



WEEK 3 Day 1

Read Aloud
Full, Full, Full of Love
 Read 1 of 2

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 Question	Why is collaboration and working together important?
Content Objectives	<p>I can retell how Grandma helps Jay Jay in the story. (R.5.K.a, R.5.K.b, Civics and Government 3)</p> <p>I can describe how the illustrations in the story add details about the characters and events. (R.1.K.a, R.11.K.c)</p>
Language Objective	I can describe the people and events in the story (SL.3.K.a).
Vocabulary	<p>full: having as much as possible</p> <p>grin: smile</p> <p>characters: the people or animals that the story is about</p> <p>setting: where and when the story takes place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Full, Full, Full of Love</i>, by Trish Cooke Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “On Sunday morning...” ● <i>Full, Full, Full of Love</i> vocabulary cards ● Think, Pair, Share chart, from Week 2 <p>On the whiteboard write:</p>

	How did Grannie help Jay Jay?
Opening 1 min	Introduce the text. <i>Today we are reading a realistic fiction story called Full, Full, Full of Love. Trish Cooke is the author and Paul Howard is the illustrator. Two important characters in the story are right here on the cover: Grannie and Jay Jay.</i> Set a purpose for the read. <i>After we read today, we'll use the details from the story to retell the ways that Grandma helps Jay Jay.</i> Refer to the whiteboard. <i>We'll answer this question: How did Grannie help Jay Jay in the story?</i> <i>We'll also use details from both the words and the illustrations to learn about the characters and the events in the story.</i>
Text and Discussion 10 minutes page 5	<i>How is Jay Jay feeling here? How do we know?</i> Harvest a few responses. <i>He's feeling hungry and impatient!</i> <i>What does Grannie do to help him? Let's use the illustration and the words to see how Grannie helps Jay Jay.</i> Elicit responses while directing children's attention to details in the illustration.
page 17	<i>What does Jay Jay mean when he says, "I'm going to pop?"</i> <i>How does the illustration help you understand the meaning of this expression?</i> Elicit responses while directing children's attention to details in the illustration and in the surrounding sentences. Read to the end of the story.
Key Discussion 8 minutes	<i>Before we begin our discussion, let's go back to the part of the story where Jay Jay needs some help.</i> Return to page 7 and reread the text. <i>What does the illustration tell you about how Jay Jay is acting?</i> Elicit responses while directing children's attention to details in the illustration. <i>What do the words "struggle, juggle" tell you about how Jay Jay is acting?</i> Harvest a few more responses.

	<p>Reread the text on page 8. Then invite children to Think, Pair, Share in response to the question on the whiteboard.</p> <p><i>How did Grannie help Jay Jay in the story?</i></p> <p>Refer to the Think, Pair, Share chart to guide children through the routine. Harvest several ideas when children return their attention to the whole group, for Share.</p>
<p>Closing 1 minute</p>	<p><i>Grannie is such a special member of Jay Jay’s community! Tomorrow we’ll read this story again and think about its title, Full, Full, Full of Love.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children use key details when answering questions about the story?</p> <p>How do children describe the character?</p> <p>Do children use details from both illustrations and words to make meaning of the text?</p> <p>How do children participate in talk routines?</p>

Notes