



# SAMMY



Joyful Discoveries Preschool Curriculum



**SAMMY was created by Dr. Amy Murdoch, Ms. Rosie Warburg, & Dr. Meghan Martin**  
**Part of the Project Ready - Joyful Discoveries Curriculum by Murdoch, Warburg, & Aielli**  
**Artwork By: Madison Taylor**

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# SAMMY

SAMMY is the acronym for the wordless book routine. It is done across a three-day instructional sequence for each story. Each day follows the SAMMY pattern in a slightly different way and fades the teacher's support. Children and teachers work together to tell a story with sequence cards and the book using a variety of activities across the three days. Once the three-day instructional routine is completed, the book can be repeated with the children telling the story as frequently as they are interested.

|          |                           |
|----------|---------------------------|
| <b>S</b> | Show                      |
| <b>A</b> | Ask                       |
| <b>M</b> | Model                     |
| <b>M</b> | Make sure they understand |
| <b>Y</b> | Your turn                 |





# SAMMY

SAMMY is done across a three-day instructional sequence for each story. Each day is slightly different and fades the teacher's support.

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension.

**Materials:** Books, sequence cards, vocabulary cards and follow-up activities

## General Outline of SAMMY - Across 3 Days

### Day 1: Tell the Story with Sequence Cards

1. **Show** children the sequence cards and generate excitement.
2. **Ask** “*What do you think this book might be about?*”
3. **Model** telling the story with sequence cards. Ask questions.
4. **Make sure they understand** key characters and events.
5. **Your Turn:** Support children retelling the story with the sequence cards.
6. After Reading Activity: Review key story elements and vocabulary.

### Day 2: Read the Book

1. **Show** children the book cover, read title & author, and generate excitement.
2. **Ask** a specific question to see if students remember what the book is about.
3. **Model:** Read the story and ask questions.
4. **Make sure they understand** key characters and events.
5. **Your Turn:** Read the story again. This time, children help tell the story by providing words to complete sentences.
6. After Reading Activity: Support students in putting the sequence cards in order.

### Day 3: Sequence Cards and Craft

1. **Show** children the sequence cards. Remind them of the title & author.
2. **Ask** “*Why do you think this story is called (insert title)?*”
3. **Model:** Provide a brief synopsis of the story with the sequence cards. Encourage children to say or repeat key phrases.
4. **Make sure they understood** what happened in the story by asking questions.
5. **Your Turn:** Ask the children what was their favorite part of the story and let them tell about that page.
6. After Reading Activity: Craft.



### Teacher Tip: Support Children Telling the Story

- Provide supportive prompts as needed.
  - If children are reluctant to tell the story, provide a sentence for them to fill in the blank: *The girl and the boy became \_\_\_\_ (friends).*
  - Expand child responses and support them **speaking in complete sentences**. Support this by modeling and asking them to repeat, and providing a sentence stem.
  - Focus on the key pages outlined in the lesson, not all of the pages.
- 



# Materials

## Packaged Materials

Picture Sequence Cards

*Be Brave* text  
by Project Ready! Team

## Craft Materials

crayons or markers

small band-aids

cardstock - white

black construction paper

paper lunch bags - brown and white

paint daubers in various colors

glue sticks / liquid glue

yarn in various colors and thickness

black string / thin yarn

small brads

## Materials to Prepare - Found in Appendix

*Red Hat* template - one/student  
printed on cardstock

*A Ball for Daisy* dog puppet pieces

*a boy, a dog, and a frog* template -  
one/student

*Field Trip to the Moon* notebook template -  
one/student

*Aquarium* fish template - one/student  
printed on cardstock

*Mine. Yours.* plate template and bamboo

*Hug* chimpanzee template

*Be Brave* template - one/student

*Rain* - old man's face, hat, mouth, eyebrows

*Bee & Me* template - one/student

## SAMMY Vocabulary

| Word                                   | Definition                                               | Gesture to Use                                                                              |
|----------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b><i>Red Hat</i></b>                  |                                                          |                                                                                             |
| playful                                | full of energy and fun, wanting to play                  | smile and bounce shoulders up and down                                                      |
| kind                                   | nice                                                     | give yourself a hug                                                                         |
| characters*<br>personajes              | people/animals in the story                              | open your arms to all of the children playing a character                                   |
| <b><i>A Ball for Daisy</i></b>         |                                                          |                                                                                             |
| joyful                                 | full happiness                                           | smile and swing arms rhythmically as if skipping                                            |
| devastated                             | a big feeling of sadness because you have lost something | close eyes, throw head back, and pretend to wail                                            |
| characters*<br>personajes              | people/animals in the story                              | open your arms to all of the children playing a character                                   |
| <b><i>a boy, a dog, and a frog</i></b> |                                                          |                                                                                             |
| grumpy                                 | feeling grouchy                                          | cross arms on chest, slouch shoulders, and make a grouchy face                              |
| frustrated                             | bothered because your plans aren't working out           | put hands on both sides of your head and grit your teeth                                    |
| setting*<br>ambiente                   | the place where the story happens                        | point to ground                                                                             |
| <b><i>Field Trip to the Moon</i></b>   |                                                          |                                                                                             |
| dawdling                               | moving slowly                                            | mimic footsteps with your hands, move very slowly                                           |
| mischievous                            | making trouble in a playful way                          | use pointer finger of one hand to make a moustache on upper lip and lift eyebrows playfully |
| setting*<br>ambiente                   | the place where the story happens                        | point to the ground                                                                         |

\*Story vocabulary used across all stories.

## SAMMY Vocabulary

| Word                                   | Definition                            | Gesture to Use                                                                  |
|----------------------------------------|---------------------------------------|---------------------------------------------------------------------------------|
| <b><i>Aquarium</i></b>                 |                                       |                                                                                 |
| observing                              | looking closely and carefully         | put flat hand over eyes, like the brim of a hat, and turn head side to side     |
| create                                 | make                                  | make fists with both hands and stack on top of each other, as if making a tower |
| problem*<br>problema                   | something that goes wrong             | make a large “X” by crossing forearms                                           |
| <b><i>Mine. Yours.</i></b>             |                                       |                                                                                 |
| inquire                                | ask                                   | tilt head, lift hands and shoulders as waiting for an answer                    |
| refuse                                 | say NO                                | cross arms on chest and shake head                                              |
| characters*<br>personajes              | people/animals in the story           | open your arms to all of the children playing a character                       |
| <b><i>HUG</i></b>                      |                                       |                                                                                 |
| embrace                                | hug                                   | make a big circle in front of you, as if hugging someone                        |
| lonesome                               | lonely, feeling sad to be by yourself | close eyes and make a frowny face                                               |
| problem*<br>problema                   | something that goes wrong             | make a large “X” by crossing forearms                                           |
| <b><i>The Lion &amp; the Mouse</i></b> |                                       |                                                                                 |
| fierce                                 | strong and dangerous                  | open your mouth wide and pretend to roar, like a fierce lion                    |
| miniature                              | very small                            | pointer finger and thumb close together to show something very small            |
| solution*<br>solución                  | a fix for a problem                   | two thumbs up                                                                   |

\*Story vocabulary used across all stories.

## SAMMY Vocabulary

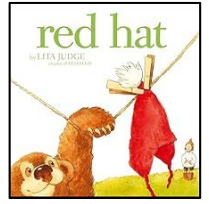
| Word                        | Definition                           | Gesture to Use                                                                                        |
|-----------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b><i>Be Brave</i></b>      |                                      |                                                                                                       |
| charred                     | burnt                                | open hands with palms toward you and move them like the flames of a fire                              |
| nurse                       | To help someone get better with care | place hand on forehead as if checking for a fever                                                     |
| setting*<br>ambiente        | the place where the story happens    | point to ground                                                                                       |
| <b><i>Rain!</i></b>         |                                      |                                                                                                       |
| grouchy                     | grumpy, complaining                  | cross arms on chest, slump shoulders, and make a grouchy face                                         |
| cheerful                    | happy                                | make a big smile and point to it with both hands                                                      |
| solution*<br>solución       | a fix for a problem                  | two thumbs up                                                                                         |
| <b><i>Bee &amp; Me</i></b>  |                                      |                                                                                                       |
| nurse                       | help someone get better with care    | place hand on forehead as if checking for a fever                                                     |
| collecting                  | gathering, bringing together         | arms in front with palms facing each other and bring hands together like a clap (hands fold together) |
| solution*<br>solución       | a fix for a problem                  | two thumbs up                                                                                         |
| <b><i>Draw the Line</i></b> |                                      |                                                                                                       |
| collide                     | crash                                | make fists with both hands and bump them together                                                     |
| conflict                    | when two people can't agree          | hands on hips in an angry way                                                                         |
| problem*<br>problema        | something that goes wrong            | make a large "X" by crossing forearms                                                                 |

\*Story vocabulary used across all stories.

## Preview

### Red Hat

By Lita Judge



**Materials:** Book and sequence cards

**Connection to Unit:** This short and highly engaging wordless picture book is a great way to introduce the SAMMY routine to students at the beginning of the year in Unit 1 Welcome.

**Story Synopsis:** This is the story of a young child and some curious and mischievous forest creatures. The story begins as the child is pretending to wash his red hat in his yard. He hangs the hat on the clothesline before going inside. Forest animals discover the hat and have a great time playing with it. As they play, the hat slowly unravels into one long string of red yarn. The animals clip the hat to the clothesline and walk away. When the child comes back outside, he discovers his ruined hat. He feels sad but immediately sits down with knitting needles to create something new from the yarn. At the very end of the story, the reader sees that the child has used the yarn from his hat to create new items of clothing for the forest animals.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 has the dedication “For Uma” over a picture of three rabbits and the child washing his red hat.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                      | Definition                              | Gesture to Use                                            |
|---------------------------|-----------------------------------------|-----------------------------------------------------------|
| playful                   | full of energy and fun, wanting to play | smile and bounce shoulders up and down                    |
| kind                      | nice                                    | give yourself a hug                                       |
| characters*<br>personajes | people/animals in the story             | open your arms to all of the children playing a character |

#### Additional Unit 1 Words to Reinforce

haste - to do something fast (*The animals grab the hat in haste*)

gather - come together in a group (*The animals gather around the long red string sadly*)

rocking - feeling good about something you are wearing (*They are rocking their new clothes*)

\*Story vocabulary used across all stories.



#### **Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



# 1st Read

## Red Hat

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                   |  | Lay out sequence card pictured.    |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------|
| <b>S - Show</b><br>Show cards.                               | I am going to tell you a story with these cards. This story is called <i>Red Hat</i> .                                                                                                                                                                                                                                                                                                                               |  | Lay out all of the cards in order. |
| <b>A - Ask</b><br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What do you see hanging on this clothesline? ( <i>point</i> ) What animals do you see?<br><br>TA: I see some characters – a big bear, a baby bear, and some rabbits. They are all looking at this hat! I wonder why? Another character is this child. He is going inside his house. I think this hat might be his. Thumbs up if you think this is his hat. |  |                                    |
| <b>M – Model</b><br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about being <b>kind</b> .<br><br><b>What is it about?</b> (being kind)                                                                                                                                                                                                                                     |  |                                    |
|                                                              | The story starts when a child hangs his red hat on a clothesline and goes inside his house. Some animals notice.<br><b>Look at the animals. What do they see?</b><br>(The red hat!)                                                                                                                                                                                                                                  |  |                                    |
|                                                              | The <b>playful</b> animals snatch the hat and run away with it. Wheee! They are having so much fun.<br><b>What is happening to the hat while the animals play?</b><br>(Yes, the hat is falling apart.)                                                                                                                                                                                                               |  |                                    |
|                                                              | The animals had so much fun with the hat, but looked what happened!<br><b>What does the hat look like now?</b><br>(It is just a long red string. There is no hat anymore.)                                                                                                                                                                                                                                           |  |                                    |
|                                                              | The animals are so sad. They don't want the child to know they ruined his hat so they hang it up and the clothesline and they sneak away.<br><b>What are the animals doing?</b><br>(They are running away.)                                                                                                                                                                                                          |  |                                    |
|                                                              | The child is so <b>kind</b> ! His hat was ruined but he decided to share with the forest animals. He used the red string to make clothes for the animals.<br><b>What clothes did he make for them?</b><br>(He made a hat for the baby bear and sweaters for the rabbits.)                                                                                                                                            |  |                                    |

|                                         |                                                                                                                                                                                                                                                                                                      |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                             | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What happened to the hat when the <b>playful</b> animals took it?</li> <li>How was the child <b>kind</b> to the animals? What did he make for them?</li> </ol> |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card).             |                                                                                       |
|                                         | <b>Prompts:</b> What did the child leave hanging on the clothesline? Who noticed it?<br>(His red hat! The bears and rabbits saw the hat.)                                                                                                                                                            |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What are they <b>playful</b> animals doing? What is happening to the hat?<br>(The animals are playing with the red hat. The hat is falling apart.)                                                                               |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What does the hat look like now? How do the animals feel?<br>(The hat is just a long piece of string. The animals feel sad.)                                                                                                     |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the animals do with the red string? Did they tell the child what happened to his hat?<br>(The animals hung the string on the clothesline. No, they snuck away and didn't tell the child what they did!)                 |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> What did the child do that was so <b>kind</b> ?<br>(He made clothes for the animals with the red string.)                                                                                                                            |  |



