

Unit 2

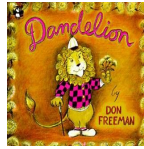


Week 3

Dandelion 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:

- *Dandelion*
- vocabulary word picture cards

Vocabulary:

- **blush:** when your face turns pink or red when embarrassed
- **cane:** a stick that helps people walk
- **cloudburst:** a short heavy rain
- **fancy:** not plain, special
- **gust:** a sudden strong wind
- **magnificent:** awesome
- **mane:** hair on the neck of a lion or horse
- **pace:** walk back and forth
- **protect:** keep safe
- **shampoo:** a liquid soap used to wash hair
- **barbershop:** a store where people get their hair cut
- **bouquet:** a bunch of picked flowers
- **hostess:** a woman who invites guests to a party
- **flustered:** confused or nervous
- **manicure:** clipping and filing fingernails
- **trim:** cutting off a little hair with scissors

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....”

“The title of this book is *Dandelion*. Don Freeman is the author and the illustrator. He wrote the words and created the pictures.”

“This is Dandelion. As you can see, Dandelion is a lion. But unlike wild lions, Dandelion is wearing fancy clothes. He’s all dressed up to go to a party at Jennifer Giraffe’s house. Jennifer Giraffe and Dandelion are good friends.”

“But when it was time for Dandelion to go to Jennifer Giraffe’s party, she wouldn’t let him in her house. Let’s read the story and find out what happened.”

“On a sunny Saturday morning Dandelion woke up, **stretched** and **yawned**, and jumped out of bed.”

“... **blinked** his eyes....”

“There was a letter, and it was written in **fancy** -special- gold ink.”

“He ran down the street to the **barbershop**, a place where you can get your haircut.”

“First he **trimmed** Dandelion’s hair, and then gave him a **shampoo**.”

“Dandelion thought he should have a **manicure** too. -The rabbit is clipping and filing his nails-.”

“He looked **magnificent** - awesome-.”

“But now Dandelion thought he really should wear something more **elegant** -fancy- than a sweater to the party.”

Show cover, underline the title and point to author’s and illustrator’s names.

*Introduce the main character and the story problem, using the illustrations on the cover.
Point to Dandelion.
Point to fancy clothes*

p. 1 Model.

p. 2 Model.

p. 3

p. 6

pgs. 7 & 8 Point to scissors and shampooed mane.

p. 9

p. 14

p. 15

“Dandelion looks very **dapper** -stylish- with his **cap** and **cane**.”

p. 18 Comment and point to cap and cane after reading.

“I’ve just got time to get something for my **hostess** – for Jennifer Giraffe who is giving the party.”

p. 19

“A bouquet of **dandelions** would be perfect.”

p. 20 Point

“Back and forth, up and down the long block he **paced**.”

p. 28 Make pacing motions with arm.

“To make matters worse, it began to rain in **torrents** – it started to rain very hard.”

p. 31

“I do hope you weren’t caught in that awful **cloudburst** – short, heavy rain.”

p. 39

“Dandelion almost spilled his cup of tea as he **reared** back and laughed **uproariously**.”

p. 42 Model.

“Miss Giraffe was so **flustered** she got herself all **tangled up** in her long pearl necklace.”

p. 43 Model by making nervous hand movements tangling up your pretend necklace

Discussion Questions(s):

- Why didn’t Jennifer Giraffe let Dandelion in when he rang her doorbell in his fancy clothes?
- How do you think Dandelion felt when Jennifer Giraffe didn’t let him into her house?
Do you think he knew the reason she didn’t let him in? Why do you think that?

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(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....”

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

“On this page, we remember that Dandelion, in his **fancy** clothes and with his curled mane is ringing the doorbell of Jennifer Giraffe, the **hostess** of the party. We also remember that she didn't let him in. Let's read the story once more.”

p. 22 Re-orient the children to the story

“Dear Dandelion: You are invited to my tea-and-taffy party on Saturday afternoon at half-past three. Come as you are. Sincerely, Jennifer Giraffe. At this party they will drink tea and eat taffy, chewy candies. “Come as you are” means that you don't have to dress up for the party.”

p. 4

“First he **trimmed** Dandelion's hair -cut the ends of his mane with scissors- and gave him a **shampoo**- washed his hair.”

pgs. 7 & 8

“A **bouquet** - a bunch- of dandelions would be perfect.”

p. 20

“Jennifer doesn't recognize Dandelion in his **fancy** clothes and his **curled** mane. She thinks he is a stranger.”

p. 25 Comment after reading text.

