

<p>Unit 3</p>  <p>Week 1</p>	<p><i>Gilberto And The Wind Read Aloud</i></p>	<p>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</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Gilberto And The Wind</i> ● vocabulary word picture cards 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● apron: clothing to protect your clothes from getting dirty ● blur: hard to see clearly ● clothespins: clips for hanging laundry on the line ● gate: a place in the fence that can be opened and closed like a door ● gentle: soft ● howling: making a long, loud cry ● jerk: a quick pull ● kite: a toy that flies in the air, lifted by wind ● meadow: a piece land covered with tall grass ● pasture: grassland where animals graze - eat ● pillow slip: pillowcase, used to cover a pillow ● pinwheel: a toy that spins in the wind like a wheel ● ripe: ready to be eaten ● scatters: thrown about ● sombrero: big Mexican hat with a wide brim ● umbrella ● unlatch: not fastened, unlocked ● whisper: speaking softly
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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. This book's title is *Gilberto and the Wind*. The author and illustrator of this story, the person who wrote the words and also drew the pictures, is Marie Hall Ets."

"The boy we see here on the cover is Gilberto. Gilberto is laughing as he holds onto his **sombrero** – his big Mexican hat with the wide brim - because the wind is about to blow the hat off Gilberto's head. The other character in this story is Wind."

"Sometimes Gilberto likes how Wind plays with him. At other times, Gilberto does not like how Wind plays. You'll see what I mean when we read the story."

"You-ou-ou," he whispers.

"At first Wind is **gentle** and just floats my balloon around in the air."

"But then, with a **jerk**, he grabs it....."

"He blows the pillow slips into balloons and shakes the sheets and **twists** the **apron** strings."

"And he pulls out all the **clothespins** that he can." Then he tries on the clothes - though he knows they're too small. - It looks like the wind is trying on the clothes because they fill up with air - ."

Show cover, underlining the title and point to author's and illustrator's name.

Introduce the main character, using the illustrations on the cover. Point to the sombrero.

p. 1 Whisper.

p. 2 Make gentle motions with finger pointing at the balloon.

Make jerking motion with fist.

p. 4 Point to pillow slip, point to sheet with shaking finger & point to twisted apron strings.

p. 5 Point to clothespins.

Point to the shirt.

“And Wind loves **umbrellas**.”

“If the **gate** in the **pasture** is left **unlatched** -open-, Wind plays with that, too. He opens it up, the bangs it shut, making it squeak and cry.”

“But with me on it the **gate** is too heavy. Wind can’t move it at all - without Gilberto’s weight on the **fence**, the wind could move it back and forth, but now the fence is too heavy for the wind to move it.”

“When the big boys on the hill have **kites** to fly Wind helps them out.”

“And when I have a **pinwheel** Wind comes and plays, too.

“And when he blows it, he turns it so fast that it whistles and sings, and all I can see is a **blur** - the pinwheel is moving so fast that it looks unclear.”

“And just to show that he can sweep without a broom, Wind **scatters** the leaves all about again. And he blows the dirt in my face - Gilberto is rubbing his eyes to try to get the dirt out.”

p. 6 Point.

p. 8 Point to the gate.

Gesture & make squeaking sound.

p. 9 Comprehension Aside.

p. 12 Point to kites

pg. 20 & 21 Point to pinwheel.

Gesture.

pgs. 24-25 Gesture & provide Comprehension Aside.

Discussion Questions(s):

- How was the wind playing with Gilberto?
- Sometimes, Gilberto is sad when the wind doesn’t blow. When does Gilberto need the wind to play?

Second Read

Children will:

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

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 have read this book the other day and I know you remember it...”

Hold up the book, show cover. Take the responses the children provide. Read and underline the title again.

“We remember that Gilberto was disappointed because the wind didn’t blow to fly his **kite**. It fell down and broke.”

pgs. 14 & 15

“At first Wind is **gentle** - soft - and just floats my balloon in the air. But then, with a **jerk** - quick pull- he grabs it away...”

p. 2

“I think Gilberto is upset because the wind blew his balloon into the high branches of the tree and now it is stuck.”

p. 3 Comprehension Aside.

“He blows the **pillow slips** - pillowcases, used to cover pillows - into balloons and shakes the sheets and twists the **apron** strings - a piece of clothing to protect your clothes from getting dirty.”

p. 4

“And he pulls out all the **clothespins** - the clips that hold the laundry on the line - that he can.”

p. 5

“On this page, Gilberto is looking at the **gate** that is blown open and shut by the wind and on this page the wind isn’t strong enough to move the **gate** and Gilberto. Gilberto must be disappointed because it looked like it could be fun ride.”

p. 6 Comprehension Aside.

