



Read Aloud!

Developing Narrative and Scientific Literacy™

Whole Group

Curriculum Sampler

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Read Aloud!: Developing Narrative and Scientific Literacy - Whole Group

Lesson Guide

Read Aloud!: Developing Narrative and Scientific Literacy™ – Whole Group is a complete curriculum with materials for whole group (Tier 1) instruction with K–2 students. The *Read Aloud!: Whole Group* curriculum uses teacher read alouds of narrative and informational text and highly interactive, text-based discussions to promote student vocabulary and comprehension. Scientific literacy is also emphasized throughout units that focus on living things, including mammals, reptiles, and insects.

There are nine instructional units in the program. Each unit includes six or seven, thirty-minute lessons. A consistent set of instructional routines is used across all lessons. Before a read aloud, instruction focuses on background knowledge building and explicit vocabulary instruction. During the read aloud, question-asking strategies help focus comprehension and inquiry on key idea and detail identification. A guided note-taking process is also used to help students discuss information about story elements, key ideas, and details. After a read aloud, students review the narrative or informational text by practicing retells. Throughout the curriculum, text-based discourse is used as a context for student language use and as an opportunity to prompt student vocabulary use and language-based elaborations.

The *Read Aloud!: Whole Group* curriculum is intended for use in grades K–2 with all of the students in a class. Instruction is specifically designed for students receiving Tier 1 instruction within a Response to Intervention approach, and can be used with English learners, students with learning disabilities, students who are deaf or hard of hearing, and students who are at risk for academic difficulty.

The *Read Aloud!: Whole Group* program is instructionally aligned with *Read Aloud!: Developing Scientific Literacy – Small Group™*. Lessons in the *Small Group* curriculum reinforce the comprehension strategies and content discussed in the *Whole Group* curriculum’s informational texts. *Read Aloud!: Whole Group* can also be used as a supplement to any Tier 1 core reading program or as a supplement to any science program focused on the study of living things. Additional information on how *Read Aloud!: Whole Group* can be implemented is provided in the program implementation section of this lesson guide.

Read Aloud!: Developing Narrative and Scientific Literacy – Whole Group was developed and implemented in large-scale efficacy research by researchers at Pacific Institutes for Research and the University of Oregon, with funding by the U.S. Department of Education’s Institute of Education Sciences. *Read Aloud!: Whole Group* incorporates the Common Core State Standards (Appendix A) and is directly aligned with Next Generation Science Standards (Appendix B) and National Science Education Standards (Appendix C).

Lesson Guide Contents

The following information is presented in the lesson guide to provide a conceptual overview of *Read Aloud!: Whole Group* and help with lesson preparation and curriculum implementation.

Lesson Guide	Description
Developing Narrative and Scientific Literacy with Read Alouds	Discusses the conceptual model used to develop narrative and scientific literacy in <i>Read Aloud!: Whole Group</i> and the use of (1) complex information and narrative text, (2) explicit comprehension strategies, (3) academic discussions, and (4) explicit vocabulary instruction with extended discussions about word meanings.
Instructional Design Components	Discusses the instructional design principles used throughout the curriculum. Lesson sequencing, the use of a model-lead-test approach, text-based interactions, and use of extensive feedback are discussed.
Program Overview	Summarizes the key components of the <i>Whole Group</i> curriculum.
Incorporating Common Core State Standards	Illustrates how the Common Core State Standards are addressed in the <i>Whole Group</i> lessons on a daily basis.
Program Implementation	Discusses how the curriculum can be implemented and presents sample schedules for unit and lesson implementation.
Scope and Sequence	Illustrates the materials, vocabulary taught, and comprehension content covered across the units within the curriculum.
Materials	Outlines all of the materials used in the curriculum.
Instructional Routines	Presents a detailed description of the instructional routines used within the curriculum's lesson framework.
More Tips for Instruction!	Provides additional tips for instruction: <i>Whole Group</i> management success, academic success, prompting academic engagement with unison choral responses and partner responses, differentiating instruction, working with different populations (including English learners and students who are deaf and hard of hearing)
Preparing Lessons and Implementing with Fidelity	Includes suggestions for preparing and implementing lessons. A self-reflection checklist is also included.
Having Fun with Read Alouds!	Provides information on how to expand the read aloud routines used in the <i>Whole Group</i> curriculum. A framework is provided so read aloud routines can be integrated into other instructional opportunities (i.e., core reading instruction) and content areas (e.g., social studies).
References	Presents references and resources cited in the lesson guide.
Appendix A: Common Core State Standards	Outlines the Common Core State Standards that are addressed in the <i>Whole Group</i> curriculum for K-2.
Appendix B: Next Generation Science Standards	Outlines the Next Generation Science Standards that are aligned with <i>Whole Group</i> curriculum for K-2.
Appendix C: National Science Educational Standards	Outlines the National Science Educational Standards that are aligned with the <i>Whole Group</i> curriculum.
Appendix D: Discussion Map	Illustrates how to follow up on student responses during discussion.
Appendix E: Scope and Sequence	Provides an at-a-glance overview of vocabulary and comprehension content covered in Units 1-9.
Appendix F: Vocabulary at a Glance	Consists of (1) a Taught Words list that outlines all of the taught words from the curriculum. (2) a list of Academic Vocabulary used throughout the curriculum.
Appendix G: Retells	Includes a set of completed retells for each text.
Appendix H: Implementation Checklists	Provides checklists for observation and/or self-reflection with critical instructional variables for <i>Whole Group</i> implementation.
Appendix I: Read Aloud! Routines for Information Text	Templates that can be used to apply <i>Read Aloud!: Whole Group</i> routines to any information text.
Appendix J: Read Aloud! Routines for Narrative Text	Templates that can be used to apply <i>Read Aloud!: Whole Group</i> routines to any narrative text.

Scope and Sequence

The Scope and Sequence of the *Read Aloud!: Whole Group* curriculum begins with a Pre-Unit and continues with units focused on content related to mammals, reptiles, and insects. **The Pre-Unit is considered an important part of the curriculum and is a required unit of instruction.** The Pre-Unit includes three lessons, typically implemented across one week, that can be used to practice *Read Aloud!: Whole Group* routines, introduce strategies used throughout the curriculum, set expectations for student behavior, and practice formats used for text-based conversations. Materials and the instructional focus of each lesson in the Pre-Unit are outlined below:

Pre-Unit			
	Lesson 1	Lesson 2	Lesson 3
Purpose	Introduce the similarities and differences between narrative (“story” books) and informational (“information” books) text.	Introduce students to the concepts, terminology, procedures, and materials used to teach narrative text.	Introduce students to the concepts, terminology, procedures, and materials used to teach informational text.
Texts	2-3 “story” books as models 2-3 “information” books as models 1 book (teacher’s choice) to read	Kalman, B. (2003). <i>A frog in the bog</i> . New York: Margaret K. McElderry Books.	Kalman B., & Everts, T. (1994). <i>Frogs and toads</i> . New York: Crabtree.
Materials	Story Retell Sheet K-W-L Chart	Story Retell Sheet Student Retell Sheet (Story)	K-W-L Chart Student Retell Sheet (Information)
Contents	<ul style="list-style-type: none"> - Promoting Academic Engagement (Unison Choral Responses, Partner Responses, Thumbs Up or Down) - Book Type (Storybooks and Information books) - Using Reading Frameworks to Read in Different Ways - Importance of Identifying Book Type - Basic Expectations and Procedures 	<ul style="list-style-type: none"> - Book Type - Before Reading (Story Retell Sheet) - During Reading - After Reading (Story Retell Sheet) 	<ul style="list-style-type: none"> - Book Type - Before Reading (K-W-L Chart) - During Reading - After Reading (K-W-L Chart/Information Retell Sheet)

Read Aloud!: Tips

After teaching Units 1-9, add your own series of units on Amphibians. You can return to the books used in the Pre-Unit for a unit on frogs and toads and select your own books for other Amphibian-related units. For example: Unit 10, Amphibians; Unit 11; Frogs and Toads, Unit 12; Salamanders.

