WEEK 6   Day 1

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Read Aloud
Big Al and Shrimpy
Read 1 of 3

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Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Why is collaboration and working together important? When is it important to work in a group or independently?
Content Objectives	I can use key details and key words from the text to describe the characters and setting. (R.6.K.a, R.6.K.b, R.7.K) I can explain how the author and illustrator described the characters and setting. (R.9.K.a, R.9.K.b)
Language Objective	I can use key details from the story to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	**clever**: smart **lonely**: alone and sad **stuck**: unable to get out
Materials and Preparation	● *Big Al and Shrimpy*, Andrew Clements Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, "In the wide blue sea..." ● *Big Al and Shrimpy* vocabulary cards ● Think, Pair, Share chart On the whiteboard write: What makes Shrimpy a clever fish with big ideas?

	How was Shrimpy different from other fish in the community?

Opening
1 minute
	Introduce the text.
	    Today we are reading another fiction story; its title is Big Al and Shrimpy. *Andrew Clements is the author, and Yoshi is the illustrator.*
	Set a purpose for the read.
	    This story has two main characters: Big Al, and Shrimpy. Let's look at the cover: who do you think is Big Al, and who do you think is Shrimpy?
	
	    As we read today, we are going to use the illustrations and the words to describe the main characters and the setting so that we begin to understand the story.

Text and Discussion 12 minutes page 1	*The author says that Shrimpy is **clever**, he's very smart. Let's keep reading to learn what makes Shrimpy a clever fish!*
page 6	*What do you think it means that Shrimpy is **lonely**, and why is he feeling that way?* Prompt children to use details from the words and illustration to determine the meaning of the word.
page 12	*What do we know about Big Al so far?* As needed, refer children to details in words and illustrations.
page 14	*What's the "big deep" like? What kind of feeling does the illustration of the "big deep" give you?* *How did the author write the words to show us what the big deep is like?* Harvest several ideas and model thinking as needed by referring to the way the author wrote "down, down, down." Read to the end of the story with minimal stopping.
Key Discussion 6 minutes	*At the beginning of the story the author describes Shrimpy as clever, and at the end of the story the author describes him as the "little fish with the big ideas."* Invite children to Think, Pair, Share. Prompt 1: *What makes Shrimpy a clever fish with big ideas?*

	Many of you said that Shrimpy is clever because he got all the fish to work together to save Big Al. Let's look back to when Shrimpy decides to save Big Al. Turn back to pages 19 and 20 and reread the text. Prompt 2: *How was Shrimpy different from other fish in the community?* During the share, encourage children to refer back to specific key details from the text.
Closing 1 minute	*We learned so much about Shrimpy- what a special character. Tomorrow we'll read the story again and act it out!*
Standards	**R.6.K.a** With prompting and support, identify characters settings and major events in a story. **R.6.K.b** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **R.9.K.a** With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts. **R.9.K.b** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **R.7.K** With prompting and support, ask and answer questions about unknown words in a text. **L.4.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. 　　Do children reference specific details from the story when describing the characters and setting? 　　Do children use context to determine the meaning of key vocabulary?

Notes