**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **How was the child kind at the end of the story?**

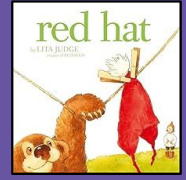
Wrap Up:

**Nice work telling this story! I'm so glad the child was kind to those playful animals.**



## 2nd Read

### Red Hat Read the Book



|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                          | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                  |
| <b>S - Show</b><br>Show book cover.                                                                                           | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Red Hat</i>. The illustrator and author is Lita Judge. She drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What do you see on the cover of the book?</b> (point to red hat) <b>Who is reaching for the red hat?</b> (a bear)</p>                     |
| <b>A - Ask</b><br>What do you think this story is about?                                                                      | <p><b>What is the bear going to do with the hat?</b> (play with it)</p> <p>This is a story about <b>kindness</b>. The boy shows kindness to the <b>playful</b> animals after they ruined his red hat.</p> <p>The people or animals in a book are the characters. A <b>character</b> is a person, animal, or thing in a story. Stories tell what happens to the characters.</p> <p><b>Who are some of the characters in this story?</b> (child, big bear and baby bear, rabbits, raccoon, mice)</p> |
| <b>M - Model</b><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p>Tell the story. Pausing at key pages, moving more quickly on other pages.</p>                                                                                                                                                                                                                                                                                        |
| 3-4                                                                                                                           | <p>Child has left his red hat hanging on the clothesline. Bears and Rabbits are looking at it. Child is going inside.</p> <p><b>What are the animals looking at?</b></p>                                                                                                                                                                                                                                                                                                                           |
| 7-8                                                                                                                           | <p>Bear is holding hat. Rabbits run to keep up. Raccoon is looking on. Hat is unraveling.</p> <p><b>What are the playful animals doing? What is happening to the hat?</b></p>                                                                                                                                                                                                                                                                                                                      |
| 23-24                                                                                                                         | <p>Animals are looking sadly at long red string. Hat is completely unraveled.</p> <p><b>What happened to the hat? How do the animals feel?</b></p>                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                             |                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                        | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                |
| <b>M – Model</b><br>Post-it note pages<br> | <b>Model:</b> Continued...<br><i>Keep pausing at key pages, moving more quickly on other pages.</i>                                                                                               |
| 27-28                                                                                                                       | Animals have returned the hat, now just a red string to the clothesline. Animals are walking away.<br><b>What did the animals do with the string?</b>                                             |
| 31-32                                                                                                                       | Child is sitting with animals all around. Child is using knitting needles to create something with the red string.<br><b>What is the child doing? How do the characters feel in this picture?</b> |
| 33                                                                                                                          | Bear is wearing a red hat. Rabbits are wearing red sweaters. Child is wearing a red hat. Child made these items for the animals.<br><b>What kind thing did the child do for the animals?</b>      |
| <b>M – Make</b><br>Make sure they understand                                                                                | <b>Questions</b> about key characters and events.<br>1. Who are some of the characters in the book?<br>2. What happened when the playful animals took the child's red hat?                        |
| <b>Y – Your Turn</b><br>                 | Now it is your turn to read the book with me! Let's work together to read the book.<br><i>(show key pages and have children fill in the blanks)</i>                                               |
| 3-4                                                                                                                         | A child went inside his house and left his ___(red hat) on the clothesline. The child didn't see, but some animals were looking at his ___(red hat).                                              |
| 7-8                                                                                                                         | The <b>playful</b> animals took the hat and ran away with it. They were having so much fun that they didn't notice the hat was falling apart. It was turning into ___(a string).                  |
| 23-24                                                                                                                       | Oh no! The hat wasn't a hat anymore. It was just a long red ___(string). The animals felt so ___(sad).                                                                                            |
| 27-28                                                                                                                       | The animals left the long red string on the clothesline and they ran ___(away).                                                                                                                   |
| 31-32                                                                                                                       | The child sat down with the animals and used his knitting needles....                                                                                                                             |
| 33                                                                                                                          | To make clothes for the animals. He made the bear a ___(red hat). He made the rabbits ___(red sweaters). He even made himself a new ___(red hat). The End.                                        |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **Why was everyone happy at the end of this story? What did the child make for the animals?**

### **Wrap Up:**

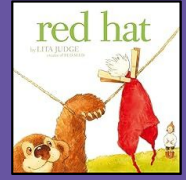
**Wonderful job telling the story about the kind child who made clothes for the playful animals.**



## 3rd Read

### Red Hat

#### Craft - Hat Coloring Activity



**Craft Materials Needed** - hat template, crayons in various colors, yarn in various colors, liquid glue



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lay out sequence card pictured. |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S - Show</b><br><br>Show book cover.                   | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Red Hat</i> . The illustrator and author is Lita Judge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |
| <b>A - Ask</b><br><br>Why do you think the title is this? | <b>Why do you think this book is called <i>Red Hat</i>?</b><br>(This story was about a red hat!)<br>The <b>playful</b> animals ruined the hat and the <b>kind</b> child made them clothes from it.<br><br><b>Who are some of the characters in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
| <b>M - Model</b><br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br> This is a book about a child who is <b>kind</b> to some <b>playful</b> animals.<br><b>Card 1</b> - The story starts when a child hangs his red hat on a clothesline and goes inside his house. Some animals notice. Everyone say, <b>Look! A red hat!</b><br><br> <b>Card 2</b> - The <b>playful</b> animals snatch the hat and run away with it. Wheee! They are having so much fun. Everyone say, <b>Wheeeee!</b><br><br> <b>Card 3</b> - The animals had so much fun with the hat, but it started to fall apart. Everyone say, <b>Oh no! How sad!</b><br><br> <b>Card 4</b> - The animals are so sad. They don't want the child to know they ruined his hat so they hang it up and the clothesline and they sneak away. Everyone say, <b>Doot-do-doo</b> and pretend to sneak away.<br><br> <b>Card 5</b> - At the end of the story, the <b>kind</b> child used the red string from his ruined hat to make clothes for the animals. Everyone say, <b>That's so kind!</b> |                                 |

|                                                     |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand       | <b>Questions</b> about key characters and events.<br><br>1. What happened to the red hat when the <b>playful</b> animals had fun with it?<br><br>2. How was the child <b>kind</b> to the <b>playful</b> animals?                                                                                                      |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite<br>Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part - <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story**- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                             | Definition                              | Gesture to Use                                             |
|----------------------------------|-----------------------------------------|------------------------------------------------------------|
| playful                          | full of energy and fun, wanting to play | smile and bounce shoulders up and down                     |
| kind                             | nice                                    | give yourself a hug                                        |
| characters*<br><b>personajes</b> | people/animals in the story             | open your arms to all of the children playing a character. |

**Additional Unit 1 Words to Reinforce**

haste - to do something fast (*The animals grab the hat in haste*)

gather - come together in a group (*The animals gather around the long red string sadly*)

rocking - feeling good about something you are wearing (*They are rocking their new clothes*)

**Think**

Let's pretend you are the kind child in the book and you have a special hat. What color would you like your hat to be?

**Share**

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **My hat would be...**

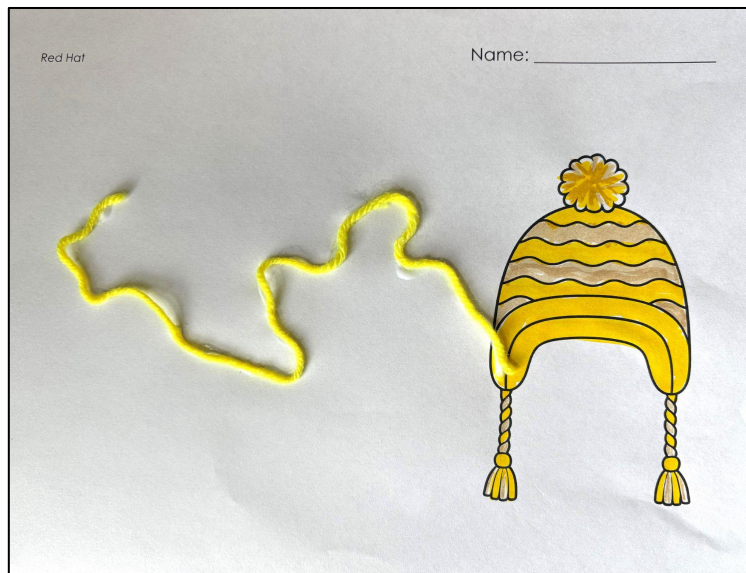
**Create**

- Pass out paper and crayon in the color they request for their hat.
- Encourage students to color the hat in their preferred color.
- Help students to draw a line with liquid glue and glue yarn down so the hat looks like its unraveling.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

**Wrap Up**

Encourage them to take these home and tell their families the story of the playful animals and the child who was kind to them.

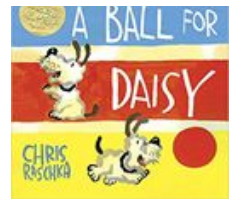
Example of *Red Hat* Craft



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

# A Ball for Daisy

by Chris Raschka



**Materials:** Book and sequence cards

**Connection to Unit:** This is a story of kindness. When another dog accidentally pops Daisy's ball, she brings her a new one. This book coordinates well with Unit 2 Kindness.

**Story Synopsis:** Daisy the dog loves playing with her red ball. Her owner, a little girl, plays with her. One day, another dog wants to play with Daisy's ball. Suddenly, the ball pops. Daisy is very sad and plays with the deflated ball for a bit before her owner throws it away. Daisy misses her ball, but her owner is kind and understanding. She sits quietly with Daisy. Soon they return to the dog park. The brown dog brings a new blue ball for Daisy. Daisy plays with the blue ball and it makes her happy again. At the end of the story, the other owner lets Daisy leave the park with the blue ball.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1 is opposite the dedication page and shows a large picture of Daisy with her paws on top of her red ball. Her tail is wagging.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                      | Definition                                               | Gesture to Use                                             |
|---------------------------|----------------------------------------------------------|------------------------------------------------------------|
| joyful                    | full happiness                                           | smile and swing arms rhythmically as if skipping           |
| devastated                | a big feeling of sadness because you have lost something | close eyes, throw head back, and pretend to wail           |
| characters*<br>personajes | people/animals in the story                              | open your arms to all of the children playing a character. |

## Additional Unit 2 Words to Reinforce

kind - nice (*The brown dog is kind to bring a new blue ball for Daisy.*)

fetch - to go and get something (*When her owner throws the ball, Daisy fetches it.*)

comfort - to calm and make someone feel better (*Daisy's owner comforts her when she is sad.*)

\*Story vocabulary used across all stories.



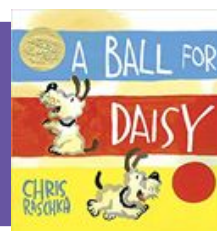
## Teacher Tip!

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



# A Ball for Daisy

Tell the Story with Sequence Cards



|                                                              |                                                                                                                                                                                                                                                                                                             |  |                                            |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------|
| Step                                                         | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                           |  | Lay out sequence card pictured.            |
| <b>S</b> -Show<br>Show cards.                                | <p>I am going to tell you a story with these cards. This story is called <i>A Ball for Daisy</i>.</p>                                                                                                                                                                                                       |  | Lay out all of the cards <b>in order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <p><b>What do you think this story might be about?</b></p> <p>P: What does this dog have? What is it doing with the ball?</p> <p>TA: I see some <b>characters</b> - a white dog and a brown dog. I see a red ball and a blue ball. I think this story might be about these dogs playing with the balls.</p> |  |                                            |
| <b>M</b> - Model<br><br>Tell the story with the cards.       | <p>Now, I am going to tell you this story. I want you to help me so listen carefully.</p> <p>This is a story about being kind when you make a mistake</p> <p><b>What is it about?</b> Being kind when you... (make a mistake)</p>                                                                           |  |                                            |
|                                                              | <p>The story starts when a little white dog named Daisy is playing with her red ball. She is <b>joyful</b> because she loves playing with her ball.</p> <p><b>Why is Daisy joyful?</b></p> <p>(She loves playing with her red ball)</p>                                                                     |  |                                            |
|                                                              | <p>One day, Daisy takes her red ball to the park. A brown dog wants to play with the ball. The brown dog puts Daisy's red ball in her mouth and it pops!</p> <p><b>What happened to the red ball?</b></p> <p>(It popped)</p>                                                                                |  |                                            |
|                                                              | <p>Daisy is <b>devastated</b>. She is so sad to lose her red ball.</p> <p><b>How does Daisy feel?</b></p> <p>(Devastated)</p>                                                                                                                                                                               |  |                                            |
|                                                              | <p>The next day, Daisy sees the brown dog at the park again. The brown dog brings her a new blue ball.</p> <p><b>What did the brown dog bring for Daisy?</b></p> <p>(A new blue ball)</p>                                                                                                                   |  |                                            |
|                                                              | <p>The two dogs are so happy. They play <b>joyfully</b> together with the new blue ball.</p> <p><b>How did the dogs feel?</b></p> <p>(Happy, joyful)</p>                                                                                                                                                    |  |                                            |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What happened to Daisy's red ball?</li> <li>What did the kind, brown dog give Daisy?</li> </ol>                                                    |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> What is Daisy <b>joyfully</b> playing with?<br>(Her red ball)                                                                                                                                                                                                            |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What happens when the brown dog wants to play with Daisy's red ball?<br>(It popped)                                                                                                                                  |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> How does Daisy feel when her ball pops?<br>( <b>Devastated</b> , very sad)                                                                                                                                           |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What does the brown dog give Daisy?<br>(A new blue ball)                                                                                                                                                             |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> What are the dogs doing together?<br>(Playing with the blue ball)                                                                                                                                                        |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **How did the brown dog show kindness when she made a mistake?**