The following outlines the scope and sequence for Units 1–9. Each table presents each theme’s content within the curriculum: Mammals (Units 1–3), Reptiles (Units 4–6), and Insects (Units 7–9). Materials used in each unit are listed. The vocabulary taught and comprehension questions emphasized in each unit are also outlined. Appendix F, Vocabulary at a Glance, also provides additional information about the vocabulary taught in the *Whole Group* curriculum. Appendix F includes (a) a Glossary that lists all of the vocabulary words taught in the *Whole Group* program along with a definition for each word, and (b) a list outlining some of the Academic Vocabulary terms used in the curriculum.

The column on the Scope and Sequence listing Focus Questions and Retell Framework includes the questions that will be used to discuss each book before, during, and after the read aloud. Specifically, the types of questions used to discuss a book are always determined by whether a book is an information book or storybook (See the Tips Box below). When reviewing the table, notice how the question, “Is this an information book or storybook?” is always asked first for every book because the focus of comprehension is dependent on text type. Once book type is determined, the questions, therefore, differ for information and narrative texts. When reading information texts about general animal categories, like mammals, reptiles, and insects, questions include: What is the book’s topic? What makes an animal a mammal (reptile/insect)? What types of animals are mammals (reptiles/insects)? What are some other facts about mammals (reptiles/insects)? When reading information books about specific animal categories, questions include: What is the book’s topic? What kind of animal is a bat (elephant/crocodile/sea turtle, etc.)? What do bats (elephants/crocodiles/sea turtles, etc.) eat? What do bats (elephants/crocodiles/sea turtles) look like? What are some other facts about bats (elephants/crocodiles/sea turtles, etc.)?

When reading narrative text, the focus questions are based on story elements and include: What is the book’s title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response (Did you like the book? Why/Why not?)? When preparing to teach lessons from the *Read Aloud!: Whole Group* program, you’ll also notice how all of the materials, and the framework used for retelling after the read aloud, all align with these focus questions.

Read Aloud!: Tips

We found that the terms “storybook” and “information book” work very well for young children because “story” and “information” are very clear, distinguishable terms. The meanings of these words also represent what we want students to learn about “story” and “information” text. We also know, however, that it’s important to align the academic terminology used in the classroom with school-, district-, and state-standards. For example, if your district includes the terms “fiction” and “nonfiction” in district standards, it’s absolutely okay to use the terms “fiction” and “nonfiction,” instead of “storybook” and “information book,” when teaching *Read Aloud! Whole Group*.

Finally, notice how instructional scaffolding shifts occur across Units 1–3, Units 4–6, and Units 7–9. The *Whole Group* curriculum is intentionally designed to progress in complexity. While teacher modeling and prompting, for example, can always be used when needed, the intent of the curriculum is to phase out the use of more extensive teacher modeling as the curriculum progresses.

For the convenience of organizing information about the *Whole Group* curriculum for lesson planning, an additional copy of the scope and sequence for Units 1–9 is provided in Appendix E.

Units 1-3: Mammals

Units	Read Aloud Text	Materials	Vocabulary	Focus Questions and Retell Framework	Instructional Shifts
1	<i>Animals called mammals</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	mammal habitat glide	<p>Is this an information book or storybook? What is the book's topic? What makes an animal a mammal? What types of animals are mammals? What are some other facts about mammals? <i>(More about mammals. . .)</i></p> <p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	Teacher models prompts, and uses explicit instructional supports during instruction.
2	<i>Bear Snores On</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	snore nibble slumbering	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a bat? What do bats look like? What do bats eat? What are some other facts about bats? <i>(More about bats. . .)</i></p> <p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	
	<i>Bats</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	nocturnal migrate hibernate nectar	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a bat? What do bats look like? What do bats eat? What are some other facts about bats? <i>(More about bats. . .)</i></p> <p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	
	<i>Stellaluna</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	clutch peculiar	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	

3	Elephants	<i>What is An Elephant?</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - protect - species - survive - herbivore 	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is an elephant? What do elephants look like? What do elephants eat? What are some other facts about elephants? <i>(More about elephants. . .)</i></p> <p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>
		<i>Ellison the Elephant</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - ordinary - unusual - extraordinary 	

Units 4-6: Reptiles

Units	Read Aloud Text	Materials	Vocabulary	Focus Questions and Retell Framework	Instructional Shifts
4	<p><i>What is a Reptile?</i></p> <p><i>Python</i></p>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - reptile - predator - molt - carnivore - glisten - ambush 	<p>Is this an information book or storybook? What is the book's topic? What makes an animal a reptile? What types of animals are reptiles? What are some other facts about reptiles? <i>(More about reptiles. . .)</i></p> <p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	<p>Teacher guides, leads, and prompts student responses. Modeling is used, when needed, for error correction or when additional support is provided.</p>

5	Crocodiles	<p><i>Amazing Animals: Crocodiles</i></p> <ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - wetlands - prey - hatch 	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a crocodile? What do crocodiles look like? What do crocodiles eat? What are some other facts about crocodiles? <i>(More about crocodiles. . .)</i></p>	
		<p><i>Bill and Pete</i></p> <ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - proud - beam - adventure 	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	
6	Sea Turtles	<p><i>Sea Turtles</i></p> <ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - fossil - omnivore - extinct 	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a sea turtle? What do sea turtles look like? What do sea turtles eat? What are some other facts about sea turtles? <i>(More about sea turtles. . .)</i></p>	
	<p><i>Turtle, Turtle, Watch Out</i></p>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<ul style="list-style-type: none"> - scramble - peek - pursue 	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	

Units 6-9: Insects

Units	Read Aloud Text	Materials	Vocabulary	Focus Questions and Retell Framework	Instructional Shifts
7	<i>Bugs Are Insects</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	<p>insect external antennae arachnid</p>	<p>Is this an information book or storybook? What is the book's topic? What makes an animal an insect? What types of animals are insects? What are some other facts about insects? <i>(More about insects. . .)</i></p>	<p>Students are prompted to provide responses independently without the use of extensive teacher models.</p>
	<i>The Buggliest Bug</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<p>applaud cleaver</p>	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	<p>Modeling is used, when needed, for error correction or when additional support is required.</p>
8	<i>Starting Life Ladybug</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	<p>larva pupa metamorphosis</p>	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a ladybug? What do ladybugs look like? What do ladybugs eat? What are some other facts about ladybugs? <i>(More about ladybugs. . .)</i></p>	
	<i>The Grouchy Ladybug</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	<p>grouchy encounter</p>	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	

9	Butterflies	<i>Butterflies: Great Migrations</i>	<ul style="list-style-type: none"> - K-W-L Chart (to display) - Information Retell Sheet (to display) - Student Information Retell Sheets - Vocabulary Cards 	chrysalis proboscis generation	<p>Is this an information book or storybook? What is the book's topic? What kind of animal is a butterfly? What do butterflies look like? What do butterflies eat? What are some other facts about butterflies? <i>(More about butterflies. . .)</i></p>	
		<i>Butterfly Boy</i>	<ul style="list-style-type: none"> - Story Retell Sheet (to display) - Student Story Retell Sheets - Vocabulary Cards 	abuelo startled sweltering crimson	<p>Is this an information book or storybook? What is the book's title? Who is the main character? What happened first? What happened next? What happened at the end? What is your personal response? <i>(Did you like the book? Why/Why not?)</i></p>	