“Dandelion was soon soaking wet and his curls came **unfurled**- see, no more curls.”

p. 32

“..where they had been **protected** -kept safe- from the wind and the rain.”

p. 36

“Jennifer Giraffe now recognizes Dandelion because he is no longer wearing his fancy clothes and his mane is also the way it used to be.”

p. 39 Comprehension Aside.

“Everyone at the party greeted him **heartily** - they were happy to see him.”

p. 40

“I do apologize for having closed the door on you!” she said blushing- her face turned pink-. “I promise never to do such a thing again.”

p. 43 Comprehension Aside.

“Jennifer was embarrassed that she did not let Dandelion in the first time because she didn’t recognize him.”

Discussion Questions(s):

- What did Jennifer Giraffe’s invitation mean when it said, “Come as you are?”
- Why did Dandelion feel that he needed to make himself look fancy for Jennifer Giraffe’s party?
- Jennifer Giraffe didn’t recognize Dandelion. Why didn’t she have trouble recognizing her other guests?

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. 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 mostly be in response to what the children say.

<p>“What is happening here?”</p>	<p><i>p. 1 Read.</i></p>
<p>“We remember.....”</p>	<p><i>pgs. 2 & 3</i></p>
<p>“What were some of the things Dandelion did to get ready for the party?”</p>	<p><i>Pgs. 6-18 Go back-and-forth in the book as children list the things Dandelion did.</i></p>
<p>“How is Dandelion feeling here? Why?”</p>	<p><i>p. 19 Read.</i></p>
<p>“Why is Jennifer Giraffe so surprised when she opens the door?”</p>	<p><i>pgs. 20 & 21</i></p>
<p>“What happens next?”</p>	<p><i>p. 23</i></p>
<p>“Why is Dandelion so upset?”</p>	<p><i>P. 24 Ask question before turning to this page.</i></p>
<p>“Then what happens?”</p>	<p><i>p. 27</i></p>
<p>“What else happened when it started to rain in torrents?”</p>	<p><i>pgs. 28 & 29</i></p>
<p>“What else happened when it started to rain in torrents?”</p>	<p><i>Go back and forth in book as children recall events.</i></p>
<p>“And when the sunshine came beaming down.....”</p>	<p><i>pgs. 34 & 35</i></p>
<p>“What did Dandelion decide to do here?”</p>	<p><i>pgs. 36 & 37</i></p>
<p>“Here we remember....”</p>	<p><i>pgs. 38 & 39</i></p>
<p>What story did Jennifer tell about a silly looking lion?”</p>	<p><i>pgs. 40 & 41</i></p>
<p>“Why was Jennifer Giraffe blushing?”</p>	<p><i>p. 43</i></p>
<p>“Here Dandelion decides.....”</p>	<p><i>p. 44</i></p>

Discussion Questions(s):

- How is the invitation that Peter sent to Amy in A Letter to Amy similar to or different from the invitation Jennifer Giraffe sent to Dandelion?

- The Little Red Hen also had friends over to her house. Why didn't she write invitations like Jennifer Giraffe and Peter in a *Letter to Amy*?

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):

- Have you or your family dressed up fancy? What was the occasion?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you by the using the first <u>sound</u> in your first name, using beginning sounds of story vocabulary words:</p> <p>"If your name begins with /d/ like Dandelion, you may . . ."</p> <p>"If your name begins with /f/ like fancy, you may . . ."</p> <p>"If your name begins with /b/ like bouquet, you may . . ."</p> <p>Continue with beginning sounds with other story vocabulary words</p>	<p>Direct</p> <ul style="list-style-type: none"> -beginning sounds -vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentence

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "You will be dismissed by using beginning sounds in your name. "If your name starts with the same sound as tea and taffy, /t/ you may . . ." "If your name starts with /g/ like giraffe, you may . . ." "If your name starts with /c/ like cane or candy, you may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> - beginning sounds - vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> - repeated exposure to well-formed sentence

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "Dandelion and Jennifer Giraffe were good friends. Friends often complement each other by saying something positive about another person. Today, I am going to dismiss you by giving you a compliment. "Sam, you put away the blocks quickly. You may . . ." "Erica, you wrote your name on your picture today. You may . . ."</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> - repeated exposure to well-formed sentence -specific praise for each child

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you today by saying your name in parts. If I say Dan- de- li -on, the name would be Dandelion." Proceed saying all the children's name by syllables.</p>	<p>Direct</p> <ul style="list-style-type: none"> - Syllable segmentation