Wrap Up:

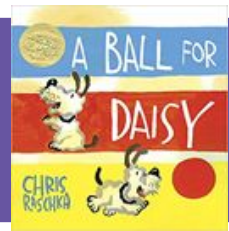
**Nice work telling this story! The brown dog made a mistake and made Daisy sad, but she was kind! She gave her a new ball.**



## 2nd Read

# A Ball for Daisy

## Read the Book



|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                          | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                              |
| <b>S - Show</b><br>Show book cover.                                                                                           | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The Title is <i>A Ball for Daisy</i>. The illustrator and author is Chris Raschka. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is this dog's name?</b> (point to Daisy) <b>What is Daisy playing with so joyfully?</b> (her red ball)</p>                            |
| <b>A - Ask</b><br>What do you think this story is about?                                                                      | <p><b>What happens to the red ball in this story?</b> (it pops)</p> <p>This is a story about a dog named Daisy. She has a red ball that makes her feel <b>joyful</b>. One day the red ball pops and she is <b>devastated</b>.</p> <p>The people or animals in a book are called characters. A <b>character</b> is a person, animal, or thing in a story. Stories tell what happens to the characters.</p> <p><b>Who are some of the characters in this story?</b> (Daisy and the brown dog, Daisy's owner)</p> |
| <b>M - Model</b><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                            |
| 1                                                                                                                             | <p>A large picture of Daisy shows her playing with her red ball. Her paws are resting on the ball.</p> <p><b>What is Daisy playing with?</b></p>                                                                                                                                                                                                                                                                                                                                                               |
| 13                                                                                                                            | <p>Daisy brings her ball to a park. A brown dog wants to play, too. In a series of pictures, we see the brown dog with the ball. In the last picture, the ball is popping.</p> <p><b>Oh no! What happened to the ball?</b></p>                                                                                                                                                                                                                                                                                 |
| 15                                                                                                                            | <p>Daisy lays sadly on the ground next to her deflated ball.</p> <p><b>How does Daisy feel?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                 |                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                                                   |
| 20                                                                                                                              | <p>Daisy is walking sadly behind her owner. Her owner is tossing the deflated red ball into a garbage can.</p> <p><b>Where is Daisy's red ball?</b></p>                                                                          |
| 25                                                                                                                              | <p>The brown dog and her owner meet Daisy at the park. The owner carries a blue ball.</p> <p><b>What did they bring for Daisy?</b></p>                                                                                           |
| 26                                                                                                                              | <p>Daisy and the brown dog play together with the new blue ball.</p> <p><b>What are Daisy and the brown dog doing? How does Daisy feel now?</b></p>                                                                              |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>Who are some of the characters in the book?</li> <li>What happened to the red ball when the brown dog played with it?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book.</p> <p><i>(show key pages and have children fill in the blanks)</i></p>                                                                   |
| 1                                                                                                                               | <p>Daisy loved to play with her ___ (red ball). The ball made her feel <b>joyful</b>.</p>                                                                                                                                        |
| 13                                                                                                                              | <p>One day, Daisy and her owner took the ball to a park. A brown dog wanted to play, too. When the brown dog got the ball, it ___ (popped).</p>                                                                                  |
| 15                                                                                                                              | <p>Daisy was so ___ (sad). She felt <b>devastated</b> to lose her red ball.</p>                                                                                                                                                  |
| 20                                                                                                                              | <p>Daisy's owner threw her ball into the ___ (trash, garbage can).</p>                                                                                                                                                           |
| 25                                                                                                                              | <p>When Daisy went back to the park, the brown dog brought her a special surprise. It was a big blue ___ (ball).</p>                                                                                                             |
| 26                                                                                                                              | <p>Daisy and the brown dog played together with the blue ball. They both felt so ___ (<b>joyful</b>, happy). The End.</p>                                                                                                        |

**After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **Why was Daisy devastated** in this story? **What made her feel so sad?**

**Wrap Up:**

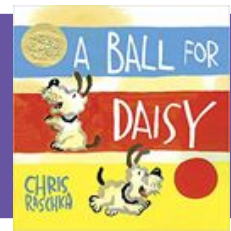
**Wonderful job telling the story about Daisy and her ball. I loved how the brown dog showed kindness after she made a mistake.**



### 3rd Read

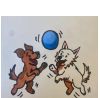
## A Ball for Daisy

Craft - Paper Bag Dog Puppet



**Craft Materials Needed** - Paper bags (brown and white), facial features, scissors, glue, playdough (red and blue)



| Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lay out sequence card pictured. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S - Show</b><br><br>Show book cover                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Show the book, read title & author/illustrator.<br><br>We have been reading this book that ONLY has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>A Ball for Daisy</i> . The illustrator and author is Chris Raschka.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| <b>A - Ask</b><br><br>Why do you think the title is this?                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Why do you think this book is called <i>A Ball for Daisy</i>?</b><br>(This story was about Daisy and her ball.)<br>She had a red ball that made her feel <b>joyful</b> . She was <b>devastated</b> when her ball popped, but the kind brown dog brought her a new ball.<br><br><b>Who are some of the characters in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| <b>M - Model</b><br><br>Sequence Cards<br><br><br><br><br><br> | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a dog who has a ball that makes her feel <b>joyful</b> . When her ball pops, she is <b>devastated</b> .<br><b>Card 1</b> - The story starts when Daisy was playing <b>joyfully</b> with her red ball. Everyone say, <b>I love my red ball!</b><br><br><b>Card 2</b> - Daisy brings her ball to the park and a brown dog wants to play with it. The ball pops! Everyone say, <b>Oh no! My ball popped!</b><br><br><b>Card 3</b> - Daisy was <b>devastated</b> . She was so sad to lose her ball. Everyone say, <b>I miss my ball!</b><br><br><b>Card 4</b> - Daisy and her owner went back to the park. The brown dog brought her a new ball. Everyone say, <b>Hooray! A new blue ball!</b><br><br><b>Card 5</b> - Finally, Daisy and the kind brown dog played with the new blue ball. Everyone say, <b>We're having fun!</b> |                                 |

|                                                     |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand       | <b>Questions</b> about key characters and events.<br><br>1. What happened to the red ball when the brown dog wanted to play with it?<br><br>2. How was the brown dog kind? What did she bring for Daisy?                                                                                                              |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite<br>Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                      | Definition                                               | Gesture to Use                                             |
|---------------------------|----------------------------------------------------------|------------------------------------------------------------|
| joyful                    | full happiness                                           | smile and swing arms rhythmically as if skipping           |
| devastated                | a big feeling of sadness because you have lost something | close eyes, throw head back, and pretend to wail           |
| characters*<br>personajes | people/animals in the story                              | open your arms to all of the children playing a character. |

**Additional Unit 2 Words to Reinforce**

kind - nice (*The brown dog is kind to bring a new blue ball for Daisy.*)

fetch - to go and get something (*When her owner throws the ball, Daisy fetches it.*)

comfort - to calm and make someone feel better (*Daisy's owner comforts her when she is sad.*)



### Think

Let's pretend you are one of the dogs in the story. Which dog would you like to be? Would you like to be Daisy who is **devastated** when her red ball pops or would you like to be the brown dog who is kind after she makes a mistake?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I would like to be...**

### Create

- Pass out materials, according to the dog chosen. White paper bags and facial features for Daisy. Brown paper bags and facial features for other dog.
- Encourage students to cut out facial features and glue them to the paper bag to create a puppet.
- Help students to cut the facial features. *Consider cutting these ahead of time if students do not have the fine motor skills yet.*
- Help them write their name on their puppet.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.
- Once all puppets have been created, do a very quick guided retelling of the story. Allow students to play the role of the character they create. Use playdough in red and blue to form ball. Allow students playing the brown dog to squish the red ball when it pops.

### Wrap Up

Encourage them to take these home and tell their families the story of Daisy and her ball.

Example of A Ball for Daisy Craft

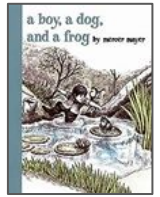


The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

## Preview

# a boy, a dog, and a frog

by Mercer Mayer



**Materials:** Book and sequence cards

**Connection to Unit:** In this story a boy tries to catch a frog from a nearby stream. Frogs and other amphibians are a subtheme of Unit 3 North America.

**Story Synopsis:** A young boy goes to the water with a net, a bucket, and his dog. He spots a frog. He tries a variety of ways to catch the frog but none are successful. He goes home very sad and without the frog. He doesn't notice, but the frog follows him home and joins him in the bathtub.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1 is opposite the dedication page and shows a boy carrying a bucket and net walking next to his dog.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                                     | Gesture to Use                                                 |
|---------------------|------------------------------------------------|----------------------------------------------------------------|
| grumpy              | feeling grouchy                                | cross arms on chest, slouch shoulders, and make a grouchy face |
| frustrated          | bothered because your plans aren't working out | put hands on both sides of your head and grit your teeth       |
| setting<br>ambiente | the place where the story happens              | point to ground                                                |

### Additional Unit 3 Words to Reinforce

shallow - not deep (*The creek is shallow. The boy can stand in it.*)

boulder - a big rock (*The frog sits on a boulder.*)

leap - jump far (*The frog leaps away.*)

\*Story vocabulary used across all stories.



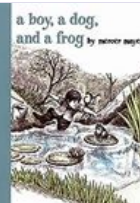
### **Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 

# 1st Read

## a boy, a dog, and a frog

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                            |                                                                                       | Lay out sequence card pictured.    |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called <i>a boy, a dog, and a frog</i> .                                                                                                                                                                                       |                                                                                       | Lay out all of the cards in order. |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What is this boy reaching for? How does the frog feel?<br><br>TA: I see some characters – a boy, a dog, and a frog. This boy is reaching for a frog. The frog doesn't look very happy. I think the boy is trying to catch the frog. |                                                                                       |                                    |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a boy trying to catch a <b>grumpy</b> frog.<br><br><b>What is it about?</b> It's about a boy trying to catch... (a <b>grumpy</b> frog.)                                       |                                                                                       |                                    |
|                                                              | The story starts when a boy and his dog go to a creek. The boy has a net because he wants to catch something. He sees a frog.<br><b>What does the boy see at the creek?</b><br>(a frog)                                                                                                       |  |                                    |
|                                                              | The boy rushes down to the creek to catch the frog, but he trips over a log and falls into the creek. Oh no!<br><b>What happens to the boy when he runs to the creek?</b><br>(He falls into the creek)                                                                                        |  |                                    |
|                                                              | The boy tries again to catch the frog, but he misses and catches his dog. The frog gets away again. The boy is <b>frustrated</b> .<br><b>What does the boy catch in his net?</b><br>(his dog)                                                                                                 |  |                                    |
|                                                              | The boy gives up. He and his dog leave the creek and go home. The frog sees them leaving and feels a little sad. He follows them.<br><b>Where is the boy going?</b><br>(home)                                                                                                                 |  |                                    |
|                                                              | The boy and his frog take a bath at home. The frog has followed them all the way there and leaps into the tub with them.<br><b>Who leaps into the bathtub with the boy and his dog?</b><br>(the frog)                                                                                         |  |                                    |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What did the boy try to catch at the creek?</li> <li>Where did the boy go when he left the creek?</li> </ol>                                       |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> Why is the boy carrying a net? What does he want to do with it?<br>(catch a frog)                                                                                                                                                                                        |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What happens to the boy when he runs to the creek?<br>(he falls in the water)                                                                                                                                        |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What does the boy catch in his net?<br>(his dog)                                                                                                                                                                     |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Where are the boy and dog going?<br>(home)                                                                                                                                                                           |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> Who leaps into the bathtub with the boy?<br>(the frog)                                                                                                                                                                   |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **Why did the boy feel frustrated?** Did he catch the frog?

