is able to move it very quickly through the air, making it hard for Peter to grab."

"It looks like Amy is upset. She thought she was being helpful by trying to catch the letter for Peter but then he knocked her right over by accident."

"He is worried that Amy is so mad at him for bumping her that she will choose not to come to his birthday party."

"...repeated the parrot.' **parrots** are a type of bird that like to **mimic** or copy, sounds and

*Hold up the book and show the cover.  
Take children's responses and read and underline the title again.*

*Point to Peter & invitation on cover.*

*p. 3*

*p. 6 Comprehension Aside.*

*pgs. 5 & 6 Comprehension Aside.*

*p. 12 Comprehension Aside.*

*p. 16*

*p. 19 Comprehension Aside.*

words they hear. So Amy's parrot **repeated**, copied, her words."

*P. 26 Comprehension Aside.*

**Discussion Questions(s):**

- What might Amy have been thinking when she bumped into Peter?
- How do you think Peter felt when Amy arrived at his birthday party? Why?

**Third Read:**

Children will:

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

Teacher(s) 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 story twice and today we are going to talk about and tell the story together."

*Hold up the book and show the cover. Respond to children. Underline and restate the title.*

*Use phrases such as "We remember..." or "We notice" or "What is happening here?" as you point to the action on the pages. Comments will be mostly in response to what the children say. Restate and/or clear up misconceptions.*

*p. 1 - Pause, prompt with we remember, and point to his paper & pencil to guide children if needed. Comment on children's responses.*

*p. 3 Respond to children's responses. Point to envelope in his hand to guide children if needed.*

*p. 6 - Read page if children do not offer*

"Then...."

"He had to do some things to get his letter ready to mail....."

“And just then...”

“And did he want her to catch it for him? ..How come?”

“And we remember....”

“He got home... and his mom asked him something...”

“And then we remember....”

“And his mom asked is she should....”

“And then.....”

“So Peter’s mom...”

*information.*

*gs. 8- 12 respond to children’s comments.*

*pgs. 13 & 14 - point to Amy if needed for cue*

*pgs. 15-18 - prompt if needed.*

*p. 19 Read if needed.*

*p. 21 - prompt if needed, fill in information if children do not contribute.*

*p. 23 Prompt as needed*

*p. 25 & 26*

*p. 27 & 28 prompt & point to cake  
Read if needed.*

**Discussion Questions(s):**

- What do you think Peter wished for when he blew out his candles?
- Have you ever made a wish before blowing out birthday candles? What did/would you wish for?

**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 (or more) scene(s) 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):**

- Have you ever been to a party where something happened that you didn’t expect? Tell us about it.

- We've read 3 different books about a character attending (going to) a party, but each of the parties we have read about were unique- none of them were exactly the same. Have you ever had or gone to a party? Tell us about it.

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you will dismiss them by colors of their clothing. Tell them you will find some colors in Letter to Amy that they are also wearing.</p> <p>“If you are wearing yellow like Peter’s raincoat, you may...”</p> <p>“If you are wearing pink like the kerchief on Amy’s head when she is outside in the rain, you may...”</p> <p>“If you are wearing blue or red like the colors on Amy’s parrot, you may...”</p> <p>“If you are wearing green, like the color of Peter’s sweater at his birthday party, you may....”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-category labels (clothing colors)</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc)</li> <li>-repeated exposure to well-formed sentences (“If you are wearing....”)</li> </ul>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Tell children you will dismiss them by holding up the first letter in the child’s name.</p> <p>“If your name begins with the letter A, you may....”</p> <p>“If your name begins with the letter O, you may....”</p> <p><b>Note: Use children’s name tags to provide instructional support for children who need it.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>-letter ID</li> <li>-vocabulary support</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>- - repeated exposure to well-formed sentence</li> </ul>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by the first letter of their name. Write PETER and AMY on cards. Point to the letters one by one.</p> <p><b>NOTE PREP:</b> write the words PETER and AMY on cards to show children or on a whiteboard.</p> <p>Tell children, “If your name begins with <b>P</b>, you may...”            “If your name begins with <b>E</b>, you may...”            “If your name begins with <b>T</b>, you may...”</p> <p>Continue with all the letters in the words Peter and Amy. Use other letters in your set if children’s names don’t begin with any letters in Peter or Amy. *Have both a set of uppercase letters and children’s names ready if needed. If children do not identify the letter show their name tag, repeating the name of the letter and dismiss them.</p>	<p><b>Direct</b> -letter ID</p> <p><b>Indirect</b> - repeated exposure to well-formed sentence -Letter-sound connections</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them today by naming clothing items.</p> <p>“If you are wearing a long sleeve shirt like Peter, you may get ready to..”            “If you are wearing a dress like Amy, you may get ready to...”            “If you are wearing a sweater like Peter at his party, you may....”            “If you are wearing socks like both Amy and Peter, you may get ready to...”</p>	<p><b>Direct</b> - vocabulary support (clothing item names) -category labels (clothing, colors)</p> <p><b>Indirect</b> -repeated exposure to vocabulary through teacher use - repeated exposure to well-formed sentence</p>