“When the grass is tall in the **meadow** - land with tall grass - Wind and I like to race.”

p. 10

“It is much harder to run through the tall grass than blow over the top of the **meadow** like the wind can.”

p. 11 Comment after reading page.

“When the apples are **ripe** - ready to eat - in the fall...”

p. 16

“And when I have a **pinwheel** - a toy that spins in the wind - Wind comes and plays, too.”

p. 28

“Sh-sh-sh-sh,” answers the Wind, and he **stirs** - moves- one dry leave to show where he is.”

Discussion Questions(s):

- Gilberto sometimes liked it when the wind blew and sometimes he didn't. 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 book twice and today we're going to talk about and tell the story together.”

Hold up the book, show the cover. Underline and state the title

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

p. 1 Read

pgs. 2 & 3

“We remember...”	<i>pgs. 4 & 5</i>
“What is happening here?”	<i>pgs. 6 & 7</i>
“And here...”	<i>pg.s 8 & 9</i>
“Why didn’t the wind give Gilberto a ride on the gate? ”	<i>pgs. 10 & 11</i>
“ We remember...”	<i>pgs. 12 & 13 Read.</i>
“But here...”	<i>pgs. 14 & 15</i>
“What is happening here?”	<i>pg.s 18 & 19</i>
“Why does Gilberto have a string attached to his sailboat?”	<i>pgs. 20 & 21</i>
“ Here we remember...”	<i>pgs. 22 & 23 Read.</i>
“ What is happening here?”	<i>pgs. 24 & 25</i>
“ And here...”	<i>pg.s 26 & 27</i>
	<i>page 28 Read.</i>

Discussion Questions(s):

- In *Gilberto and the Wind* the wind grabbed Gilberto’s balloon. In *A Letter to Amy* the wind also grabbed something from someone’s hand. What happened?
- Why do you think Gilberto’s balloon blew all the way up in a tree, but Amy’s letter dropped back to the ground after the wind blew it out of Peter’s hand? (Guide children to understand that a letter is heavier than a balloon, and that the balloon also got stuck in the tree.)

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):

- How do you like to play with the wind?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you by using the beginning sound in your name. "</p> <p>Begin with sounds from <i>Gilberto in the Wind</i>.</p> <p>"If your name begins with the sound /w/ like the wind, you may get ready to . . ."</p> <p>"If your name begins with the sound /g/ like Gilberto, you may . . ."</p> <p>"If your name begins with the sound /p/ like pinwheel, you may . . ."</p> <p>"If your name begins with the sound /k/ like kite, you may . . ."</p> <p>"If your name begins with the sound /s/ like sombrero or sail, you may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> -beginning sounds -vocabulary support

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you in a whisper like the wind whispered in the beginning of Gilberto and the Wind. I will call you three at a time, and listen carefully so you can hear your name."</p> <p>"Cara, Marcus, and Vanessa, you may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> <u>-numeracy concepts</u> <u>-vocabulary support</u>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported

<p>Say: "I am going to dismiss you by the first letter in your first name. "I'm going to find names of things in our storybook that start with the same letters as your names." Point to the letters in the title in <i>Gilberto and the Wind</i>, one by one.</p> <p>"If your name begins with G like the first letter in Gilberto, you may . . .If your name begins with G like Gilberto, you may get ready to . . ."</p> <p>"If your name begins with I like the next letter in Gilberto, you may . . ."</p> <p>Continue with all the letters in Gilberto. Find other letters if to call all children.</p> <p>Have name cards handy if children do not recognize the first letter in their name.</p>	<p>Direct</p> <p>-letter id</p> <p>-vocabulary support</p>
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<p>Suggested Transition Activity</p> <p>Fourth Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: "I am going to dismiss you by counting the number of parts in your name. So if I say bub-ble, that has two parts like Bob-bi.</p> <p>If your name has one part, like wind, you may go to . . . ("Neal and Sean, you have one part like wind, so you may . . .</p> <p>If your name has three parts like Gil-ber-to, you may go to . . . ("A-manda, Amanda, your name has three parts like Gil-ber-to, so you may . . .")</p> <p>If your name has two parts, like sail-boat, you may . . .</p> <p>If your name has four parts, like</p>	<p>Direct</p> <p>-Syllable segmentation</p>