Wrap Up:

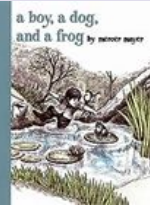
**Nice work telling this story! I was surprised when the grumpy frog went home with the boy and his dog. Thumbs up if you were surprised by that, too.**



## 2nd Read

# a boy, a dog, and a frog

## Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>a boy, a dog, and a frog</i>. The illustrator and author is Mercer Mayer. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is the boy trying to catch?</b> (point to frog) <b>Who is with the boy?</b> (point to dog)</p>                                                                                      |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember...</b> was the boy able to catch the frog in his net? (no)</p> <p>This is a story about a boy and his dog. They go to the creek and try to catch a frog. This makes the frog feel <b>grumpy</b>. The boy can't catch the frog, which makes him feel <b>frustrated</b>.</p> <p>The place where the story happens is called the <b>setting</b>. Every story happens in a certain place, called the ____ (<b>setting</b>.)</p> <p><b>What is the setting of this story? Where does the story happen?</b><br/>(at a creek, at the boy's home)</p> |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                                 |
| 3                                                                                                                                 | <p>A boy and his dog stand on top of a hill. The boy has a net and pail. The boy is looking down at a frog on a lily pad in a creek. He wants to catch the frog.</p> <p><b>What does the boy see in the creek?</b></p>                                                                                                                                                                                                                                                                                                                                              |
| 5                                                                                                                                 | <p>The boy trips over a log. His net and pail fly out of his hands. The frog looks startled.</p> <p><b>What is happening to the boy?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                                                                                                                                | <p>The boy, with the pail on his head, catches his dog in the net. The frog hops away.</p> <p><b>Who did the boy catch in his net?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                 |                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                   |
| <b>M – Model</b><br><br>Post-it note pages<br> | <b>Model:</b> Continued...<br><i>Keep pausing at key pages, moving more quickly on other pages.</i>                                                                                  |
| 16-17                                                                                                                           | The <b>frustrated</b> boy shakes his fist at the frog. The <b>grumpy</b> frog, sitting on a boulder, looks back at the boy.<br><b>How does the boy feel? How does the frog feel?</b> |
| 20-21                                                                                                                           | The boy and his dog walk away from the creek. The frog looks on from the distance, still in the creek.<br><b>Where are the boy and his dog going?</b>                                |
| 29                                                                                                                              | The boy and his dog go home to take a bath after their long day at the creek. They smile as the frog leaps into the tub with them.<br><b>What is the frog doing?</b>                 |
| <b>M – Make sure they understand</b>                                                                                            | <b>Questions</b> about key characters and events.<br><br>1. What was the setting of this story? Where did it happen?<br>2. Did the boy catch the frog in his net?                    |
| <b>Y – Your Turn</b><br>                     | Now it is your turn to read the book with me! Let's work together to read the book.<br><i>(show key pages and have children fill in the blanks)</i>                                  |
| 3                                                                                                                               | A boy and his dog went to the ___(creek.) They wanted to catch a ___ (frog.)                                                                                                         |
| 5                                                                                                                               | The boy and his dog rushed down to the creek. They tripped over a ___(log.) They fell in the ___ (creek.)                                                                            |
| 13                                                                                                                              | The boy got close to the frog. He slammed his net down and caught ___(his dog.) The frog got away. The boy felt very <b>frustrated</b> .                                             |
| 16-17                                                                                                                           | The boy was angry with the ___ (frog.) This made the frog feel very <b>grumpy</b> .                                                                                                  |
| 20-21                                                                                                                           | The boy and his dog gave up. They went ___(home.) The frog watched them leave and felt sad.                                                                                          |
| 29                                                                                                                              | The boy and his dog got home and took a ___(bath.) The frog surprised them when he leaped into the ___ (bathtub) with them. The end.                                                 |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **What was the setting of the story? Where did the story happen?**
5. **Why was the boy **frustrated**?**

### **Wrap Up:**

**Wonderful job telling the story about the boy who got frustrated when he tried to catch a grumpy frog.**

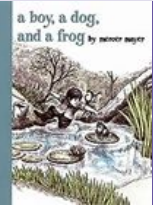




### 3rd Read

## a boy, a dog, and a frog

Craft - Net Fishing



**Craft Materials Needed** - Net template, crayons or markers



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lay out sequence card pictured. |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S -Show</b><br><br>Show cards.                         | Show the book, read title & author/illustrator.<br><br>We have been reading this book that ONLY has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>a boy, a dog, and a frog</i> . The illustrator and author is Mercer Mayer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| <b>A - Ask</b><br><br>Why do you think the title is this? | <b>Why do you think this book is called <i>a boy, a dog, and a frog</i>?</b><br>(A boy and his dog tried to catch a frog.)<br>The boy got <b>frustrated</b> because he wasn't able to catch the <b>grumpy</b> frog.<br><br><b>What is the setting of this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |
| <b>M - Model</b><br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a boy who gets <b>frustrated</b> because he cannot catch a grumpy frog.<br><b>Card 1</b> - The story starts when a boy and his dog go to the creek. They want to catch a frog. Everyone say, <b>Let's catch the frog!</b><br><br><b>Card 2</b> - The boy runs down to the creek, but he trips on a log and falls into the water. Everyone say, <b>I'm all wet!</b><br><br><b>Card 3</b> - The boy gets very close to the frog. He slams his net down and catches his dog. Everyone say, <b>I caught my dog!</b><br><br><b>Card 4</b> - The boy is <b>frustrated</b> . He can't catch the frog. He and his dog go home. Everyone say, <b>I give up!</b><br><br><b>Card 5</b> - The boy and his dog go home. They take a warm bath. Someone followed them home. Everyone say, <b>The frog is here!</b> The end. |                                 |



|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> (give definition - do gesture)<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. What is the setting of the story? Where did the story happen?<br><br>2. Why is the boy surprised at the end of the story? Who followed him home?                                                                                                          |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                                     | Gesture to Use                                                 |
|---------------------|------------------------------------------------|----------------------------------------------------------------|
| grumpy              | feeling grouchy                                | cross arms on chest, slouch shoulders, and make a grouchy face |
| frustrated          | bothered because your plans aren't working out | put hands on both sides of your head and grit your teeth       |
| setting<br>ambiente | the place where the story happens              | point to ground                                                |

**Additional Unit 3 Words to Reinforce**

shallow - not deep (*The creek is shallow. The boy can stand in it.*)

boulder - a big rock (*The frog sits on a boulder.*)

leap - jump far (*The frog leaps away.*)

### Think

Let's pretend you are playing in a creek and you have a net. What would you catch in your net?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I would use my net to catch a...**

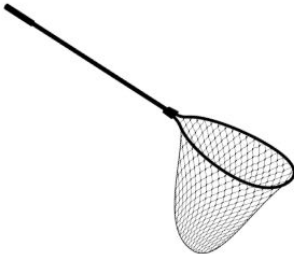
### Create

- Pass out net template (see appendix) and crayons or markers.
- Encourage students to draw what they would catch in their net.
- Help students to dictate the word to complete the sentence I would catch a \_\_\_\_.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

### Wrap Up

Encourage them to take these home and tell their families the story of the boy who got frustrated when he tried to catch a grumpy frog in his net.

### Template found in Appendix

|                                                                                     |             |
|-------------------------------------------------------------------------------------|-------------|
| <i>a boy, a dog, and a frog</i>                                                     | Name: _____ |
| I would catch _____.                                                                |             |
|  |             |

# Field Trip to the Moon

by John Hare



**Materials:** Book and sequence cards

**Connection to Unit:** Many concepts related to astronomy, Unit 4, are featured in this story- the Earth, the moon, astronauts, and space exploration.

**Story Synopsis:** A group of students take a field trip to the moon. One student accidentally gets left behind when he wanders off and falls asleep. His teacher and class return to the space bus. The student sits down to wait for their return and decides to draw with his crayons to pass the time. A group of aliens take notice and come out from hiding. He shares his crayons. The aliens are delighted and color on everything. When the teacher returns, she runs to her student but is upset to see coloring on the moon rock. The child cleans the crayon mess made by the aliens and they return to the space bus.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1 is opposite the dedication page and shows a space bus traveling toward the moon.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                        | Gesture to Use                                                                              |
|---------------------|-----------------------------------|---------------------------------------------------------------------------------------------|
| dawdling            | moving slowly                     | mimic footsteps with your hands, move very slowly                                           |
| mischievous         | making trouble in a playful way   | use pointer finger of one hand to make a moustache on upper lip and lift eyebrows playfully |
| setting<br>ambiente | the place where the story happens | point to the ground                                                                         |

## Additional Unit 4 Words to Reinforce

earth - the planet where we live (*The class leaves earth and goes on a field trip to the moon.*)

snooze - sleep (*The child snoozes and gets left behind by the class.*)

appear - when something can first be seen (*The aliens appear while the child is drawing.*)

\*Story vocabulary used across all stories.



## Teacher Tip!

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



## 1st Read

# Field Trip to the Moon

### Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                              |                                                                                       | Lay out sequence card pictured.            |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------|
| <b>S</b> - Show<br>Show cards.                               | I am going to tell you a story with these cards. This story is called <i>Field Trip to the Moon</i> .                                                                                                                                                                                                                                                                                                           |                                                                                       | Lay out all of the cards in <b>order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What are these children walking into?<br><br>TA: I see some characters – children and an adult, all wearing astronaut suits. A field trip is what happens when a class leaves their school to go explore a new place. I think these children are getting onto this space bus so they can go explore something in space. I think it might be the moon. |                                                                                       |                                            |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a <b>dawdling</b> child who gets left behind on the moon.<br><br><b>What is it about?</b> A dawdling child who gets left behind on the ____ (moon)                                                                                                                                              |                                                                                       |                                            |
|                                                              | The story starts when the class lands on the moon in their space bus. They get off the bus. Their teacher leads them onto the moon. One child <b>dawdles</b> behind.<br><b>What is the last child in the line holding?</b><br>(a notebook and crayons)                                                                                                                                                          |  |                                            |
|                                                              | The teacher helps the students to explore the moon. The class follows her around. The last child gets tired of walking and sits down to draw.<br><b>What is the child drawing?</b><br>(the Earth)                                                                                                                                                                                                               |  |                                            |
|                                                              | The field trip is over and the bus takes off. The child realizes they are left behind.<br><b>Who is peeking out from behind the rocks?</b><br>(aliens)                                                                                                                                                                                                                                                          |  |                                            |
|                                                              | The child shares their crayons with the <b>mischievous</b> aliens.<br><b>What do the aliens do with the crayons?</b><br>(They draw on each other)                                                                                                                                                                                                                                                               |  |                                            |
|                                                              | The bus comes back for the child. The teacher notices the mess the aliens made and she is not happy.<br><b>Who cleans up the aliens' mess?</b><br>(the child)                                                                                                                                                                                                                                                   |  |                                            |

| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What did the <b>dawdling</b> child bring to the moon?</li> <li>Who made a mess with the crayons?</li> </ol>                                        |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> Where did the class go on their field trip?<br>(the moon)                                                                                                                                                                                                                |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the <b>dawdling</b> child do?<br>(sit down and color)                                                                                                                                                       |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who noticed the child that was left behind?<br>(the aliens)                                                                                                                                                          |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the mischievous aliens do with the crayons?<br>(color on each other)                                                                                                                                        |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> Who cleaned the mess the aliens made?<br>(the child)                                                                                                                                                                     |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were some of the characters** (the people and animals) **in the story?**
2. **Where did the class go on their field trip?**

Wrap Up:

**Nice work telling this story! Did you like the story of **dawdling** child who met some **mischievous** aliens on the moon? Nod your head if you enjoyed that story.**



