

Unit 5

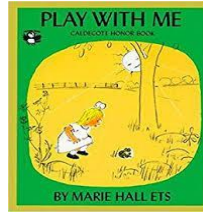


Week 1

Play with Me 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:

- *Play With Me*

Vocabulary:

- acorn: nut of an oak tree
- bough: a large branch of a tree
- chipmunk
- dew: drops of water that form outside at night
- fawn: young deer
- leaped: jumped
- log
- meadow: land covered with tall grass
- mosquito: a flying insect that can bite and make you itch
- nearer: closer
- nibbling
- plopped
- shelling
- trail
- weed

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...”

<p>“I have a new story to read to you today. The title of this book is <i>Play with Me</i>. The author and illustrator is Mary Hall Ets. She also wrote <i>Gilberto and The Wind</i>.”</p>	<p><i>Show cover, underline the title, author’s, and illustrator’s name.</i></p>
<p>“On the cover of this book we see a little girl. But, when the girl finds wild animals and invites them to play with her, they do not want to. This makes her sad. Let’s read and find out what she does to solve her problem.”</p>	<p><i>Introduce the main character and the story problem, using the illustrations on the cover.</i></p>
<p>“The sun was up and there was dew -drops of water- on the grass. And I went to the meadow to play.</p>	<p><i>p. 1 Point to meadow.</i></p>
<p>“A grasshopper sat on a leaf of a weed.”</p>	<p><i>p. 2 Point to grasshopper.</i></p>
<p>“And I tried to catch him, but he leaped away.”</p>	<p><i>p. 3 Gesture leaped.</i></p>
<p>“I think he was waiting to catch a mosquito – a flying insect that can bite and make you itch.”</p>	<p><i>p. 4</i></p>
<p>“A turtle was sitting on the end of a log.”</p>	<p><i>p.6 Point to log.</i></p>
<p>“But before I could touch him, he plopped into the water.”</p>	<p><i>p.7 Gesture plopped.</i></p>
<p>“A chipmunk was sitting beneath the oak tree, Shelling an acorn with his sharp little teeth.”</p>	<p><i>p.8 Point to chipmunk. Gesture shelling an acorn.</i></p>
<p>“A blue jay came and sat on a bough...”</p>	<p><i>p. 10 Point to blue jay and bough.</i></p>
<p>“He was wiggling his nose and nibbling a flower.”</p>	<p><i>p. 12 Gesture wiggling and nibbling.</i></p>

<p>“And watched a bug making trails on the water.”</p>	<p><i>p.17 Point to trail.</i></p>
<p>“The girl is looking so sad because nobody wanted to play with her.”</p>	<p><i>Comprehension aside.</i></p>
<p>“...came a baby fawn -baby deer- and looked at me.”</p>	<p><i>p.23 Point to fawn.</i></p>
<p>“I held my breath and he came nearer -closer-.”</p>	<p><i>p. 24</i></p>

Discussion Questions(s):

- Why did the animals come play with the little girl at the end of the story?
- Why did the girl want to play with the animals?

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.

<p>“We read this book yesterday (or last week or a few days ago) and I know you remember the title.....”</p>	<p><i>Hold up the book, show the cover. Take the responses children provide. Read and underline the title again.</i></p>
<p>“We remember that the little girl was looking for some animal friends to play with, but all of the animals ran away from her in the beginning. Let’s read the story again.”</p>	<p><i>Re-orient children to the book: p. 10-11</i></p>

<p>“And I went to the meadow –land covered with tall grass- to play.”</p>	<p><i>p.1</i></p>
<p>“A grasshopper sat on a leaf of weed -plant”</p>	<p><i>p. 2</i></p>
<p>“And I tried to catch him, but he leaped - jumped- away too.”</p>	<p><i>p. 5</i></p>
<p>“A chipmunk was sitting beneath the oak tree, shelling- taking the shell off- an acorn with his sharp little teeth.”</p>	<p><i>p. 8</i></p>
<p>“He was wiggling his nose and nibbling -taking small bites- a flower.”</p>	<p><i>p.12</i></p>
<p>“All of the animals are running away. They might be afraid of the little girl and don’t want to be caught because they don’t know that she wants to play with them.”</p>	<p><i>Comprehension aside.</i></p>
<p>“Now that the girl is sitting very still, the animals seem curious and no longer afraid.”</p>	<p><i>p. 20-21 Read pages and give comprehension aside.</i></p>

Discussion Questions(s):

- How do you think the little girl was feeling when the fawn licked her cheek? How do you know?
- *You can see the reflection of the girl and animals in the pond. How is the reflection different from the one you see in a mirror?*

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 have read this book twice and today we’re going to talk about and tell the story together.”</p>	<p><i>Hold up the book, show the cover. Underline and state the title</i></p>
	<p><i>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 the children say.</i></p>
	<p><i>p 1. Read</i></p>
<p>“What is happening here?”</p>	<p><i>p. 2 – 3</i></p>
<p>“We remember....”</p>	<p><i>p. 4 – 9</i></p>
<p>“Why did the blue jay fly away?”</p>	<p><i>p. 11</i></p>
	<p><i>p. 12 – 15</i></p>
<p>“And her....”</p>	<p><i>p. 17</i></p>
<p>“Why does the girl look so sad?”</p>	<p><i>p. 18 – 19</i></p>
<p>“We remember....”</p>	<p><i>p. 24 – 25 Read</i></p>
<p>“And then....”</p>	<p><i>p. 26 - 27</i></p>

Discussion Questions(s):

- How are the animals in *Raccoon on His Own* different or the same from the animals in *Play With Me*?

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):

- Do you think that there were other children that lived near the little girl? Why?
- On the cover of the book, we see the frog glancing back at the girl. What might he be thinking?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by colors, or patterns from <i>Play With Me</i>. If you are wearing something brown, like the rabbit, you may..."</p> <p>"If you are wearing something checkered like the shell of the turtle, you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Category Labels -Vocabulary Support

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your names. If your name ends in /k/ like snake, you may...; If your name ends in /r/ like grasshopper, you may...; If your name ends in /n/ like fawn you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Ending Sounds -Vocabulary Support

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by sounds anywhere in your name. If you have /s/ like snake anywhere in your name, you may...; If you have /t/ like turtle anywhere in your name, you may... ; If you have /ch/ like chipmunk anywhere in your name, you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Vocabulary Support -Phonological Awareness

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported

Say: "I am going to dismiss you by the first sounds in your name. If your name starts with /r/ like rabbit, you may...; If your name starts with /s/ like snake, you may....".

Direct

-Beginning Sounds

-Vocabulary Support