UNIT 1 • At a Glance

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<p><i>Animals Called Mammals</i> (Part 1) pp 3-9 (all)</p> <p>Start retell practice</p>	<p><i>Animals Called Mammals</i> (Part 2) pp 10; 12-13; 16-21 (skip pp. 11; 14-15)</p> <p>Continue retell practice</p>	<p><i>Animals Called Mammals</i> (Part 3) pp 22-23; 26; 28-29; 30 (skip pp. 24-25; 27))</p> <p>Practice a complete info retell</p>	<p><i>Bear Snores On</i> (Reading 1)</p> <p>Introduce new vocab</p>	<p><i>Bear Snores On</i> (Discussion 1: Main Character, 1st Event)</p> <p>Start retell practice</p> <p>Review vocab</p>	<p><i>Bear Snores On</i> (Discussion 2: Next Events, End)</p> <p>Continue retell practice</p> <p>Review vocab</p>	<p><i>Bear Snores On</i> (Reading 2; including vocab review)</p> <p>Practice a complete story retell</p>

Overview and Objectives

This is the first full unit of the curriculum. Procedures, terminology, and materials that were “introduced” in the pre-unit are reviewed and elaborated on. Instructionally, students learn more about: 1) why/how to identify book type (i.e., *story* or *information*) before reading; 2) why/how to use a KWL framework before, during, and after reading an information book; 3) why/how to use a story elements framework before, during, and after reading a storybook; and 4) how to complete good information and story retells. Because the instruction involves lots of explicit teacher modeling and thinking aloud, it is recommended that the detailed lesson plans be thoroughly reviewed.

Books

Information: *Animals Called Mammals* by Bobbie Kalman and Kristina Lundblad

A basic book about mammals with information on what a mammal is, where mammals live, what they eat, etc. The book is too long to be read in its entirety (even across 3 lessons), so selected parts have been identified for each of the 3 lessons. The two focus questions **1) What makes an animal a mammal?** **2) What animals are mammals?** are basically answered in the text covered during Lessons 1 and Lessons 2—with additional details and examples of mammals provided in the text for Lesson 3.

IMPORTANT: a) Review the student Info Retell Sheet and the detailed lesson plans prior to reading as there are places where the text is potentially confusing or misleading and/or where teacher clarification/elaboration is recommended. b) A program decision was made not to focus on text/discussion about “mammals nursing” in the lessons.

New Vocabulary: **mammal*:** an animal that has a backbone, has lungs, is warm-blooded, has hair or fur on its body, feeds its babies mother’s milk, is born from its mother; **habitat:** the place where an animal naturally lives; **glide:** to float in air

* The word “mammal” is taught primarily as the answer to the focus question “What makes an animal a mammal?” rather than as a vocabulary word.

Narrative: *Bear Snores On* by Karma Wilson; illustrated by Jane Chapman

Rhyming text tells the story of a bear who sleeps soundly in his den while other animals have a party. Starting with a mouse, little creatures enter the bear’s cave to get in out of the cold. The animals have a fire, cook some food, and enjoy each other’s company—all while *bear snores on*. When a pepper fleck causes the bear to wake up ... he’s sad because he’s missed the party. So, the animals decide to continue the party with the bear. When morning comes, Bear is awake while everyone else “snores on.” During the “complete” readings (Lessons 4 and 7), use your voice to emphasize the rhyming nature of the text and to “encourage” students to join in on the repeating refrain “Bear snores on.” Students may be interested to know that this book is by the same author as *A Frog in the Bog*.

New Vocabulary: **snore** (make noises while sleeping); **nibble** (chew in small bites); **slumbering** (sleeping)

Unit 1 • Lesson 1

Information Book (Part 1)

Materials

- *Animals Called Mammals* by Bobbie Kalman and Kristina Lundblad, pp. 3-9 (all)
- **KWL Chart**
Focus questions:
 1. What makes an animal a mammal?
 2. What animals are mammals?
- **Information Retell Sheet (to display)—*Mammals***
- **Information Retell Sheets—*Mammals*** (One copy for each student)
- **Vocabulary Cards (Optional)**

Unit Introduction



MANAGEMENT TIP:

Before starting, review procedures and expectations for read aloud time as needed.

Remind students of the following “facts” they learned in the frog information book:

1. Scientists put all animals into big groups based on ways they are alike.
2. Frogs are in the big group called “amphibians.”

Explain that the books in this unit have to do with the big group of animals called “mammals.”

When we read our frog information book, we learned some things about all animals. We learned that scientists put all animals into big groups or categories based on ways they are alike. We also learned that frogs are in the big group of animals called amphibians. We're starting a new Read Aloud unit. The books in this unit have to do with the big group of animals called mammals.

Before Reading

Book: PREPARING TO READ (Previewing; Identifying Type/Purpose)



Show students the book and tell them the **title** and **author**.

Explain to students that the first thing to do when starting any new book is to find out whether it's a storybook or information book.

Provide the following reminders to the students:

*This is our first book for this unit. The title is **Animals Called Mammals**, and the authors are **Bobbie Kalman** and **Kristina Lundblad**. **Bobbie Kalman** also wrote **Frogs and Toads**.*

Remember, whenever we start a book, we want to find out what type of book it is. Knowing the type of book lets us know our purpose for reading, which helps us know how to read the book and what to focus on. One way to find out book type is to ask someone, "Is this an information book or a story book?" Everyone, say the question. (Is this an information book or a storybook?)

Identify this as an information book on the **topic** "mammals," and explain and show how you can tell (e.g., title; photographs and illustrations; table of contents; glossary; index).

*This book is an information book with true facts or information. The topic of the book, or what it is about, is mammals. There are a number of clues that help us know this is an information book and what the topic is. First, the title of the book names a real thing—mammals, and it doesn't sound like a story title. Information book titles usually tell what the information in the book will be about. The title of this book is *Animals Called Mammals* and there are photographs of animals. There are photographs inside too (as well as illustrations, or drawing). Information books often use photographs because they are about real things. At the beginning, I notice a table of contents. It has chapter titles such as: "Mammals are animals," "Mammal food," and "Mammal homes." That tells me the book probably has information about what mammals are animals, what they eat, and where they live. And, at the end of the book, there are words to know and an index, which lists the kinds of information covered in the book and the page numbers where the information is. Information books often include an index and/or a glossary (important words and their definitions).*

KWL Chart: *Preparing To Read* (Priming Background Knowledge/Focus/Interest)

Remind students that to prepare to learn about a topic, you can identify one or two things we might already know about the topic and one or two things we might want to know about it.

Topic: _____		
What we <u>THINK</u> we know:	What we <u>WANT</u> to know:	What we <u>LEARNED</u> :

KWL Chart

Remember, we read an information book to learn about a topic. So, a good way to get our brains ready to read an information book is to think about what we already might know about the topic and what we might want to know about it. We can use our KWL Chart to help us get ready for this information book about mammals.

Take one to two minutes to address the K part of the KWL Chart. Identify one to two things yourself (e.g., people are mammals; mammals use lungs to breathe air). Have students discuss with their partners; then call on several individual students to share responses.

We'll start with the K part of the chart, "What We Think We Know." This is where we write down some things we think we know about mammals. We don't need to think of or write everything we might know, just one or two things to get our brains started thinking about the topic. I think that people are mammals, so I'll write that down. Partners, share one thing you think you know about mammals. After you talk with your partner, I'll call on one or two students to share their response. We'll write one or two more things you think you know on the chart.

Take one to two minutes to address the W part of the KWL Chart. Identify the two "focus" questions yourself; then elicit one student question. Have students discuss with partners; then call on a student to share their response.