## 2nd Read

# Field Trip to the Moon

## Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Field Trip to the Moon</i>. The illustrator and author is John Hare. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>The children are getting onto the space bus. Where are they going?</b> (point to bus)</p>                                                                                                                                                                                                        |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember where the class went on their field trip?</b> (the moon)</p> <p>This is a story about a class that went on a field trip to the moon. One child <b>dawdles</b> and gets left behind. When the class leaves without them, the child shares his crayons with <b>mischievous</b> aliens. The aliens draw on each other and the moon rocks and the child has to clean up the mess.</p> <p>The place where the story happens is called the <b>setting</b>. Every story happens in a certain place, called the ____ (<b>setting</b>.)</p> <p><b>What is the setting of this story? Where does the story happen?</b> (on the moon, in the space bus)</p> |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4-5                                                                                                                               | <p>The children walk in a line away from their space bus. The last <b>dawdling</b> child carries a notebook and crayons.</p> <p><b>Is this child keeping up with the line?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 8-9                                                                                                                               | <p>The <b>dawdling</b> child sits down and draws the Earth on their notebook. A little ways away, the teacher and children explore a small crater.</p> <p><b>What is the child doing?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 14-15                                                                                                                             | <p>The child runs to catch up with their class. The bus takes off without the child.</p> <p><b>How does the child feel?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



|                                                                                                                                 |                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                          |
| <b>M – Model</b><br><br>Post-it note pages<br> | <b>Model:</b> Continued...<br><i>Keep pausing at key pages, moving more quickly on other pages.</i>                                                                                         |
| 18-19                                                                                                                           | The child sits down with their notebook and crayons to draw while they wait. Aliens peek out from the ground and behind a rock.<br><b>Who is noticing the child?</b>                        |
| 26                                                                                                                              | The <b>mischievous</b> aliens draw on each other with a purple crayon.<br><b>What are the aliens doing with the crayon?</b>                                                                 |
| 34-35                                                                                                                           | The teacher points to drawings on the rocks. The child hangs their head. The child scrubs the drawings away.<br><b>Is the teacher happy with these drawings?</b>                            |
| <b>M – Make sure they understand</b>                                                                                            | <b>Questions</b> about key characters and events.<br><br>1. Who are some of the characters in the book?<br><br>2. What did the child share with the aliens?                                 |
| <b>Y – Your Turn</b><br>                     | Now it is your turn to read the book with me! Let's work together to read the book.<br><i>(show key pages and have children fill in the blanks)</i>                                         |
| 4-5                                                                                                                             | Once upon a time, a class of students went on a field trip to the ____ (moon.) One child moved very slowly and was not with the rest of the class. That child was ____ ( <b>dawdling</b> .) |
| 8-9                                                                                                                             | The child sat down and used their crayons to draw ____ (the earth.) The class was on the other side of a big rock and didn't notice the child wasn't with them.                             |
| 14-15                                                                                                                           | The child noticed they were alone and ran to the space bus but it was too ____ (late.) The bus took off. The child was alone on the ____ (moon.)                                            |
| 18-19                                                                                                                           | The child sat down to draw while they waited. Something noticed the child. It was ____ (aliens.)                                                                                            |
| 26                                                                                                                              | The child shared their crayons with the aliens. They drew on ____ (each other.)                                                                                                             |
| 34                                                                                                                              | The teacher returned. She was not ____ (happy.) The child cleaned the drawings on the ____ (rocks.) The teacher and child got on the bus and flew back to school. The end.                  |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next? (ask this x3)**
3. **What happened at the end of the story?**
4. **What was the setting of the story? Where did the story happen?**
5. **Why was the teacher upset at the end of the story?**

### **Wrap Up:**

**Wonderful job telling the story about the **dawdling** child who met some **mischievous** aliens on their field trip to the moon.**



### 3rd Read

## Field Trip to the Moon

### Craft - Notebook Drawing



**Craft Materials Needed** - notebook template, crayons or markers



| Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lay out sequence card pictured. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Field Trip to the Moon</i> . The illustrator and author is John Hare.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this?                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Why do you think this book is called <i>Field Trip to the Moon</i>?</b><br>(The children go on a field trip to the moon) The students in this story go on a field trip to the moon. Their teacher leads them around. One child <b>dawdles</b> and gets left behind. When the bus leaves the child, they meet some <b>mischievous</b> aliens.<br><br><b>What is the setting in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| <b>M</b> - Model<br><br>Sequence Cards<br><br><br><br><br><br> | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a <b>dawdling</b> child who gets left behind on their field trip to the moon and meets some <b>mischievous</b> aliens.<br><b>Card 1</b> - The story starts when a class of students goes on a field trip to the moon. Everyone say, <b>We're going to the moon!</b><br><br><b>Card 2</b> - One child dawdles behind. They sit down to draw while the class moves on. Everyone say, <b>I want to draw.</b><br><br><b>Card 3</b> - The class gets back on the bus and leaves the child on the moon. Everyone say, <b>Wait for me!</b> Some aliens notice the child.<br><br><b>Card 4</b> - The child sits down to draw. The aliens notice the child's crayons and want to try them. They are so <b>mischievous</b> ! They draw on each other. Everyone say, <b>Crayons are for paper.</b><br><br><b>Card 5</b> - The bus returns for the child. Everyone say, <b>You came back for me!</b> The teacher isn't happy when she notices the crayon drawing on the moon rocks. The child cleans up the mess and goes back to school. The end. |                                 |

|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. Who noticed the <b>dawdling</b> child who was left behind?<br><br>2. Why does the class leave without the child? What was the child doing?                                                                                                                |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                       | Definition                        | Gesture to Use                                                                              |
|----------------------------|-----------------------------------|---------------------------------------------------------------------------------------------|
| dawdling                   | moving slowly                     | mimic footsteps with your hands, move very slowly                                           |
| mischievous                | making trouble in a playful way   | use pointer finger of one hand to make a moustache on upper lip and lift eyebrows playfully |
| setting<br><b>ambiente</b> | the place where the story happens | point to the ground                                                                         |

**Additional Unit 4 Words to Reinforce**

earth - the planet where we live (*The class leaves earth and goes on a field trip to the moon.*)

snooze - sleep (*The child snoozes and gets left behind by the class.*)

appear - when something can first be seen (*The aliens appear while the child is drawing.*)

### Think

Let's pretend you get left behind on the moon and meet some aliens. The child in this book showed the aliens how to draw a colorful rainbow. What would you show the aliens how to draw?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I would show the aliens how to draw...**

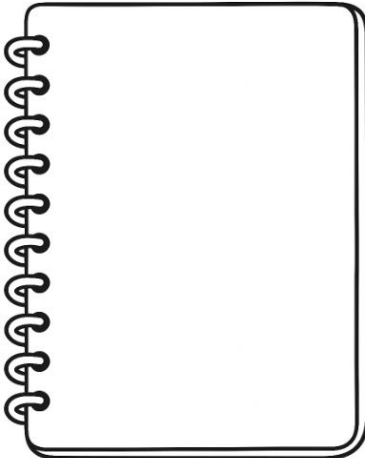
### Create

- Pass out the notebook template and crayons or markers.
- Encourage students to draw something on the notebook page.
- Help students to dictate the word to complete the sentence I would show the aliens how to draw a \_\_\_\_\_.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

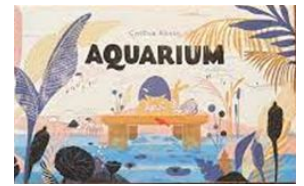
### Wrap Up

Encourage them to take these home and tell their families the story of the dawdling child who met mischievous aliens.

Template found in Appendix

|                                                                                     |             |
|-------------------------------------------------------------------------------------|-------------|
| Field Trip to the Moon                                                              | Name: _____ |
| I would show the aliens how to draw<br>_____.                                       |             |
|  |             |

**Preview**  
**Aquarium**  
 By Cynthia Alonso



**Materials:** Book and sequence cards

**Connection to Unit:** The sub theme for Part 3 of Unit 5a: South America, is the ocean and ocean animals. Students learn about the ocean habitat and the needs of fish. In this story, a child tries to create a new habitat for a fish.

**Story Synopsis:** A young girl lies on a dock watching the animals beneath her. A tiny orange fish leaps onto the dock and the girl traps it inside a bottle. She brings the fish home and creates a detailed aquarium for it. She enjoys the fish but eventually realizes the best place for the fish is at home in the water. She puts the fish back in the bottle and rushes it back to the water. The fish swims away and the girl is pleased as she watches it go.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 shows a young girl walking away from her home on a long, pink path.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                    | Gesture to Use                                                                  |
|---------------------|-------------------------------|---------------------------------------------------------------------------------|
| observing           | looking closely and carefully | put flat hand over eyes, like the brim of a hat, and turn head side to side     |
| create              | make                          | Make fists with both hands and stack on top of each other, as if making a tower |
| problem<br>problema | something that goes wrong     | make a large “X” by crossing forearms                                           |

**Additional Unit 5a Words to Reinforce**

school - a group, or family, of fish (*The fish lives with a school in the big water.*)

pail - a bucket (*The child uses a pink pail when she is making the aquarium.*)

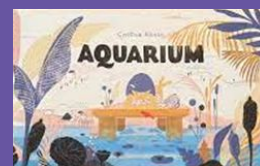
escaped - got away safely (*The fish escaped into a puddle.*)

\*Story vocabulary used across all stories.



**Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                |                                                                                       | Lay out sequence card pictured.            |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called <i>Aquarium</i> .                                                                                                                                                                                                                                                                           |                                                                                       | Lay out all of the cards <b>in order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What do you see in this picture? What is this girl looking at?<br><br>TA: I see some characters – a girl and a red fish. It looks like the girl is watching the fish where it lives. She’s on a dock, looking into the water. I see lots of plants and things the fish needs to be healthy, like water. |                                                                                       |                                            |
| <b>M</b> –<br>Model<br><br>Tell the story with the cards.    | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a girl who <b>creates</b> a new home for a fish.<br><br><b>What is it about?</b> A girl who creates a new home for a ____ (fish)                                                                                                                  |                                                                                       |                                            |
|                                                              | The story starts when a girl is lying on her belly on a dock. She is <b>observing</b> the plants and animals in the water when a fish jumps out!<br><b>What jumps out of the water?</b><br>(a fish)                                                                                                                                                               |  |                                            |
|                                                              | The girl is worried about the fish and wants to take care of it. She puts the fish in a bottle and runs to her house.<br><b>Where does the girl take the fish?</b><br>(her house)                                                                                                                                                                                 |  |                                            |
|                                                              | At home, the girl <b>creates</b> a new home for the fish, called an aquarium. She fills lots of cups, bottles, and bowls with water for the fish.<br><b>What does the girl fill the jars and bottles with?</b><br>(water)                                                                                                                                         |  |                                            |
|                                                              | The girl tried hard to <b>create</b> an aquarium for the fish, but the fish isn’t happy in the jars and bottles. The fish needs more water. It sees a big puddle and jumps out of the home the girl made so it can swim in the big puddle.<br><b>What does the fish jump into?</b> (a big puddle)                                                                 |  |                                            |
|                                                              | The girl realizes the fish needs more water. She takes the fish back to the place where she found it. She lets the fish go into the water.<br><b>What does the fish need?</b><br>(more water)                                                                                                                                                                     |  |                                            |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What did the girl use to <b>create</b> a new home for the fish?</li> <li>What is the problem in the story? What did the fish need?</li> </ol>      |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> When the girl was <b>observing</b> the water, what jumped out?<br>(a fish)                                                                                                                                                                                               |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Where did the girl take the fish?<br>(to her house)                                                                                                                                                                  |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the girl use to <b>create</b> a new home for the fish?<br>(cups, bottles, bowls, water)                                                                                                                     |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the fish do when it saw the big puddle?<br>(it jumped into the puddle)                                                                                                                                      |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> Where did the girl take the fish?<br>(back to the water where she found it)                                                                                                                                              |  |



**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. Who were the characters (the people and animals) in the story?
2. Where did the girl take the fish at the end of the story?

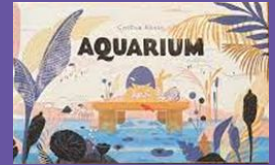
Wrap Up:

**Nice work telling this story! The girl tried hard to create a new home for the fish, but she realized the fish needed its real home with lots of water.**



## 2nd Read

### Aquarium Read the Book



|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                                    | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>S</b> -Show<br>Show<br>book<br>cover.                                                                                                | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Aquarium</i>. The illustrator and author is Cynthia Alonso. She drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is the girl observing?</b> (point to water, plants, and fish)</p>                                                                                                                                                                                   |
| <b>A</b> - Ask<br><br>What do<br>you think<br>this story<br>is about?                                                                   | <p><b>Do you remember what the girl tried to do for the fish?</b> (<b>create</b> a new home)</p> <p>This is a story about girl who was <b>observing</b> some water when a fish jumped out. She wanted to take care of the fish so she took it home. She tried to <b>create</b> a new home for the fish and used bottles, jars, bowls, and lots of water. The fish didn't like it's aquarium. It needed more water.</p> <p>The <b>problem</b> is something that goes wrong in the story. Every story has a problem.</p> <p><b>What is the problem in this story? What goes wrong?</b> (The fish needed more water.)</p> |
| <b>M</b> -<br>Model<br><br>Post-it<br>note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5-6                                                                                                                                     | <p>Girl is lying on her stomach on a dock. She's <b>observing</b> the water below her. A small red fish jumps out of the water.</p> <p><b>What is the girl doing?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 11-12                                                                                                                                   | <p>Girl runs along a pink path toward her house. She's carrying the red fish in a jar.</p> <p><b>What is the girl bringing home?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 15-16                                                                                                                                   | <p>Girl is creating a new home for the fish. She fills cups, bottles, and bowls with water to make an aquarium.</p> <p><b>What did the girl fill all of these containers with?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                 |                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                               |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                                  |
| 21-22                                                                                                                           | <p>Girl is swimming in a small pool. The fish jumps away from the girl and into a puddle.</p> <p><b>What is the fish doing?</b></p>                                                                             |
| 27-28                                                                                                                           | <p>The girl runs along the pink path, away from her house. She carries the fish in a bottle.</p> <p><b>Where is the girl going?</b></p>                                                                         |
| 31-32                                                                                                                           | <p>Girl stands on the dock. Fish is jumping away. The girl waves, “goodbye.”</p> <p><b>What is the fish doing?</b></p>                                                                                          |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>1. What is the setting in this book?</li> <li>2. Did the fish like the home the girl <b>created</b>?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let’s work together to read the book.</p> <p><i>(show key pages and have children fill in the blanks)</i></p>                                                  |
| 5-6                                                                                                                             | <p>Once there was a little girl who loved going to the water to <b>observe</b> the fish and plants that lived there. One day, something jumped out of the water. It was a ___(fish.)</p>                        |
| 11-12                                                                                                                           | <p>The girl put the fish in a bottle and ran to her ___(house.)</p>                                                                                                                                             |
| 15-16                                                                                                                           | <p>She used cups, bottles, and bowls to <b>create</b> a new home for the ___ (fish.) She filled that new home with ___ (water.) This new home is called an ___ (aquarium.)</p>                                  |
| 21-22                                                                                                                           | <p>The girl enjoyed caring for the fish. The fish wasn’t happy. It needed more ___ (water.) It saw a big puddle on the ground and jumped into it.</p>                                                           |
| 27-28                                                                                                                           | <p>She put the fish back into the bottle and ran to the ___ (water.)</p>                                                                                                                                        |
| 31-32                                                                                                                           | <p>The fish jumped into the water and the girl said, ___(“goodbye.”) The fish was happy to be home. Then end.</p>                                                                                               |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were the characters** (people and animals) **in the story?**
5. **Why was the fish happy at the end of the story? Where was the fish?**

