

Unit 4

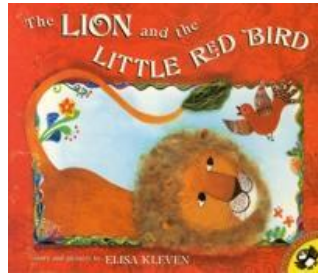


Week 2

The Lion and the Little Red Bird 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:

- *The Lion and the Little Red Bird*

Vocabulary:

- ambled--walked very slowly in a relaxed way
- astonished—surprised
- curious--would like to know
- disappeared—out of sight, no longer seen
- delighted—happily
- enchanted
- soaked
- magician—someone who can do magic tricks
- mystery—something hard to explain or understand
- nibbled—taking small bites
- rescued—saved from danger
- ripe—ready to be eaten
- sheltered—provided protection from bad weather
- swishing—moving back and forth through the air, making a swish sound
- thorn—a sharp point on a stem or branch of a plant
- unusual—different

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..."

"I have a new story to read to you today and the title is *The Lion and the Little Red Bird*. The author, the person who wrote the words, is Lisa Kleven and she is also the illustrator, the person drawing the pictures.

"On the cover of this book, we see the Lion (*point to*) smiling here at the Little Red Bird (*point to*). This Lion's tail is bright green. The little red bird knows that lions' tails aren't supposed to be green and she is curious about why this lion's tail is so colorful. She really wants to know why it's green."

"But the Lion does not understand the Little Red Bird's talk—her chirping. So, when she asks Lion why his tail is green, he doesn't know what she's saying. They don't speak the same language. Let's read the story and find out if the Little Red Bird ever finds out why Lion's tail is so colorful."

"The bird had never seen anything so **unusual**—different—and so pretty."

"He smiled at her and wandered down to a field of orange flowers."

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.

p.1 Point to bird and green tail.

pgs. 4 - 5 Continue reading on page 5.

p. 5 Model "sniff and "chase."

p. 6 Point to setting sun and cave.

p. 8 Make swishing motions

“Lion, lion!” the bird chirped, **astonished**—surprised.

“...where he **soaked** his tired paws...”

“The little red bird was so surprised that the color of the lion’s tail was a different color every time he came out of his cave, he was wondering if the lion was a **magician**, somebody that does magic tricks.”

“...and **ambled**—walked slowly and relaxed—over to a bush...”.

“Why don’t you pick them when they are **ripe**—ready to eat?”

“The lion still couldn’t understand what the bird was saying, he only heard her chirping.”

“Once, when the lions stepped on a **thorn**—a sharp point on a stem or branch--, the bird pulled it out for him.”

“The lion had never heard anything so **unusual**—different—and so pretty.

p. 12 Point at lion’s paws.

p. 15 Read page & comprehension aside.

p. 17 model sour face

Comprehension aside

p.19 point

p. 21 Model crashed, flashed, swept away, rushed, and reached, crouched, shivering.

p. 25

Discussion Questions(s):

- The lion used plants to make different colors to paint the pictures on the cave wall. What did he have to do to the berries and flowers to be able to paint with them?
- Why didn’t the lion speak to the bird?

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 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 yesterday (or last week or a few days ago) and I know you remember it...”

“We remember that the bird was **astonished** -- surprised--that the lion’s tail changed colors every time he came out of his cave but when he asked the lion about it, he just smiled because he couldn’t understand the bird. Let’s read the story again.”

“Here you see the lion with an orange flower in his mouth. He needed the flowers to make paint so he could paint the butterflies on his wall in the cave.”

“...then slowly walk west with the setting sun and **disappear** into his gave –he could no longer be seen.”

“Here we see that the sun is going down so we know it will be dark soon.”

“He **soaked** his paws by leaving them in the water for a while to make them feel better.”

Take the responses the children provide and read and underline the title again.

pgs. 9-10 Re-orient children to the book.

pgs. 1-4 Read.

pgs. 5 - 6 Read and give comprehension aside.

p. 7

Comprehension aside

p. 13

“Lion, Lion!” the bird chirped, **enchanted**—he was very curious to find out.”

p. 17

“The bird didn’t understand why the lion was collecting berries that were too sour to eat. He didn’t know yet that the lion needed the red berries to paint the bird on the wall of his cave.”

pgs.19 - 20 Comprehension aside.

“ The bird’s beak was small and pointy, just the right tool to grasp the thorn that was stuck in the lion’s paw and pull it out.”

Pg. 21. Comprehension aside.

“She sang a song without any questions because the bird now knew now that the lion’s tail changed colors because he was using it to paint his cave.”

p. 27

Discussion Questions(s):

- *How do you know that the bird and the lion cared for each other?*
- Why do you think that the lion needed help from the bird to remove the thorn in his paw?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask 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.

“We have read this book twice and today we are going to talk about and tell the story together. If you know what is happening as we turn the pages, you can call out and tell us.”

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

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

Comments will be mostly in response to what children say.

p. 1 Read.

“What is happening here? Why didn’t the lion answer the bird’s question?”

pgs. 3-4

“Here we remember.....”

pgs.5-6

pgs.7-8 Read.

“Why was the bird astonished?”

pgs. 9-10

pgs. 11-12 Read/

“And here.....”

pgs. 13-14

“The bird was wondering.....”

pgs. 15-16

“We remember....”

pgs. 17-18

“Does the bird know why the lion is collecting red berries? How do you know?”

pgs. 19-20

“What is happening here?”

pgs. 21-22

“And then.....”

pgs. 23-24

pgs. 24 – 26 Read.

“What is the bird chirping about?”

pgs. 27-28

pgs. 29- 31 Read.

Discussion Questions(s):

- What did Dog, in *Dog's Colorful Day*, and the Lion had in common?
- What might the Lion have used to paint the brown tree stems on his wall? Why do you think that?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

Teachers will:

- Ask for volunteers to act out one or more scenes from the story.
- Assign roles.
- Read the corresponding pages from the story to support children acting out the scene and reciting any dialogue.

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):

- Since she was so curious, why didn't the bird just fly into the cave to find out why the lion's tail changed color?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
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<p>Say: "I'm going to dismiss you by saying the ending sounds in your name, using words from <i>Lion and the Little Red Bird</i>."</p> <p>"If your name ends with /n/ like lion, /l/ like tail, /r/ like red, you may..."</p> <p>Provide help when a child does not respond by saying the child's name and then isolating its ending sound.</p>	<p>Direct</p> <ul style="list-style-type: none"> - Phoneme segmentation Vocabulary support
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Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: I'm going to dismiss you by colors in <i>The Lion and the Little Red Bird</i>." Hold the book open to the Lion's mural.</p> <p>Comment, "If you are wearing something blue like the lake in the lion's painting....orange like the butterflies in the lion's painting...etc."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Vocabulary support

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you in pairs – in two's – with a name game. I will say your names without their beginning sounds. For example, if I say 'aniel' and 'ate', Daniel and Kate would get up to go wash their hands."</p> <p>"Lily and Molly become – illy – and –olly-"</p>	<p>Direct</p> <ul style="list-style-type: none"> - Phoneme deletion

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by colors from <i>The Lion and the Little Red Bird</i>. If you are wearing something blue like the lake, you may amble over to.....something orange like the butterfly, you may flutter to.....; something green like the lion's tail, you may walk over to.....swishing your arms; something red like the bird, you may chirp like the bird all the way over to.....; something yellow like the lightning flash you may crouch over to....."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Vocabulary support