Next, we do the W part of the chart, "What We Want to Know," and write some questions we might have about our topic. Remember, we only need a few questions. I have two questions about mammals. One is "What makes an animal a mammal?" (Or "How do scientists know that an animal is a mammal?"). The other is "What animals are mammals?" I'll write those on our chart. Partners, tell your partner one question you have about mammals. After you talk to your partner, I'll call on a student to share their response. We'll write one more questions on our chart.

Provide the following reminders to the students:

Remember, good readers always think about what they are reading. While I'm reading you should be listening for and thinking about information on the topic of mammals. Pay special attention to information that answers our KWL questions or lets us know whether what we think we know about mammals is true.

Remind students that we read information and storybooks differently, and remind them that you will take notes on the L ("What We Learned") part of the KWL Chart.

Tell them they can and should stop you if they have questions about any words or information in this book.

Because we read information and storybooks for different reasons, we read them differently. For example, often we only read parts of information books. We also usually read information books more slowly than storybooks, because we stop more often—to think, talk, and write notes about the information we're learning. We did that with our information book on frogs, and we'll do it with this book, too. We'll stop and discuss the information about mammals and write notes on the L part ("What We Learned") of our KWL Chart.

Remember, too, that good readers think about whether or not they understand what they're reading while they are reading. If they don't understand something, they stop and try to figure it out. You need to stop me and ask questions if there's anything—words or information—that you don't understand as I read in this book.

During Reading

Use pages 3-9.



Fill in the KWL Chart (What We Learned) as you read. (Make note of information that answers questions on the W part of the chart or addresses what is on the K part.)

Page 3:

TABLE OF CONTENTS: USING TEXT FEATURES

Think aloud that you will start reading in the first chapter, and explain why—i.e., the beginning of an information book often has basic information on the topic; one of the KWL questions is “What animals are mammals?” and the first chapter title suggests it may answer that question.

Remember, we don't always read all of an information book. Lots of times we read only the parts that sound interesting to us or that seem like they will have information that we want to know. So, we can use a book's table of contents to help us decide which parts of the book we may want to read.

We're going to start this book by reading the first chapter. In some information books the first chapter often has basic information about the book's topic. In this book, the title of the first chapter is "Mammals are animals". That tells me that it may have information about what animals are mammals that can help us answer our KWL question "What animals are mammals?"

Read pages 4-5 (select several of the illustration facts on page 4 to read)

Page 5:
**CLARIFYING DETAILS and MAKING CONNECTIONS (KWL;
Text-self)**

Model, and/or guide students in, summarizing the information presented—noting that the information helps answer the KWL question “What animals are mammals?”

Tell students the “fact” that people are mammals even though the text does not tell us. (Remind students that this information confirms something on the K part of the chart, and make sure they understand that it means you and they are mammals.)

NOTE: You may wish to start a list of animals that are mammals to answer the KWL question. It's not necessary to list every animal mentioned in the text; but make sure students understand how you know from the text that these animals are mammals.)

Use the partner and routine to illicit student responses. Provide a sentence frame for the answer. For example, partner A start your answer with “Another kind of animal in the book that is a mammal is...”

What we've read so far has given us some information about mammals. Let's identify some important facts we can put on our chart. The text says, "There are different kinds of mammals". That tells me that lots of animals are mammals. I'll write that on the L part of our chart

The illustrations, or drawings, are of animals that are mammals (show students the illustrations and read some of the descriptions below the illustrations). One of our KWL questions is "What animals are mammals?" so I think we should start a list of animals that are mammals. One of the illustrations of an animal is of a horse. Share with your partner another kind of animal the book named as a mammal. (Call on students to share their responses)

Even though the text does not tell us. I am going to add to the list of animals that are mammals to include "people." That means that you and I are mammals!

Read pages 6-7

Page7:

CLARIFYING DETAILS and MAKING CONNECTIONS (KWL)

Model, and/or guide students in, summarizing the information presented—noting that the information helps answer the KWL question, “What makes an animal a mammal?”

1. Mammals have a backbone (spine).
(NOTE: Teach students that “spine” is another word for “backbone,” using the skeleton illustration on p. 6.)
2. Mammals have limbs.

Use the partner and choral response routines to illicit student responses.

Let's talk about what the book says makes an animal a mammal so we can write that information on our chart. The book talks about several things. One thing it says is that all mammals have a backbone. The backbone, which is also called the spine, is part of a mammal's skeleton. It is inside a mammal's body. Since we are mammals, we have a spine. Let's check. Feel in the middle of your back like this. You should feel something hard. That is your backbone.

Another thing the book says is that a mammal has limbs. Everyone, point to one of your limbs. If you pointed to your arm or your leg, you're right, these are examples of limbs. Other examples of limbs are wings and flippers. Everyone, do you have wings or flippers? (No) That's right, birds have wings and dolphins have flippers.

Read pages 8-9

Page 9:

CLARIFYING DETAILS and MAKING CONNECTIONS (KWL)

Model, and/or guide students in summarizing the information presented—noting that the information continues to help us answer the KWL question, “What makes an animal a mammal?” Use the partner and choral response routines to illicit student responses.

1. Mammals are warm-blooded.
2. Mammals have hair or fur on their body.
(NOTE: You will need to clarify that all mammals, not just *most*, have some hair/fur on their body.)

Another fact that we learned is that all mammals are warm-blooded. That means the body temperature of animals always stays the same even if it is cold or warm outside. Thumbs up if you are warm-blooded. That's right people are mammals, therefore, they are warm-blooded.

We also learned that all animals have hair or fur. Rabbits have fur whereas sheep have wool, which is a type of hair.

That's all we're going to read for now. Next time I'll read some more about mammals.

After Reading

Remind students that a good way to make sure we understand and will remember what we've learned in an information book is to review the information and then tell it to someone:



We've talked about how, after reading an information book, it's a good idea to review the information we learned and tell it to someone—so we'll know if we understood what we learned and so we will remember it better. Let's use our KWL Chart to review what we learned today!

KWL Chart: REVIEWING INFORMATION

Guide a quick review of the L part of the chart.

(NOTE: Be sure to identify information that relates to the K and W parts of the chart.).

Use the partner and choral response routines to illicit student responses.

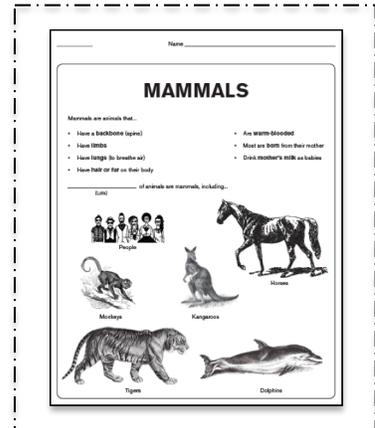
We can use our KWL Chart to review what we learned about mammals. We learned that... (Accept reasonable responses)

Information Retell Sheet: RETELLING INFORMATION

Give each student a copy of the information retell sheet for this unit.

Explain that students will use the retell sheet to help them complete an information retell on mammals.

Briefly review what's included in an information retell: book type, topic, and information about the topic. Tell students that in this lesson they will practice completing just the beginning of the information retell.



Mammals Information Retell Sheet

Now we'll start learning how to practice the beginning of an information retell. When we practice an information retell, we tell the book type, the topic, and information about the topic. Remember the information retell sheet we had for frogs? I'm giving each of you an information retell sheet for mammals. Please put your name on your sheet. This sheet will help us do our information retell on mammals. Today we're just going to learn how to do the beginning of an information retell.

Display the retell and demonstrate adding an "I" to the top of retell sheet—as a reminder to tell book type (information book). Have students add an "I" to their sheet.