### **Wrap Up:**

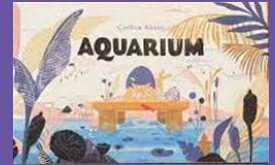
**Wonderful job telling the story about the girl who tried to **create** a new home for a fish.**



### 3rd Read

## Aquarium

Craft - Paint a Fish



**Craft Materials Needed** - Fish template, crayons, markers, or daubers



| Step                                                             | <p>Tell the story and encourage children to say <b>bold</b> lines with you/after you.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Lay out sequence card pictured. |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p><b>S - Show</b></p> <p>Show cards.</p>                        | <p>Show the book, read title &amp; author/illustrator.</p> <p>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Aquarium</i>. The illustrator and author is Cynthia Alonso.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| <p><b>A - Ask</b></p> <p>Why do you think the title is this?</p> | <p><b>Why do you think this book is called <i>Aquarium</i>?</b><br/>(the girl makes an aquarium)</p> <p>The girl tries to <b>create</b> an aquarium, a new home, for the fish with cups, bottles, and bowls. The fish isn't happy in the aquarium so she takes it back to the water.</p> <p><b>What is the problem in this story?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
| <p><b>M - Model</b></p> <p>Sequence Cards</p>                    | <p><b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.</p> <p>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!</p> <p>This is a book about a girl who loves to <b>observe</b> the water near her house. She tries to <b>create</b> an aquarium for one of the fish.</p> <p><b>Card 1</b> - The story starts when a girl is <b>observing</b> some water. She sees plants and lots of fish. One little fish jumped out of the water. Everyone say, <b>Look! A fish!</b></p> <p><b>Card 2</b> - The girl wants to take care of the fish. She puts it in a bottle and takes it home. Everyone say, <b>Let's go home.</b></p> <p><b>Card 3</b> - The girl <b>creates</b> a new home for the fish. She uses cups, bowls, and jars to make an aquarium. She fills the aquarium with water. Everyone say, <b>I made you a new home.</b></p> <p><b>Card 4</b> - The girl tried hard but the fish wasn't happy. It needed more water. The fish saw a big puddle and jumped into it. Everyone say, <b>I need more water.</b></p> <p><b>Card 5</b> - The girl took the fish back to the water and let it go. The fish was so happy. Everyone say, <b>Goodbye, little fish!</b> The end.</p> |                                 |



|                                                  |                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> (give definition - do gesture)<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                              |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. What does the girl use to make an aquarium for the fish?<br><br>2. Why was the fish unhappy in the aquarium? What did it need?                                                                                                                                          |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | <i>Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.</i><br><br><i>Review key vocabulary as you help them tell their favorite part – see table below.</i><br><br><i>Great job telling your favorite part of the story with me!</i> |

| <b>Vocabulary Words in the Story-</b> as frequently as possible, have children say the word and make the gesture, and say the definition.                                                                                                                                                                        |                               |                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------|
| Word                                                                                                                                                                                                                                                                                                             | Definition                    | Gesture to Use                                                                  |
| observing                                                                                                                                                                                                                                                                                                        | looking closely and carefully | put flat hand over eyes, like the brim of a hat, and turn head side to side     |
| create                                                                                                                                                                                                                                                                                                           | make                          | Make fists with both hands and stack on top of each other, as if making a tower |
| problem<br>problema                                                                                                                                                                                                                                                                                              | something that goes wrong     | make a large “X” by crossing forearms                                           |
| <b>Additional Unit 5a Words to Reinforce</b><br>school - a group, or family, of fish ( <i>The fish lives with a school in the big water.</i> )<br>pail - a bucket ( <i>The child uses a pink pail when she is making the aquarium.</i> )<br>escaped - got away safely ( <i>The fish escaped into a puddle.</i> ) |                               |                                                                                 |

**Think**

Let's pretend you are **observing** fish in water and one fish jumps out. What would that fish look like?

**Share**

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **My fish would be...**

**Create**

- Pass out fish template.
- Encourage students paint, color, or use daubers to create their fish.
- Help them to cut out the fish as needed.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.
- Optional: Hang blue butcher paper and allow students to glue their fish to create an underwater habitat.

**Wrap Up**

Encourage them to take these home and tell their families the story of the girl who tried to create an aquarium for a fish. The girl learned the fish needed more water.

Example of *Aquarium* Craft

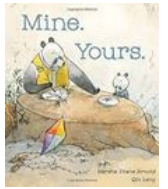


The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

## Preview

# Mine. Yours.

by Marsha Diane Arnold



**Materials:** Book and sequence cards

**Connection to Unit:** The characters in this story are all animals found in Asia. Pandas are heavily featured in part 3 of unit 5b.

**Story Synopsis:** Small Panda stumbles upon a den, startling Big Panda awake. This makes Big Panda very cranky so he puts Small Panda outside with an emphatic, “Yours.” Small Panda won’t leave so Big Panda offers him a kite. As Small Panda runs off to fly his kite, he encounters other animals who are also protective of their things. Everyone communicates with the words, “Mine” and “Yours.” When the other creatures’ things get knocked over and caught in the kite’s strings, everyone grabs the kite’s string and begins to drift away. Big Panda grabs the string and saves everyone, pulling them to the ground just in time. Together, they learn a new word, “ours” as they learn to share and enjoy their time together.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1 shows Small Panda walking along a path, surrounded by tall trees. A small frog sits on a rock in the foreground.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                      | Definition                  | Gesture to Use                                               |
|---------------------------|-----------------------------|--------------------------------------------------------------|
| inquire                   | ask                         | tilt head, lift hands and shoulders as waiting for an answer |
| refuse                    | say NO                      | cross arms on chest and shake head                           |
| characters*<br>personajes | People/animals in the story | open your arms to all of the children playing a character    |

### Additional Unit 5b Words to Reinforce

meet - come together (*Small Panda meets Big Panda when he wanders into his home.*)

pleased - happy (*Small Panda is pleased with the kite.*)

curious - wanting to learn or know more (*Small Panda is curious about Big Panda’s things.*)

\*Story vocabulary used across all stories.



### Teacher Tip!

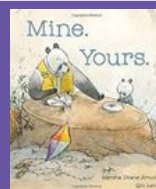
Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



# 1st Read

## Mine. Yours.

Tell the Story with Sequence Cards



|                                                              |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       |                                    |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------|
| Step                                                         | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                             |                                                                                       | Lay out sequence card pictured.    |
| <b>S</b> -Show<br>Show cards.                                | <p>I am going to tell you a story with these cards. This story is called <i>Mine. Yours.</i></p>                                                                                                                                                                                                                                                                              |                                                                                       | Lay out all of the cards in order. |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <p><b>What do you think this story might be about?</b></p> <p>P: These animals are pandas. The big panda looks upset in this first picture. I wonder why he isn't happy.</p> <p>TA: I see some characters – a big panda and a small panda, and different animals. I think this story might be about animals that live in the same neighborhood learning how to get along.</p> |                                                                                       |                                    |
| <b>M</b> –<br>Model<br><br>Tell the story with the cards.    | <p>Now, I am going to tell you this story. I want you to help me so listen carefully.</p> <p>This is a story about sharing. It is nice to share with others.</p> <p><b>What is it about?</b> (sharing)</p>                                                                                                                                                                    |                                                                                       |                                    |
|                                                              | <p>The story starts when the small panda walks into the big panda's home. "Ours?" he <b>inquires</b>. This makes the big panda grouchy. The home belongs to him.</p> <p><b>Who does the home belong to?</b> (the big panda)</p>                                                                                                                                               |  |                                    |
|                                                              | <p>The big panda has a lot of delicious bamboo. The small panda <b>inquires</b> about it. The big panda <b>refuses</b> to share his bamboo, but he does give the little panda a colorful kite.</p> <p><b>What does the big panda give the small panda?</b> (a kite)</p>                                                                                                       |  |                                    |
|                                                              | <p>Small panda flies the kite by a stream. The string tangles around an otter. The otter falls off his raft. "Mine," he shouts.</p> <p><b>Who falls off the raft?</b> (otter)</p>                                                                                                                                                                                             |  |                                    |
|                                                              | <p>The kite lifts small panda into the air. All the animals grab onto the string. Big panda catches the end of the string. They save small panda.</p> <p><b>Who helps small panda?</b> (the animals, big panda)</p>                                                                                                                                                           |  |                                    |
|                                                              | <p>Everyone is happy small panda is safe. They go inside big panda's house. He shares his food and his home. "Ours," they all say happily.</p> <p><b>Who shares his home and food?</b> (Big panda)</p>                                                                                                                                                                        |  |                                    |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>1. Who are the characters in the book?</li> <li>2. What does big panda give small panda?</li> <li>3. Who shares his home and food at the end of the story?</li> </ol>                           |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> Who <b>inquired</b> about big panda's house at the beginning of the story?<br>(small panda)                                                                                                                                                                              |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did big panda do when small panda inquired about sharing his food?<br>(he <b>refused</b> , he said no)                                                                                                          |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What happened when small panda flew his kite by the stream? Who did the string tangle around?<br>(otter)                                                                                                             |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who helped small panda when the kite lifted him off the ground?<br>(the animals, big panda)                                                                                                                          |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> What did big panda do at the end of the story? What did he share?<br>(his home and his food)                                                                                                                             |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **At the beginning of the story, when small panda wanted big panda's bamboo what did big panda give him?**

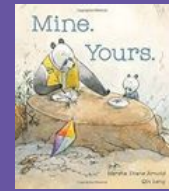
Wrap Up:

**Nice work telling this story! I enjoyed that story. At first, big panda refused to share his food. Then, he learned that it is nice to share.**



## 2nd Read

### Mine. Yours. Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Mine. Yours.</i> The illustrator and author is Marsha Diane Arnold. She drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>Who has more food?</b> (point to plates of bamboo)</p>                                                                                                                                                                                                                                                                                 |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember what the big panda learned in this story?</b> (it's nice to share)</p> <p>This is a story about a small panda who wanted to share a big panda's things. He <b>inquired</b> about sharing big panda's home and food. Big panda <b>refused</b>, but gave small panda a kite. When big panda worked together with many animals to save small panda, big panda learned that it is nice to share.</p> <p>The people or animals in a book are called characters. A <b>character</b> is a person, animal, or thing in a story. Stories tell what happens to the characters.</p> <p><b>Who are some of the characters in this story?</b><br/>(big panda, small panda, monkey, otter, etc.)</p> |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4                                                                                                                                 | <p>Small panda walks into big panda's home. "Ours?" he <b>inquires</b>. Big panda feels grumpy.</p> <p><b>Did big panda want to share his home?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9-10                                                                                                                              | <p>Big panda snatches a large bag of bamboo from small panda. He <b>refuses</b> to share his food but he gives small panda a colorful kite.</p> <p><b>Does big panda want to share his food?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 23-24                                                                                                                             | <p>Small panda flies the kite by a stream. The string knocks otter off his wooden raft. "Mine!" shouts otter.</p> <p><b>Who falls off the raft?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                 |                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                                                   |
| 33-34                                                                                                                           | <p>Big panda notices the kite in the air. All the animals are hanging onto the string, trying to save small panda. Big panda grabs the end and pulls the kite down.</p> <p><b>Who saved small panda?</b></p>                     |
| 36                                                                                                                              | <p>All the animals sit around the kite. “Ours,” they declare. They are happy.</p> <p><b>How do the animals feel?</b></p>                                                                                                         |
| 37-38                                                                                                                           | <p>The animals are all inside big panda’s home. He happily shared his things and his food.</p> <p><b>Who shared his home with the animals?</b></p>                                                                               |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>Who are some of the characters in the book?</li> <li>What did big panda refuse to share at the beginning of the book?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let’s work together to read the book.</p> <p><i>(show key pages and have children fill in the blanks)</i></p>                                                                   |
| 4                                                                                                                               | <p>A small panda was walking through the woods when he found a lovely ____ (home.) He went inside and <b>inquired</b> about the home. This made big panda, who lived in the home, feel very ____ (grumpy, angry.)</p>            |
| 9-10                                                                                                                            | <p>Small panda <b>inquired</b> about big panda’s food. Big panda <b>refused</b>. He said, ____ (NO.) He gave small panda something else instead. He gave small panda a ____ (kite.)</p>                                          |
| 23-24                                                                                                                           | <p>Small panda took his kite to the stream. It bumped into a wooden raft and knocked otter off. Otter fell into the ____ (water.) Otter grabbed his raft and shouted, “Mine.”</p>                                                |
| 33-34                                                                                                                           | <p>The kite flew high into the sky, taking small panda with it. The animals saw and grabbed onto the ____ (string, kite.) Big panda grabbed the end of the string and saved all the animals.</p>                                 |
| 36                                                                                                                              | <p>Everyone worked together to save small panda and the ____ (kite. )</p>                                                                                                                                                        |
| 37-38                                                                                                                           | <p>Big panda was happy and invited all the animals to share his house and his ____ (food, bamboo.) The end.</p>                                                                                                                  |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **Why was everyone happy at the end of the story? What did big panda do?**

