



WEEK 3 Day 2

**Read Aloud**  
***Full, Full, Full of Love***  
 Read 2 of 2

<b>Big Ideas</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 Question</b>	Why is collaboration and working together important?
<b>Content Objectives</b>	<p>I can explain how the author and illustrated used words and pictures to show how the family was full of love. (R.9.K.a, R.9.K.b, R.11.K.a, R.11.K.c)</p> <p>I can describe my own family’s traditions, such as gatherings around meals. (History 3)</p>
<b>Language Objective</b>	I can use details from text and illustrations to make meaning of unfamiliar words in the story. (L.4.K)
<b>Vocabulary</b>	<p><b>full:</b> having as much as possible</p> <p><b>grin:</b> smile</p> <p><b>characters:</b> the people or animals that the story is about</p> <p><b>setting:</b> where and when the story takes place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Full, Full, Full of Love</i>, by Trish Cooke</li> <li>● <i>Full, Full, Full of Love</i> vocabulary Cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:                      How do the author and illustrator show that the family is full of love?</p>
<b>Opening</b>	Introduce the text.

<p>1 min</p>	<p><i>Today we are going to read this book again: Full, Full, Full of Love, written by Trish Cooke and illustrated by Paul Howard.</i></p> <p>Set a purpose for the read.</p> <p><i>Today as we read the story we'll pay attention to how the author and illustrator show that the family is full of love. We'll also use details from the words and illustrations to figure out the meaning of important words and phrases. When we get to those words and phrases, you will echo me, just like we do in Shared Reading.</i></p>
<p><b>Text and Discussion</b> 12 minutes  page 1</p>	<p>Read the full page. Then invite children to echo the phrases in italics: <i>"Kiss, kiss. Hugs and cuddles."</i></p>
<p>page 3</p>	<p>Read the full page. Then invite children to echo the phrases in italics: <i>"Clink, clank. Clatter, clatter."</i></p> <p><i>These words represent sounds. What is making the sounds "clink" and "clatter?"</i></p> <p>Harvest a few responses and direct children's attention to supportive lines of text and illustrations.</p>
<p>page 5</p>	<p>Read the full page, then invite children to echo the phrases in italics: <i>"Splash, splish. Wiggle, wiggle."</i></p> <p><i>What do these words describe?</i></p> <p>Harvest a few responses and direct children's attention to supportive lines of text and illustrations as needed.</p>
<p>page 9</p>	<p>Read the full page, then invite children to echo the phrases in italics.</p>
<p>page 18</p>	<p>Read the full page, then invite children to echo the phrases in italics.</p> <p><i>How do the words and illustrations here show that family is full of love?</i></p> <p>Harvest several responses, then read to the end of the story.</p>
<p><b>Key Discussion</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share in response to the question on the whiteboard.</p> <p><i>How do the author and illustrator show that the family is full of love?</i></p> <p>During the share, invite children to share specific illustrations from the text that show how the family is full of love. Encourage them to explain their thinking using details from the text and turn to the specific pages they reference.</p> <p><i>Thumbs up if sharing a meal is a time when your family and friends</i></p>

	<p><i>show love to one another. How are your family gatherings similar or different to Jay Jay’s family?</i></p> <p>Facilitate a brief discussion. This discussion can be extended into a community meeting at another time.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Jay Jay has such a loving family community. Tomorrow we’ll begin a new text about another family and their neighborhood community.</i></p>
<p><b>Standards</b></p>	<p><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.</p> <p><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.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>History 3</b> Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p> <p><b>L.4.K.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details in illustrations and words to explain their thinking?</p> <p>Do children demonstrate understanding of the unique roles of the author and illustrator?</p> <p>What do children share about their own family traditions?</p> <p>How do children make meaning of unfamiliar words and phrases?</p>

**Notes**