



**WEEK 6 Day 3**

**Read Aloud**  
***Big Al and Shrimpy***  
 Read 3 of 3

<b>Big Idea</b>	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
<b>Unit Question</b>	What does it mean to be a member of a community?
<b>Guiding Questions</b>	Why is collaboration and working together important? When is it important to work in a group or independently?
<b>Content Objectives</b>	I can describe how the author and illustrator convey a message in the story. (R.5.K.a, R.5.K.b, R.9.K.a, R.9.K.b)  I can describe how characters from the story work collaboratively to solve a problem in the community. (Civics and Government 3)
<b>Language Objective</b>	I can use words and phrases from our community unit to explain the message in the story. (L.6.K)
<b>Vocabulary</b>	<b>clever:</b> smart <b>lonely:</b> alone and sad <b>stuck:</b> unable to get out <b>collaboration:</b> working together ( <b>collaborate:</b> to work together)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements</li> <li>● <i>Big Al and Shrimpy</i> vocabulary cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write: What do the author and illustrator of <i>Big Al and Shrimpy</i> teach us about collaboration?</p>

<p><b>Opening</b> 1 minute</p>	<p>Review the text. <i>This week we've been reading Big Al and Shrimpy, written by Andrew Clements and illustrated by Yoshi.</i></p> <p>Set a purpose for the read. <i>The author and illustrator of a text each have a role in communicating a story's message. Today, we'll go back and closely read important events in the story to think about what the author and illustrator teach us. We'll discuss the question: What do the author and illustrator of Big Al and Shrimpy teach us about collaboration? <b>Collaboration</b> means working together.</i></p> <p>Read only the selected pages for this lesson.</p>
<p><b>Text and Discussion</b> 12 minutes  pages 1-8</p>	<p>Turn the pages and invite children to chime in to retell the story using the illustrations. Do not read the text.</p>
<p>pages 9 and 10</p>	<p>Read the pages and show the illustration. <i>Why did Shrimpy and Big Al have to leave the game? How were the other fish feeling?</i></p> <p><i>How could the other fish, Big Al, and Shrimpy have solved the problem by working together?</i></p> <p>Harvest several responses to both questions.</p>
<p>pages 11-16</p>	<p>Turn the pages and invite children to chime in to retell the story using the illustrations.</p>
<p>page 17-18</p>	<p>Read the page and show the illustration. <i>Why do you think the author chose these big, bold words when Big Al says, "Oh no! Hellllp!"</i></p> <p><i>How does the illustrator show us how Big Al and Shrimpy are feeling on this page?</i></p> <p>Harvest several responses to both questions, prompting children to look carefully at details in the illustration.</p>
<p>pages 19-20</p>	<p>Read the page and show the illustration. <i>The author uses <b>dialogue</b>, the character's words, to tell a message. What is the message? [we have to help; don't give up when a friend is in trouble.]</i></p> <p>Harvest a few responses.</p>

	<i>Look at the faces of the other fish: the illustrator shows us they are ready to give up!</i>
page 20-26	Read through the pages without stopping.
Pages 27-28	Read the text and display the illustration. <i>How did the author place the words on the page? Why do you think he made that choice?</i> Harvest several responses and reread the text as needed.
<b>Key Discussion</b> 6 minutes	Invite children to Think, Pair, Share in response to the question on the whiteboard. <i>What do the author and illustrator of Big Al and Shrimpy teach us about collaboration?</i>  After the share, continue the whole group discussion. <i>When are times in our classroom when it's important to work together to solve a problem, instead of by ourselves?</i> Harvest a few responses. This discussion will continue in the next lesson.
<b>Closing</b> 1 minute	<i>We can think about the message from Big Al and Shrimpy whenever we are trying to solve problems in our classrooms! We'll talk more about this tomorrow.</i>
<b>Standards</b>	<b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how. <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic. <b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts. <b>R.9.K.b</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. <b>Civics and Government 3</b> 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. <b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Ongoing assessment</b>	Listen to children's responses during whole group conversation and Think, Pair, Share. Do children reference specific details from words and illustrations when describing the story's message? How do children explain the role of the author and illustrator? How do children describe the story's message about collaboration?

	Do children use words and phrases acquired through the <i>Our Community</i> unit when discussing this text?
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**Notes**