### **Wrap Up:**

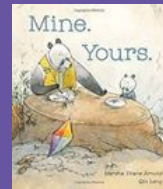
**Wonderful job telling the story about sharing. Big panda learned that it is nice to share his things. I'm so glad everyone was happy at the end of the story.**



### 3rd Read

## Mine. Yours.

### Craft - Bamboo Sharing Craft



**Craft Materials Needed** - empty plate template, bamboo shoots (already cut apart), green crayon or marker, glue



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lay out sequence card pictured. |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                         | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Mine. Yours.</i> The illustrator and author is Marsha Diane Arnold.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this? | <b>Why do you think this book is called <i>Mine. Yours.</i>?</b><br>(That's what all the animals said in the story.) Big panda and the other animals did not want to share their things. Then they all learned that it is nice to share.<br><br><b>Who are some of the characters in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |
| <b>M</b> - Model<br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a small panda who <b>inquires</b> about sharing a big panda's things. Big panda <b>refuses</b> until he learns that it is nice to share.<br><br><b>Card 1</b> - The story starts when small panda walks into big panda's home. He <b>inquires</b> about the house. Everyone say, <b>Mine?</b> Big panda is grumpy. He doesn't want to share his home.<br><br><b>Card 2</b> - Small panda sees that big panda has lots of food. He inquires about the food. Big panda <b>refuses</b> to share. Everyone say, <b>NO! This is my food!</b><br><br><b>Card 3</b> - Big panda gives small panda a kite. Small panda is flying the kite by a stream when it crashes into otter and knocks him off his raft. Everyone say, <b>That's my raft!</b><br><br><b>Card 4</b> - The kite lifts high into the air. All the animals grab the string. Big panda snags the end and pulls everyone down safely. Everyone say, <b>You saved us!</b><br><br><b>Card 5</b> - Big panda realizes it is nice to share his things. He invites everyone to share his home and his food. Everyone say, <b>Come on in! I'll share with you.</b> |                                 |



|                                               |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                          | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand | <b>Questions</b> about key characters and events.<br><br>1. What does big panda give small panda?<br><br>2. Why does big panda share his home and food at the end? What does he learn about sharing?                                                                                                                  |
| <b>Y –</b><br>Your Turn<br><br>Favorite Part  | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                      | Definition                  | Gesture to Use                                               |
|---------------------------|-----------------------------|--------------------------------------------------------------|
| inquire                   | ask                         | tilt head, lift hands and shoulders as waiting for an answer |
| refuse                    | say NO                      | cross arms on chest and shake head                           |
| characters*<br>personajes | People/animals in the story | open your arms to all of the children playing a character    |

**Additional Unit 5b Words to Reinforce**

meet - come together (*Small Panda meets Big Panda when he wanders into his home.*)

pleased - happy (*Small Panda is pleased with the kite.*)

curious - wanting to learn or know more (*Small Panda is curious about Big Panda's things.*)



### Think

Let's pretend you are big panda and small panda **inquires** about sharing your food. How much of your bamboo would you share with small panda?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I would share...**

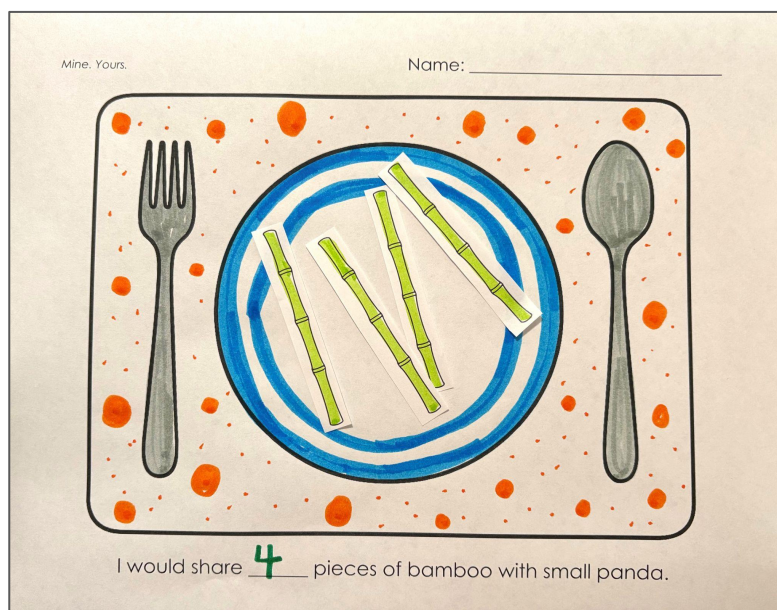
### Create

- Pass out plate template. Ask students how much bamboo they would share. Pass out bamboo stalks accordingly.
- Encourage students to color the bamboo stalks and glue them to the plate.
- Help students to dictate their answer to complete the sentence: *I would share \_\_\_ of my bamboo with small panda.*
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

### Wrap Up

Encourage them to take these home and tell their families the story of the big panda who learned it was nice to share his things.

### Example of *Mine. Yours.* Craft

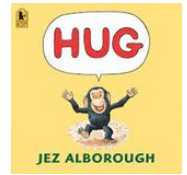


The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

## Preview

# Hug

by Jez Alborough



**Materials:** Book and sequence cards

**Connection to Unit:** The sub theme for Part 3 of Unit 6: My Amazing Body is Understanding and Managing Feelings. Little chimpanzee experiences many big feelings in this story that he struggles to manage on his own, without the comfort of his mother.

**Story Synopsis:** This wordless picture book tells the story of a little chimpanzee who notices different animal families giving each other a hug. He realizes that he wants a hug and becomes sad when no one will give him a hug. He cries and his mommy hears him. She runs to give him a hug. Then, everyone gives each other hugs.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 shows the little chimpanzee pointing to a large elephant hugging a baby elephant.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                            | Gesture to Use                                           |
|---------------------|---------------------------------------|----------------------------------------------------------|
| embrace             | hug                                   | make a big circle in front of you, as if hugging someone |
| lonesome            | lonely, feeling sad to be by yourself | close eyes and make a frowny face                        |
| problem<br>problema | something that goes wrong             | make a large “X” by crossing forearms                    |

### Additional Unit 6 Words to Reinforce

comforts - calms, makes someone feel better (*Mama Chimpanzee comforts her baby with a hug.*)

lonely - feeling sad to be by yourself (*Little chimpanzee feels lonely.*)

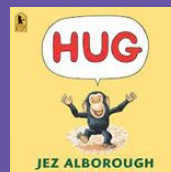
pair - a group of two (*The mother and baby animals are a pair.*)

\*Story vocabulary used across all stories.



### Teacher Tip!

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                     |  | Lay out sequence card pictured.            |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called <i>Hug</i> .                                                                                                                                                                                                                     |  | Lay out all of the cards in <b>order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What is this animal doing with its arms? What kind of animal is this?<br><br>TA: I see some characters- a small chimpanzee and a big chimpanzee, giraffes, elephants. I see some animals giving hugs. I think this book might be about hugs. |  |                                            |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a little chimpanzee who wants a hug.<br><br><b>What is it about?</b> A little chimpanzee who wants a ____ (hug.)                                                                       |  |                                            |
|                                                              | The story starts when a baby chimpanzee sees a baby elephant getting a hug from its mother. The elephants are happy.<br><b>Who is hugging?</b> (elephants)                                                                                                                                             |  |                                            |
|                                                              | Then baby chimpanzee sees more animals <b>embracing</b> . This time he sees a baby giraffe hugging its mother. Baby chimpanzee is starting to feel sad.<br><b>What are the mother and baby giraffe doing?</b> ( <b>embracing</b> , hugging)                                                            |  |                                            |
|                                                              | The baby chimpanzee feels very <b>lonesome</b> . He wants a hug from his mother. The elephants and giraffes are worried about him.<br><b>What does baby chimpanzee want?</b> (a hug)                                                                                                                   |  |                                            |
|                                                              | Mother hears her baby crying and comes running. She gives her baby a hug.<br><b>Did the baby chimpanzee get a hug?</b> (Yes)                                                                                                                                                                           |  |                                            |
|                                                              | All the animals give each other hugs. They are all happy now.<br><b>How do all the animals feel?</b> (happy)                                                                                                                                                                                           |  |                                            |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What is the setting of this story?</li> <li>What is the problem in the story? What did the little chimpanzee want?</li> </ol>                      |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> What are the mother and baby elephant doing?<br>(embracing, hugging)                                                                                                                                                                                                     |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who did the baby chimpanzee see hugging next?<br>(the giraffes)                                                                                                                                                      |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> How did the baby chimpanzee feel after seeing the hugs?<br>(lonesome, sad)                                                                                                                                           |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who heard the baby chimpanzee crying?<br>(his mother)                                                                                                                                                                |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> How did all the animals feel at the end of the story?<br>(happy)                                                                                                                                                         |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask.

1. **Who were the characters** (people and animals) **in the story?**
2. **What did the baby chimpanzee want in this story?**

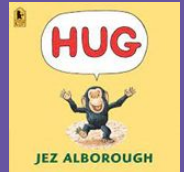
Wrap Up:

**Nice work telling this story! I'm so glad the baby chimpanzee doesn't feel lonesome anymore after getting an embrace from his mom.**



## 2nd Read

### Hug Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                      |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Hug</i>. The illustrator and author is Jez Alborough. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What kind of animal is this?</b> (point to baby chimpanzee)</p> |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember what the baby chimpanzee wanted in this story?</b> (a hug)</p> <p>This is a story about a baby chimpanzee who feels <b>lonesome</b>. He wants an <b>embrace</b> from his mother.</p> <p>A <b>problem</b> is something that goes wrong. There is a problem in every story.</p> <p><b>What was the problem in this story?</b> (baby chimpanzee wanted a hug)</p>                                   |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p>Tell the story. Pausing at key pages, moving more quickly on other pages.</p>                                                                                                                                                                                                            |
| 1-2                                                                                                                               | <p>Baby chimpanzee points at a mother elephant embracing her baby.</p> <p><b>Who does baby chimpanzee see embracing?</b></p>                                                                                                                                                                                                                                                                                           |
| 11-12                                                                                                                             | <p>Baby chimpanzee is riding on mother elephant's trunk. He sees a mother giraffe embracing her baby.</p> <p><b>What are the giraffes doing?</b></p>                                                                                                                                                                                                                                                                   |
| 15-16                                                                                                                             | <p>Baby chimpanzee cries. He feels <b>lonesome</b>. The other animals look on, concerned.</p> <p><b>How does the baby chimpanzee feel?</b></p>                                                                                                                                                                                                                                                                         |

|                                                                                                                                 |                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                       |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                          |
| 21-22                                                                                                                           | <p>Mother chimpanzee opens her arms wide for baby chimpanzee. He runs to her.</p> <p><b>How does baby chimpanzee feel now?</b></p>                                                                      |
| 25-26                                                                                                                           | <p>Baby chimpanzee hugs mother elephant's trunk to say thank you for helping him.</p> <p><b>Who is baby chimpanzee hugging?</b></p>                                                                     |
| 27-28                                                                                                                           | <p>All the animals <b>embrace</b>.</p> <p><b>How do the animals feel?</b></p>                                                                                                                           |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>1. Who are some of the characters in the book?</li> <li>2. What is the problem in the story?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book.</p> <p><i>(show key pages and have children fill in the blanks)</i></p>                                          |
| 1-2                                                                                                                             | <p>A baby chimpanzee goes for a walk. He notices a mother and baby elephant. They are ___ (<b>embracing</b>, hugging.)</p>                                                                              |
| 11-12                                                                                                                           | <p>Baby chimpanzee sees a mother giraffe embracing her ___ (baby.)</p>                                                                                                                                  |
| 15-16                                                                                                                           | <p>Baby chimpanzee feels so <b>lonesome</b>. He wants a hug from his ___ (mom.)</p>                                                                                                                     |
| 21-22                                                                                                                           | <p>Mother chimpanzee hears her baby. She comes running. She gives her baby a big ___<br/>___ (hug.)</p>                                                                                                 |
| 25-26                                                                                                                           | <p>Baby chimpanzee is thankful that mother elephant helped him. He gives her trunk a big ___ (hug.)</p>                                                                                                 |
| 27-28                                                                                                                           | <p>All the animals give each other big hugs. They all feel so ___ (happy.)</p>                                                                                                                          |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **What was the problem** (the thing that went wrong) **in the story?**
5. **Why was baby chimpanzee happy at the end of the story?**