We start all retells by telling the book type. The first thing I'm going to do on this sheet is put an "I" for "information" on the line in the corner at the top of the sheet. I want each of you to put an "I" on that line on your sheet. The "I" is a reminder to start our retell by saying that this is an information book.

Remind students that next in the information retell is telling the topic. Have students find the topic on their sheet. Model and have students practice saying, "The topic of this book is mammals."

In an information retell, we next tell the topic of the book—or what the information in the book is about. On all our retell sheets, the topic will be the big word in the middle near the top of the page. On this sheet, that word is “Mammals.” Find where it says “Mammals” on your sheet. Everyone say, “The topic of our information book is mammals.” (Students respond with you)

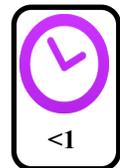
Demonstrate completing the beginning of an information retell on mammals—telling book type and topic. (NOTE: You may wish to model more than one way to say things and/or have students evaluate whether you included what you were supposed to include and were accurate about this book.)

I’m going to demonstrate the beginning of an information retell on this book. I will tell the book type and the topic. Listen. “We are reading an information book. The topic is mammals.” (Did I accurately tell the type of book? Did I accurately tell the topic?) There’s more than one way to tell about book type and topic. I could also say something like, “Today we started reading an information book. It is about mammals. I learned some interesting facts about the topic of mammals.” (Everyone, did I accurately tell the type of book? Did I accurately tell the topic?)

BOOK CLUB “PARTNER” ACTIVITY

MANAGEMENT TIP: Before starting, make sure students know which partner will go first and that they understand that the “listeners” will be asked to give their partner feedback.

With their Book Club partner, have students practice the beginning of an information retell on mammals. Remind them to use their retell sheet to help them remember to tell the book type and topic (and to use complete sentences). Provide sentence frames as needed.



Now you and your Book Club partner are going to take turns saying the beginning of an information retell on today's book. Use your retell sheet to help you to remember to start by telling your partner the type of book. The "I" on your retell sheet is there to remind you: "I" is for "information." Then you will tell the topic: mammals. That's the word near the top in the middle of the sheet. Each partner will have 15 seconds, and I will tell you when it's time to switch turns. Raise your hand if you are going to be the first one to start. Listeners, pay attention to whether your partner says that this is an information book and that the topic is mammals so you can give them feedback. Ready? Begin.

After 15 seconds, stop students. Ask the "listeners" to think about whether their partner included what they were supposed to and whether what they said was accurate. Then have students give their partner feedback. (Model giving appropriate feedback as needed.)

Have students switch roles and repeat the process.

Stop. Listeners, think about whether or not your partner said that the book is an information book and that the topic is mammals. If your partner said both things, tell them "Good job." If your partner didn't say one or both things or said something incorrect like "the topic is frogs," tell them in a very nice way what they should do next time. For example, you might say, "You said the topic of this book is frogs, but you should have said the topic is mammals." Ready? Begin.

Now we'll switch turns. If you were listening, it's your turn to practice the beginning of an information retell. If you already practiced the retell, you will be the listener. Remember, listen closely to your partner so you can give feedback. Ready? Begin.

End the lesson by having students put their retell sheet away in a safe place. Explain they will use the sheet during the next lesson, when they will *get* to do more practice on an information retell. Tell them that next time they will be adding information about mammals to their retell.

Please put your information retell sheet for mammals in a safe place. Next lesson we'll read more in our book and we'll practice completing retells again. We'll add telling some of the information we've learned about mammals.

If time permits, you may want to ask for individual volunteers to each identify one interesting fact about mammals they remember from the lesson.

Before we go on to something else, let's see what we remember about mammals. I remember that all mammals have a backbone. Another word that means backbone is spine. Would anyone else like to share a fact they learned about mammals today? (Accept reasonable responses) Anyone else? (Accept reasonable responses)

Unit 1: Lesson 1 Information Book (Part 1)

Materials:

- *Animals Called Mammals* by Bobbie Kalman and Kristina Lundblad pp. 3-9 (all)
- **KWL Chart**
- **Information Retell Sheet** (to display)—*Mammals*
- **Information Retell Sheets**—*Mammals* (One copy for each student)
- **Vocabulary Cards** (optional)

MANAGEMENT TIP: Before starting, review the procedures/expectations for read aloud time.

STUDENT ENGAGEMENT: When eliciting student responses, promote active engagement by using **unison choral responses** and **partner responses**. Have students use complete sentences during some of the activities.

Unit Introduction (1 minute)

- Remind students of the following “facts” they learned in the frog information book:
- We learned that scientists put all animals into big groups or categories based on ways they are alike.
- We also learned that frogs are in the big group of animals called amphibians. We’re starting a new Read Aloud unit.
- The books in this unit have to do with the big group of animals called mammals.

Before Reading (5-10 minutes)

Book: PREPARING TO READ (Previewing; Identifying Type/Purpose)

- Show students the book and tell them the **title** and **author**.
- Remind students that the **first** thing to do when starting any new book is to find out whether it’s a storybook or information book.
- Have students practice asking, “Is this an information book or a storybook?”
- Identify this as an information book on the **topic** “mammals,” and explain and show how you can tell (e.g., title; photographs and illustrations; table of contents; glossary; index).

KWL Chart: Preparing To Read (Priming Background Knowledge/Focus/Interest)

- Remind students that to prepare to learn about a topic, you can identify one or two things we might already know about the topic and one or two things we might want to know about it.
- Address the **K** part of the KWL Chart. Identify one to two things yourself (e.g., people are mammals; mammals use lungs to breathe air). Have students discuss with their partners; then call on several individual students to share responses.
- Address the **W** part of the KWL Chart. Identify the two “focus” questions yourself: What makes an animal a mammal? What animals are mammals? Then elicit one student question. Have students discuss with their partners; then call on a student to share their response.
- Because we read information and storybooks for different reasons, we read them differently. For example, often we only read parts of information books. We also usually read information books more slowly than storybooks, because we stop more often—to think, talk, and write notes about the information we’re learning. We’ll stop and discuss the information about mammals and write notes on the **L** part (“What We Learned”) of our KWL Chart.
- Tell them they can and should stop you if they have questions about any words or information in this book.

During Reading (10-15 minutes)

Fill in the KWL Chart (What We Learned) as you read. (Make note of information that answers questions on the **W** part of the chart or addresses what is on the **K** part.)

Page 3: TABLE OF CONTENTS: USING TEXT FEATURES

- Think aloud that you will start reading in the first chapter, and explain why—i.e., the beginning of an information book often has basic information on the topic; one of the KWL questions is “What animals are mammals?” and the first chapter title suggests it may answer that question.

Page 5: CLARIFYING DETAILS and MAKING CONNECTIONS (KWL; Text-self)

- Model, and/or guide students in summarizing the information presented. (NOTE: Point out that the information helps answer the KWL question “What animals are mammals?”)
- Tell students the “fact” that people are mammals even though the text does not tell us.
- NOTE: You may wish to start a list of animals that are mammals to answer the KWL question.

Page 7: CLARIFYING DETAILS and MAKING CONNECTIONS (KWL)

- Model, and/or guide students in, summarizing the information presented—noting that the information helps answer the KWL question, “What makes an animal a mammal?”
 1. Mammals have a backbone (spine). (NOTE: Teach students that “spine” is another word for “backbone,” using the skeleton illustration on p. 6)
 2. Mammals have limbs.

Page 9: CLARIFYING DETAILS and MAKING CONNECTIONS (KWL)

- Model, and/or guide students in, summarizing the information presented.
 1. Mammals are warm-blooded.
 2. Mammals have hair or fur on their body.

