

Unit 4

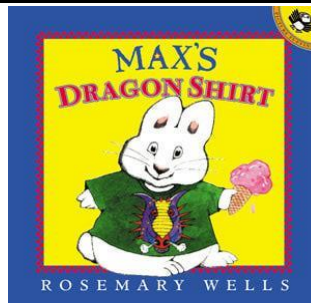


Week 1

Read Aloud: Max's Dragon Shirt

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:

- *Max's Dragon Shirt*

Vocabulary:

- disgusting - dirty or unpleasant
- changing room - a place to try on clothes
- escalator - set of constantly moving stairs.
- appliances - machines
- stain
- sales lady - a lady who sells things in a store
- tight - too small
- worried - scared
- teenager
- damaged - ruined
- purchase - buy

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..."

“We have a new book to read today, the title of this book is *Max’s Dragon Shirt*. Rosemary Wells is the author and the illustrator.”

Underline the title, author and illustrator.

“Here on the cover we see Max. He also has an older sister, Ruby, whose picture is not on the cover but you’ll see her as we start to read. In this story Ruby tells Max his old pants are yucky, and their mom gives Ruby money to take him shopping for a new pair. But when Max and Ruby go to the department store something happens and they are not able to buy new pants after all. Let’s read and find out why Max and Ruby are not able to buy new pants as they had planned.”

Point to Max on the cover.

“Ruby said Max’s pants looked **disgusting**--dirty and unpleasant.”

p. 2

“It seems like Max doesn’t want to buy pants, and he’s hoping for a new shirt instead.”

p. 3

“The red dress is too **tight**--too small--for Ruby.,

p. 5

‘No money left.’ “Remember their mom gave Ruby *just enough* money for a new pair of pants.”

p. 6

“Ruby doesn’t like this dress so she is going to find a different one, but I notice Max’s eyes are closed..it looks like he may have fallen asleep.”

p. 8. Read then comment & point at Max’s eyes in the illustration.

“Max screamed. He looks like he is startled, he thought the girl in that yellow dress was going to be Ruby.”

p. 14

“The **changing room** is the place in a store to try on clothes. Ruby went back there to look for Max.”

p. 15

“**Appliances** are machines.”

p. 18

“A **saleslady** is a lady who sells things in a store.”

p. 19 read then expand & point to saleslady in illustration.

“Ruby hadn’t put her yellow dress back on yet, she is still wearing the dress she was trying on.”

p. 20

“Max’s dragon shirt was **stained** with ice cream. Lots of times if you **damage**, or ruin, something at a store you have to buy the item.”

p. 22

Discussion Questions(s):

- Why did Max leave the dressing room to look for Ruby?
- Why did Max think the teenager was Ruby? How did he feel when he discovered it wasn’t his sister?

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.

“We read this story once before, so we know the title is... *Max’s Dragon Shirt* and the author is Rosemary Wells.”

Hold up book, linger before reading title to encourage children’s input.

“‘..up to boys’ Sportswear’, the department where they will find boy’s pants..”

p. 4

pgs. 5-8 Read - pointing out/commenting on the change in Max’s eyes, showing that he fell asleep.

“Remember, Ruby’s yellow dress is still hanging in the **changing room**.”

p. 10

p. 13

“A **teenager** is someone that is between 13 and 19 years old. She’s older than Max but she isn’t a grown up yet.”

p. 15 point to Ruby’s face.

“Ruby looks **worried**, or scared.”

*p. 17 read first sentence, comment.
Finish page & define perfume.*

“We remember an **escalator** is a set of stairs that continuously move and help bring people either up or down just like the one we read about in *Corduroy*. Ruby took the escalator that goes down.”

“**Perfume** is something people spray on them to smell nice.”

p. 22

“Police help to keep people safe, so they were waiting with Max until Ruby found him.”

p. 23

“They only had \$5, After Ruby paid for the **damaged**, or ruined, shirt they had no money left to **purchase**, or buy Max new pants.”

Discussion Questions(s):

- How do you think Ruby felt when she couldn’t find Max?
- Why was it difficult for Ruby to find Max in the department store?

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.

<p>“We remember the title of this story is.... And the author who wrote the words is Rosemary Wells. Today we are going to talk about and retell the story together.”</p> <p>“We remember..”</p> <p>“So they got on the bus to go somewhere....”</p> <p>“Then he saw...”</p> <p>“But we remember...”</p> <p>“Back in the Girl’s better Dresses department...”</p>	<p><i>Hold up the book and linger/pause for children to share the title, fill in as needed.</i></p> <p><i>Turn to p. 1 Pause, if children do not contribute. Prompt and point to Max’s pants.</i></p> <p><i>pgs. 2-3 Prompt if needed.</i></p> <p><i>pgs. 4-8 Turn pages pointing & responding to children’s contributions about happenings. *Use prompts such as “we remember..”, “then she..” and pointing to guide children.</i></p> <p><i>pgs. 9-11 Prompt by pointing to the piece of the yellow dress/illustrations and read if needed.</i></p> <p><i>p. 12 prompt by pointing to illustrations</i></p> <p><i>pgs. 14 -18 turn pages prompting and responding to children’s contributions.</i></p> <p><i>pgs. 19-21 Prompt & read if needed to review key events.</i></p>
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Discussion Questions(s):

- Have you ever tried on clothes at a store? If so what type of items did you try on?
- What do you think Ruby & Max’s mother said when they got back home and they did have a new pair of pants?

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 is Max's dragon shirt similar to or different from Dog's coat?
- Why do you think Max liked the dragon shirt so much? Do you have a shirt that you really like? Tell me about it.

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Dismiss children by the colors of their clothing and/or other features corresponding with the book Max's Dragon Shirt.</p> <p>Say: "If you are wearing purple like the dress Ruby tried on, you may.." "If you are wearing faded jeans, you may..."</p>	<p>Direct -Category labels</p> <p>Indirect -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
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<p>Use clothing patterns from the story to transition clothing.</p> <p>Say: "If you have polka dots on your clothing like the dress in this picture, you may..."</p> <p>"If you are wearing stripes on your clothing like this bunny's dress, you may..."</p>	<p><u>Direct</u> -Category labels</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>
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Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Dismiss children by the ending sound in their names.</p> <p>Say: "If your name ends with the sound /e/ like Ruby, you may.."</p> <p>"If your name ends with the sound /n/ like dragon, you may.."</p> <p>"If your name ends with the sound /t/ like shirt, you may..."</p> <p>(emphasize ending sounds when saying words to support children in hearing & matching sounds.)</p>	<p><u>Direct</u> - Phoneme segmentation</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Dismiss children by the ending sound in their names using different words than previously used.</p> <p>Say: “If your name ends with the sound /d/ like red, you may..” “If your name ends with the sound /n/ like green, you may..” “If your name ends with the sound /t/ like rabbit, you may...”</p> <p>(emphasize ending sounds when saying words to support children in hearing & matching sounds.)</p>	<p><u>Direct</u> - Phoneme segmentation</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>