After Reading (10 minutes)

- Remind students that a good way to make sure we understand and will remember what we’ve learned in an information book is to review the information and then tell it to someone, and the KWL Chart can be used to review.

KWL Chart: REVIEWING INFORMATION

- Guide a quick review of the L part of the chart. (NOTE: Be sure to identify information that relates to the K and W parts of the chart.)

Information Retell Sheet: RETELLING INFORMATION

- Give each student a copy of the information retell sheet for this unit. Explain that students will use the retell sheet to help them practice an information retell on mammals.
- Briefly review what’s included in an information retell: book type, topic, and information about the topic. Tell students that in this lesson they will practice just the beginning of an information retell.
- Using the Retell Sheet (displayed), explain and demonstrate adding an “I” to the top of retell sheet—as a reminder to tell book type (information book). Have students add an “I” to their sheet.
- Remind students that next in the information retell is telling the topic. Have students find the topic on their sheet. Model and have students practice saying, “The topic of this book is mammals.”
- Demonstrate the beginning of an information retell on mammals—telling book type and topic. (NOTE: You may wish to model more than one way to say things and/or have students evaluate whether you included what you were supposed to include and were accurate about this book.)

BOOK CLUB “PARTNER” ACTIVITY (<1 minute)

MANAGEMENT TIP: Before starting, make sure students know which partner will go first and that they understand that the “listeners” will be asked to give their partner feedback.

- With their Book Club partner, have students practice the beginning of an information retell on mammals. Remind them to use their retell sheet to help them remember to tell the book type and topic.
- **After 15 seconds**, stop students. Ask the “listeners” to think about whether their partner included what they were supposed to and whether what they said was accurate. Then have students give their partner feedback. (Model giving appropriate feedback as needed.)
- Have students switch roles and repeat the process.
- End the lesson by having students put their retell sheet away in a safe place. Explain they will use the sheet during the next lesson, when they will *get* to do more practice on an information retell. Tell them that next time they will be adding information about mammals to their retell.
- If time permits, you may want to ask for individual volunteers to each identify one interesting fact about mammals they remember from the lesson.

Unit 1 • Lesson 4

Storybook (Reading 1)

Materials

- *Bear Snores On* written by Karma Wilson; illustrated by Jane Chapman
- **Vocabulary:**
 - snore** (make noises while sleeping)
 - nibble** (chew in small bites)
 - slumbering** (sleeping)
- **Story Retell Sheet** (to display)—*Bear Snores On*
- **Story Retell Sheets**—*Bear Snores On* (One copy for each student)
- **Vocabulary Cards** (Optional)

Before Reading

Book and Story Retell Sheet:
PREPARING TO READ (Previewing; Identifying Type and Purpose)



Show students the new book and tell them the **title**, **author** and **illustrator**. Remind students that the **first** thing to do before starting any new book is to find out whether it's a story or information book:

This is a new book for this unit. The title is Bear Snores On. Karma Wilson is the author (person who wrote the book). She is the same author who wrote A Frog in the Bog. Jane Chapman is the illustrator (person who drew the pictures).

Remember, whenever we start a new book, we first want to find out what type of book it is. The type of book lets us know our purpose for reading, and that helps us know how to read the book/what to focus on. One way to find out book type is to ask, "Is this an information book or a storybook?" Everyone, say that question. (Use choral response prompt: "Is this an information book or a storybook?")

Identify this as a storybook. Explain and show how you can tell:

If no one tells us the book type, we can figure it out ourselves. This book is a storybook. One way I can tell is that it has illustrations or drawings. Storybooks generally have illustrations. Our information book on mammals had illustrations, though, so we need to look at the kind of illustrations a book has. Storybook illustrations usually don't have labels or captions, like some of the information book illustrations did. And because the illustrations in storybooks help tell the story, they sometimes show things that couldn't happen in real life, but do happen in a made-up story. The illustrations in this book show things like a mouse making a fire. That doesn't happen in real life, but it can happen in a story. Another clue is the title of the book. Bear Snores On sounds like a story. It doesn't name a topic, so it doesn't sound like the title of an information book.

PREPARING TO READ (Priming Background, Vocabulary, Focus, Interest)

Remind students about the purpose of a storybook. Tell them that *one way* to get ready to read a storybook is to use the title and cover to predict who the **main character** might be. Model how to use the title and cover illustration to identify/predict that the main character might be the bear:

Remember, the purpose of reading a storybook is to understand and enjoy a story about a character. When we read a storybook, we think about and focus on the main character (i.e., who the story is mainly about) and what happens to that character or what the character does.

One way to get ready to read a storybook is to use the book's title and cover illustration to try to predict who the main character in the story might be. The title of this book is Bear Snores On and the cover illustration shows what looks to me like a bear sleeping. I think the main character might be a bear. Nod your head if you agree.

INTRODUCING VOCABULARY:

snore: make sounds while sleeping

As you talk about the title and cover picture, teach the word “**snore.**”

Define/demonstrate what snoring is and sounds like. Have students identify what “snore” means. (NOTE: If time, you may wish to guide **MAKING CONNECTIONS** to experiences with snoring in students’ own lives.)

I know that the title of a storybook often names the main character and that the illustration on the cover often shows the main character. The title of this book is Bear Snores On and the drawing on the cover shows a bear. That makes me think the main character might be a bear. Nod your head if you agree with me.

I also notice that the bear on the cover seems to be sleeping. I think that because its eyes are closed. Also, the title is Bear Snores On, and I know that people sometimes snore—or make noises—when they sleep. To snore is to make noises while you're sleeping. What does “snore” mean? Snoring sounds like this: [Demonstrate]. When people are snoring, it usually means they are really sound asleep. (Have you ever heard anyone snoring while they are sleeping? Think to yourself what it sounded like.) As I read this book, listen closely to see whether or not the main character is a bear that snores. [Demonstrate again].

Remind students that good readers are always thinking about what they read, and that because this is a storybook, they should be thinking about the story elements: who the main character is and what happens to the main character at the beginning (first), in the middle (next), and at the end.

Remember, good readers are always thinking about what they are reading. I want you to do your best thinking while I'm reading. Because this is a storybook, you should be thinking about the main character—who it is and what he or she is like—and about the things the character does or things that happen to the character. Good readers also pay attention to whether or not they're understanding what they're reading. They stop and try to figure it out if they don't understand. So, if I read a word you don't know or you are confused about something in this story, you should stop me and ask questions.

Give a specific focus for this story. Remind students that the author used rhyming words in *A Frog in the Bog*, and tell them to listen for that in this book. Explain there are parts in story where they can “help” you read; tell them to listen/watch for clues about when to join.

This author, Karma Wilson, used rhyming words in A Frog in the Bog. Authors often write the same way in different books. As I'm reading, listen and see whether she uses rhyming words in this book too. Also, in this book there are parts where the author repeats certain words—parts where you can join in with me as I read. Try to figure out which words I mean, and listen to my voice (and watch me) so you'll know when to join in.

During Reading



NOTES:

1. Unless otherwise indicated, try to read the text on each page before showing the picture to students—to help students focus on the author's words.
2. Use “your voice” to emphasize the rhyming text, and to “encourage” students (after 2-3 repetitions) to chime in on the repeating text (e.g., on p. 11 or 15; “But... [pause] the bear snores on.”). You may also wish to signal their participation in

some way. If students do not pick up on what to say/when to say it, overtly tell them.

Page 23: MAKING PREDICTIONS

Identify this as a good place to make a prediction in this story; then model (using think aloud) why and how to make a prediction about what will happen next (including the importance of having reasons for our predictions). Have students think *to themselves* what they predict will happen next.

Use the partner response routines to illicit student responses. For partner responses, have students use complete sentences. Provide sentence frames as needed.

One way to know we're really thinking about what we're reading is to try to predict, or guess, what might happen next in a story. We have to have reasons for our predictions. For example, our prediction might be based on the words in the story, or what has happened so far, or on the illustrations, or on things we know from our own life.

This is a good place for a prediction in this story. I know that sometimes when people are sound asleep and something wakes them up, they're mad. So, I predict that Bear is going to get mad at the animals because they woke him up. Everyone think in your head what you predict might happen next. Remember, you need to know why you think what you do. What do you think will happen next? (partner responses) What makes you think that? (partner responses) Call on one or two students to share their response(s).

PAGE 26: CONFIRMING PREDICTIONS

Use a think aloud to model confirming your prediction; and emphasize that being right/wrong is not as important as being able to explain the reasons for making the prediction. Have students think about their prediction.

Once we've made a prediction, we check whether our prediction is correct or not. I predicted that Bear would be mad at the animals for waking him up. I am surprised! At first it seemed like Bear was mad, but really he was sad. My prediction was not correct. The important thing is that I was thinking about what I was reading and could explain the reasons for my prediction. Think to yourself about your prediction. Was it correct? I wonder what is going to happen now.

Pages 29-30:

CLARIFYING STORY ELEMENTS (What happened-end)

Briefly summarize the story for students, focusing on what happened at the end.

That was a good story! At the end of this story, the animals AND Bear continued on with the party throughout the night. Bear ate food and told the animals stories. He was happy. I know that because the author says that "Bear sighs with delight." When we're delighted, we're happy or glad about something. At the very end of the story, it's morning and Bear can't sleep. What were his friends doing? Everyone, his friends, the other animals, (snore on).

MAKING INFERENCES (Character clues)/MAKING CONNECTIONS (Text-Self)

Remind students about making inferences—i.e., figuring something out in a story even though the author doesn't state it directly. Then, model and guide students in making an inference about how Bear is feeling at the very end of the story.

Use the partner and choral response routines to illicit student responses.

Authors don't always tell everything in a story directly. Sometimes we figure out parts of the story ourselves by thinking about what's happening in the story and/or what we know from our own lives and/or the illustrations.

*At the very end of this story, the author doesn't tell us exactly how Bear is feeling. The words are, "Bear can't sleep, but his friends snore on." Since we want to tell how the main character feels at the end of a story, we have to figure it out for ourselves. We know Bear was happy to have a party with the other animals. Then he was awake and they were all asleep. So we can think about how we might feel if we were in Bear's place. There've been times when I was all ready and excited to do something with my friends, but they couldn't or didn't want to do it with me. I felt kind of disappointed because I really wanted to do it with them. Has anything like that ever happened to you? (partner responses)
How did you feel? (partner responses)*

I think Bear may be feeling a bit disappointed at the very end of the story, because he's wide awake, and all the other animals are slumbering away. Look at the illustration on the last page. Everyone, show me the kind of look Bear has on his face. Everyone, do you think the illustrator thought Bear was feeling disappointed? (yes)

After Reading

GIVING A PERSONAL RESPONSE



10

Remind students about giving a personal response. Emphasize that the most important part is being able to explain our reasons:

Another thing we've learned is that, after reading a story, it's good to tell someone whether or not we liked the story AND why. Giving a personal response is another way good readers think about a story. There are lots of different reasons why we might like or dislike a story. We might like it because it was funny, or we liked the characters. We might not like it because it was too scary, or too long. Each person's response is right for them; the important thing is that we know and are able to tell why we liked it or didn't like it.

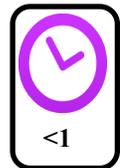
Model giving a personal response to this story, being sure to include your reasons. Ask students to *think about* their response to the story.

"I really liked Bear Snores On. I liked it because it surprised me when the bear didn't get mad. I also liked the ending when all the animals included Bear in the party. I thought that was nice." I want you all to take a minute and think to yourself whether or not you liked this story AND why. Remember, you have to have a reason. Don't say anything yet, just think it to yourself.

BOOK CLUB "PARTNER" ACTIVITY

MANAGEMENT TIP: Before starting, make sure students know which partner will go first and that they understand that the "listeners" will be asked to give their partner feedback.

With their Book Club partner, have students take turns giving a personal response to this story; telling whether they liked or didn't like the story and why. Remind students to use complete sentences. Provide sentence frames as needed.



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Now you and your Book Club partner are going to take turns telling your personal response to Bear Snores On. When it's your turn, you need to say whether you liked or didn't like the story and why. Each person will have about 15 seconds to share. I'll tell you when it's time to switch turns. If you're going first, raise your hand. Listeners, pay attention to what your partner says so you can give feedback when they are done. Get ready to start.

After 15 seconds, stop students. Ask the “listeners” to think about whether their partner told if they liked or didn't like the book and told why. Then, have students give their partner feedback. (Model giving appropriate feedback as needed.)

Have students switch roles and repeat the process.

Stop. Listeners, did your partner say whether they liked the story **AND** did they tell why. If they did, give them positive feedback. You might tell them, "Good job!" If your partner didn't say whether they liked the story **OR** didn't say why, very nicely tell them what they should do next time. For example, you might say something like "Remember to tell me why you liked the book." Okay, go ahead. (Allow time to share)

Now let's switch. If you were listening, it's your turn to tell your personal response. If you already gave your response, you're the listener. Remember, listen closely so you can give your partner feedback.

RETELLING A STORY

Remind students that another way to make sure we understood and will remember a story is to complete a story retell:

Just like it's a good idea to complete an information retell after reading an information book, it's also a good idea to complete a story retell after reading a storybook. Completing a story retell helps us know if we understood a story, and it can help us remember the story. It's also a good way to share the story with other people like family and friends. (Remember the story retell sheet we had for A Frog in the Bog?) Completing a good story retell is a very important skill for students.

Briefly review the generic “parts” included in a story retell.

(NOTE: You may wish to use the Story Retell Sheet to provide a visual reference.)

Next time you'll get to start practicing a story retell for this book. Do you remember what's in a good story retell? A story retell begins just like an information retell—by telling what “type” the book was. So, for a story retell we tell that the book is a storybook. Then, because it is a story retell, we tell the title of the story. Next, we tell about the main character—i.e., who the story is mainly about—and we describe the character. Then we tell what happened in the story. We tell what happened first—to get the story started. Then we tell what happened next, and finally we tell what happened at the end. When we talk about the end, we also tell how the main character feels or how he/she has changed. The very last part of a good story retell is telling whether or not we liked the story and why—giving a personal response, like you just did with your Book Club partner. We're going to learn how to tell all those things in our next lessons.

INTRODUCING VOCABULARY:

snore: to make noises while sleeping

nibble: to bite off in small bites

slumbering: sleeping

Before we stop today, let's talk about some of the words in this book. One of the reasons I liked this book was that the author used lots of interesting words.

Review what “snore” means. Have students tell and/or demonstrate what snoring is.

Use the partner and choral response routines to illicit student responses.

We learned one word before we started the book—the word “snore.” “Snore” means “to make noises while sleeping.” Everyone, tell me in words what “snore” means. (to make noises while sleeping) Now, show me what snoring sounds like.

Introduce “nibble,” and read the story sentence that uses it (p. 14, S1).

Define and demonstrate “nibble.” Have students define and demonstrate “nibble”.

Do extension exercises with “nibble.”

Use the partner and choral response routines to illicit student responses. For partner responses, have students use complete sentences. Provide sentence frames as needed.

Another interesting word in the book describes how the animals eat. Listen: "And they nibble and they munch with a CHEW-CHOMP-CRUNCH!" "Nibble" means to bite off small bits. Everyone, say "nibble". (nibble) Watch me. This is what nibbling looks like. [Demonstrate] Everybody, show me what nibbling looks like. Tell me in words what "nibble" means. (to bite off small bits) If you chew little pieces of a cracker, are you nibbling the cracker? (yes) How do you know? (partner response)

Introduce “slumbering,” and read the story sentence that uses it (p. 19, S1).

Define “slumbering,” then have students define it.

Do extension exercises with “slumbering.”

Use the partner and choral response routines to illicit student responses. For partner responses, have students use complete sentences. Provide sentence frames as needed.

Our next word is another word for "sleeping." Listen to this sentence from the story: "In a cave in the woods, a slumbering bear sleeps through the party in his very own lair." "Slumbering" means sleeping. Everyone, say "slumbering" (slumbering) Everyone, what does "slumbering" mean? (sleeping) If you are playing outside, would you be slumbering? (no) Why not? (partner response) Show me what your eyes are doing when you are slumbering.

If time permits, do extension exercises using all three words.

Okay, put your best thinking caps on now. I'm going to ask you some questions using our new vocabulary words. Ready. Everyone, if you are biting off small bits of cookie, are you nibbling or snoring? (nibbling) How do you know? (partner response) Everyone, if you fall asleep during a movie, are you nibbling or slumbering? (slumbering) How do you know? (partner response) Everyone, if I have a pillow and a blanket, am I more likely to be nibbling or slumbering? (slumbering) Why? (partner response) Everyone, if someone tells me I was noisy during the night, do you think I was snoring or nibbling? (snoring) Why? (partner response)

Encourage students to listen for and use their new words.

(NOTE: You may wish to mount the vocabulary cards for “snore”, “nibble” and “slumbering” on your word wall.)

“Snore,” “nibble,” and “slumbering” are great words! (I'm going to put them up on our word wall.) Let's all see if we hear anybody using those words this week. We can also try to use them ourselves—at home and at school. Then we can check and see who heard our words or used them.

Unit 1: Lesson 4 Storybook (Reading 1)

Materials:

- *Bear Snores On* written by Karma Wilson; illustrated by Jane Chapman
- **Vocabulary:**
 - snore** (make noises while sleeping)
 - nibble** (chew in small bites)
 - slumbering** (sleeping)
- **Story Retell Sheet** (to display)—*Bear Snores On*
- **Story Retell Sheets**—*Bear Snores On* (One copy for each student)
- **Vocabulary Cards** (optional)

MANAGEMENT TIP: Before starting, review the procedures/expectations for read aloud time.

STUDENT ENGAGEMENT: When eliciting student responses, promote active engagement by using **unison choral responses** and **partner responses**. Have students use complete sentences during some of the activities.

Before Reading (5-10 minutes)

Book and Story Retell Sheet: PREPARING TO READ (Previewing; Identifying Type and Purpose)

- Show students the new book and tell them the **title**, **author** and **illustrator**.
- Remind students that the **first** thing to do before starting any new book is to find out whether it's a story or information book:
- Identify this as a storybook. Explain and show how you can tell. Illustrations instead of photographs; type of illustrations (no labels/captions; some showing things that wouldn't happen in real life); title sounds like a story.

PREPARING TO READ (Priming Background, Vocabulary, Focus, Interest)

- Remind students about the purpose of a storybook. Tell them that *one way* to get ready to read a storybook is to use the title and cover to predict whom the **main character** might be. Model how to use the title and cover illustration to identify/predict that the main character might be the bear.

INTRODUCING VOCABULARY:

- **snore:** make sounds while sleeping
- Define/demonstrate what snoring is and sounds like. Have students identify what “snore” means. (NOTE: If time, you may wish to guide in **MAKING CONNECTIONS** to experiences with snoring in students' own lives.)
- Remind students that good readers are always thinking about what they read, and that because this is a storybook, they should be thinking about the story elements: who the main character is and what happens to the main character at the beginning (first), in the middle (next), and at the end.
- Give a specific focus for this story. Remind that author used rhyming words in *A Frog in the Bog*, and tell them to listen for that in this book.
- Explain there are parts in story where they can “help” you read; tell them to listen/watch for clues about when to join.

During Reading (10-15 minutes)

NOTES: Unless otherwise indicated, try to read the text on each page before showing the picture to students—to help students focus on the author's words. Use “your voice” to emphasize the rhyming text, and to “encourage” students (after 2-3 repetitions) to chime in on the repeating text (e.g., on p. 11 or 15; “But ... [pause] the bear snores on.”). You may also wish to signal their participation in some way. If students do not pick up on what to say/when to say it, overtly tell them.

Page 23: MAKING PREDICTIONS

- Identify this as a good place to make a prediction in this story; then model (using think aloud) why and how to make a prediction about what will happen next (including the importance of having reasons for our predictions). Have students think *to themselves* what they predict will happen next.

Pages 26: CONFIRMING PREDICTIONS

- Use a think aloud to model confirming your prediction; and emphasize that being right/wrong is not as important as being able to explain the reasons for making the prediction. Have students think about their prediction.

Pages 29-30: CLARIFYING STORY ELEMENTS (What happened-end)

- Briefly summarize the story for students, focusing on what happened at the end.

MAKING INFERENCES (Character clues)/MAKING CONNECTIONS (Text-Self)

- Remind students about making inferences—i.e., figuring something out in a story even though the author doesn't state it directly. Then, model and guide students in making an inference about how Bear is feeling at the very end of the.

After Reading (10 minutes)**GIVING A PERSONAL RESPONSE**

- Remind students about giving a personal response. Emphasize that the most important part is being able to explain our reasons. Emphasize there's no right or wrong personal response; that the most important part is being able to tell reasons.
- Model giving a personal response to this story, being sure to include your reasons. Ask students to *think about* their response to the story.

BOOK CLUB "PARTNER" ACTIVITY (<1 minute)

MANAGEMENT TIP: Before starting, make sure students know which partner will go first and that they understand that the "listeners" will be asked to give their partner feedback.

- With their Book Club partner, have students take turns giving a personal response to this story; telling whether they liked or didn't like the story and why.
- After 15 seconds, stop students. Ask the "listeners" to think about whether their partner told if they liked or didn't like the book and told why. Then, have students give their partner feedback. (Model giving appropriate feedback as needed.)
- Have students switch roles and repeat the process.

Story Retell Chart: RETELLING A STORY

- Remind students that another way to make sure we understood and will remember a story is to practice a story retell. Tell students that during the next lesson they will start working on and practicing a story retell for this story.
- Briefly review the generic "parts" included in a story retell. (NOTE: You may wish to use the Story Retell Sheet to provide a visual reference.)

INTRODUCING/REVIEWING VOCABULARY:

snore: to make noises while sleeping

nibble: to bite off in small bites

slumbering: sleeping

- Review what "snore" means. Have students tell and/or demonstrate what snoring is.
- Introduce "nibble," and read the story sentence that uses it (p. 14, S1).
- Define and demonstrate "nibble." Have students define and demonstrate "nibble". Do extension exercises with "nibble."
- Introduce "slumbering," and read the story sentence that uses it (p. 19, S1).
- Define and demonstrate "slumbering." Have students define and demonstrate "slumbering". Do extension exercises with "slumbering."
- If time permits, do extension exercises using all three words.
- Encourage students to listen for and use their new words. (NOTE: You may wish to mount the vocabulary cards for "snore", "nibble" and "slumbering" on your word wall.)

Curriculum Sampler

R E A D A L O U D ! : D E V E L O P I N G N A R R A T I V E A N D
S C I E N T I F I C L I T E R A C Y - W H O L E G R O U P