### **Wrap Up:**

**Wonderful job telling the story about the **lonesome** baby chimpanzee who wanted an **embrace**. Hugging someone you love can be so nice.**

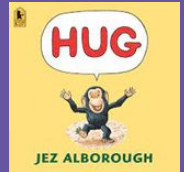




### 3rd Read

## Hug

### Craft - Hugging Chimpanzee



**Craft Materials Needed** - chimpanzee body and hand templates, long strips for accordion folding into arms, glue



| Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lay out sequence card pictured. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Hug</i> . The illustrator and author is Jez Alborough.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this?                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Why do you think this book is called <i>Hug</i>?</b><br>(Baby chimpanzee wanted a hug, animals hug) Yes, this is the story of a <b>lonesome</b> baby chimpanzee who wants an <b>embrace</b> from his mother.<br><br><b>What is the problem in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
| <b>M</b> - Model<br><br>Sequence Cards<br><br><br><br><br><br> | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a <b>lonesome</b> chimpanzee who wants an <b>embrace</b> from his mother.<br><b>Card 1</b> - The story starts when baby chimpanzee sees a mother elephant <b>embracing</b> her baby. Everyone say, <b>They're hugging!</b><br><br><b>Card 2</b> - The baby chimpanzee sees a mother giraffe and her baby hugging. Everyone say, <b>What a nice embrace!</b><br><br><b>Card 3</b> - Baby chimpanzee feels <b>lonesome</b> . He wants a hug from his mother. Everyone say, <b>I want a hug, too!</b><br><br><b>Card 4</b> - Mother chimpanzee hears her baby and she comes running. She gives her baby a big <b>embrace</b> . Everyone say, <b>Finally. Thanks, Mom!</b><br><br><b>Card 5</b> - All the animals are happy now. They give each other big hugs. Everyone say, <b>Hugs are so nice!</b> |                                 |

|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. What did baby chimpanzee want in this story?<br><br>2. How did mother chimpanzee help her baby feel better? What did she give him?                                                                                                                        |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                       | Definition                            | Gesture to Use                                           |
|----------------------------|---------------------------------------|----------------------------------------------------------|
| embrace                    | hug                                   | make a big circle in front of you, as if hugging someone |
| lonesome                   | lonely, feeling sad to be by yourself | close eyes and make a frowny face                        |
| problem<br><i>problema</i> | something that goes wrong             | make a large “X” by crossing forearms                    |

**Additional Unit 6 Words to Reinforce**

comforts - calms, makes someone feel better (*Mama Chimpanzee comforts her baby with a hug.*)

lonely - feeling sad to be by yourself (*Little chimpanzee feels lonely.*)

pair - a group of two (*The mother and baby animals are a pair.*)

## Craft: Hugging Chimpanzee Directions



### Think

Let's pretend you are mother chimpanzee and your baby wants a big hug. What part of your body do you use to give hugs?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I give hugs with my...**

### Create

- Pass out chimpanzee body and hand templates.
- Encourage students to color the body and hands.
- Help students to accordion fold the paper strips into long arms and glue them to the body and hands.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

### Wrap Up

Encourage them to take these home and tell their families the story of the lonesome chimpanzee who wanted an embrace from his mother.

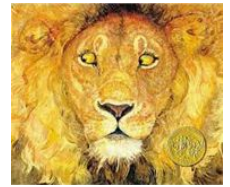
Example of *Hug Craft*



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

# The Lion & The Mouse

by Jerry Pinkney



**Materials:** Book and sequence cards

**Connection to Unit:** The setting of this story is the African savanna and the lion, a notable African animal, is featured. Part 2 of unit 7a is about the Savanna and animals that live there.

**Story Synopsis:** This wordless picture book is a retelling of Aesop's classic fable. One day a mouse runs into a lion. The mouse is frightened but the lion doesn't harm the mouse. Later the mouse returns the favor by saving the lion.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 has the words Who Who Whoooo and shows a mouse sitting on top of a pile of rocks.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition           | Gesture to Use                                                       |
|----------------------|----------------------|----------------------------------------------------------------------|
| fierce               | strong and dangerous | open your mouth wide and pretend to roar, like a fierce lion         |
| miniature            | very small           | pointer finger and thumb close together to show something very small |
| solution<br>solución | a fix for a problem  | two thumbs up                                                        |

## Additional Unit 7a Words to Reinforce

savanna - a flat, grassy land area with few trees and lots of animals (*The setting of this story is the savanna.*)

stalk - hunt quietly (*The lion stalked the mouse then let it go.*)

predator - animals that eat other animals (*Lions are predators.*)

\*Story vocabulary used across all stories.



## **Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



## 1st Read

# The Lion & The Mouse

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                            |                                                                                       | Lay out sequence card pictured.    |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called The Lion and the Mouse.                                                                                                                                                                                 |                                                                                       | Lay out all of the cards in order. |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What do you see in the lion's paw in this picture? What did the lion catch?<br><br>TA: I see some characters – a lion and a mouse. I think this story might be about what happens when the lion and the mouse meet. |                                                                                       |                                    |
| <b>M</b> –<br>Model<br><br>Tell the story with the cards.    | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a <b>fierce</b> lion who is helped by a <b>miniature</b> mouse.<br><br><b>What is it about?</b> A fierce lion who is help by a miniature ____ (mouse.)        |                                                                                       |                                    |
|                                                              | The story starts when a <b>fierce</b> lion is lazing around. A <b>miniature</b> mouse gets too close to him. He reaches out and catches the mouse in his paw.<br><b>Who catches the mouse?</b><br>(the lion)                                                                  |  |                                    |
|                                                              | The lion decides to let the mouse go.<br><b>Did the lion hurt the mouse?</b><br>(No)                                                                                                                                                                                          |  |                                    |
|                                                              | One day, the lion gets caught in a big net trap.<br><b>What is the lion caught in?</b><br>(a net trap)                                                                                                                                                                        |  |                                    |
|                                                              | The mouse notices the lion and remembers how he had been kind to her. She chews and chews and chews at the net.<br><b>What did the mouse do to the net?</b><br>(chews and chews and chews)                                                                                    |  |                                    |
|                                                              | Finally the <b>fierce</b> lion is free. Now the miniature mouse and the lion are happy friends.<br><b>Who helped the lion?</b><br>(the mouse)                                                                                                                                 |  |                                    |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What is the problem in the story? What happened to the lion?</li> <li>What is the solution (the fix for the problem)?</li> </ol>                   |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> Who caught the <b>miniature</b> mouse in his paw?<br>(the lion)                                                                                                                                                                                                          |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the lion do with the mouse?<br>(let her go)                                                                                                                                                                 |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What's the problem in the story? What went wrong?<br>(lion got stuck in a net trap)                                                                                                                                  |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who helped lion?<br>(mouse)                                                                                                                                                                                          |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> Did it work? Did the mouse get the fierce lion out of the net?<br>(yes)                                                                                                                                                  |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **Why did the lion need help from the mouse? What happened to the lion?**

Wrap Up:

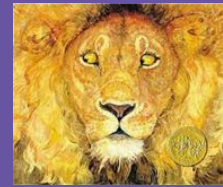
**Nice work telling this story! I love that the miniature mouse was able to help the fierce lion. You don't have to be big to be helpful!**



## 2nd Read

# The Lion & The Mouse

Read the Book



|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                                    | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                              |
| <b>S</b> -Show<br>Show<br>book<br>cover.                                                                                                | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>The Lion &amp; The Mouse</i>. The illustrator and author is Jerry Pinkney. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>Who is this beautiful character?</b> (point to lion)</p>           |
| <b>A</b> - Ask<br><br>What do<br>you think<br>this story<br>is about?                                                                   | <p><b>Why do think this story is called The Lion and the Mouse?</b> (those are the characters)</p> <p>This is a story about a <b>miniature</b> mouse who saves a <b>fierce</b> lion.</p> <p>Every story has a problem. The thing that fixes the problem is called the <b>solution</b>.</p> <p>The problem in this story was that the lion got stuck in a net.</p> <p><b>What was the solution for that problem?</b> (mouse chewed the net)</p> |
| <b>M</b> –<br>Model<br><br>Post-it<br>note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                            |
| 6                                                                                                                                       | <p>Mouse is exploring. She climbs up on lion's back.</p> <p><b>What is the mouse climbing on?</b></p>                                                                                                                                                                                                                                                                                                                                          |
| 7-8                                                                                                                                     | <p>Lion catches mouse in his paw. Mouse squeaks. She is scared.</p> <p><b>Is mouse happy to be in lion's paw?</b></p>                                                                                                                                                                                                                                                                                                                          |
| 11-12                                                                                                                                   | <p>Lion opens his paw and lets mouse run away.</p> <p><b>What do you think mouse will do next? Will she stay with lion or run away to safety?</b></p>                                                                                                                                                                                                                                                                                          |



|                                                                                                                                 |                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                    |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                                       |
| 19-20                                                                                                                           | <p>Lion is trapped in a big net. He is hanging in the air. He is scared.</p> <p><b>How does lion feel?</b></p>                                                                                                       |
| 24                                                                                                                              | <p>Mouse chews and scratches at the ropes of the net.</p> <p><b>What is mouse doing?</b></p>                                                                                                                         |
| 29                                                                                                                              | <p>Lion stands up and walks away from the ropes. Mouse is there with him.</p> <p><b>Is lion stuck in the net anymore?</b></p>                                                                                        |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>Who are some of the characters in the book?</li> <li>How did the problem get solved, fixed, in this book?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book.<br/> <i>(show key pages and have children fill in the blanks).</i></p>                                                        |
| 6                                                                                                                               | <p>One day, a little mouse is out exploring. She is running all around when she climbs onto the back of a <b>fierce</b> ____ (lion.)</p>                                                                             |
| 7-8                                                                                                                             | <p>The lion captures the <b>miniature</b> mouse in his ____ (paw.) The mouse feels ____ (scared.)</p>                                                                                                                |
| 11-12                                                                                                                           | <p>The <b>fierce</b> lion decides to let the mouse go. He opens his paw and the mouse ____ (runs away.)</p>                                                                                                          |
| 19-20                                                                                                                           | <p>One day, hunters put a net in the forest. The lion gets trapped. He feels very ____ (scared.)</p>                                                                                                                 |
| 24                                                                                                                              | <p>The mouse comes running. She remembers that lion helped her before. She climbs onto the net and begins to use her teeth to ____ (chew) the net.</p>                                                               |
| 29                                                                                                                              | <p>It works! The lion is free. The mouse and lion walk away together. Now they are ____ (friends.)</p>                                                                                                               |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **What was the solution in the story? How was the problem fixed?**

### **Wrap Up:**

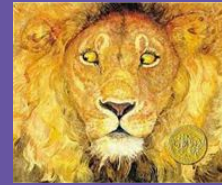
**Wonderful job telling the story about **miniature** mouse who saved the **fierce** lion. I'm so glad the mouse and lion are friends now. Friends help each other.**



### 3rd Read

## The Lion & The Mouse

Craft - Helpful Friends



**Craft Materials Needed** - Lion template, mouse template (cut out), liquid glue, yarn or string, crayons or markers



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lay out sequence card pictured. |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                         | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>The Lion and the Mouse</i> . The illustrator and author is Jerry Pinkney.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this? | <b>Why do you think this book is called <i>The Lion and the Mouse</i>?</b><br>(lion and mouse are the characters) This is a story about a <b>miniature</b> mouse and a <b>fierce</b> lion who become friends when they help each other.<br><br><b>What is the solution in the story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |
| <b>M</b> - Model<br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about two animals who help each other.<br><b>Card 1</b> - The story start when a <b>miniature</b> mouse is exploring. She climbs onto a <b>fierce</b> lion. The lion catches her in his paw. Everyone say, <b>Eek! A scary lion!</b><br><br><b>Card 2</b> - The lion decides to let the little mouse go. He opens his paw and she runs away. Everyone say, <b>Phew! I'm safe.</b><br><br><b>Card 3</b> - One day, the lion gets trapped in a big net. He is so scared. Everyone say, <b>Help! I'm stuck!</b><br><br><b>Card 4</b> - Mouse remembers how lion was kind to her and she comes running. She uses her teeth to chew the net. Everyone say, <b>I'll save you!</b><br><br><b>Card 5</b> - It works! Lion is free. Lion and mouse walk away together. Everyone say, <b>You're my friend now!</b> |                                 |



|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. What did lion get stuck in?<br><br>2. How did mouse help lion? What did she do with her teeth?                                                                                                                                                            |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition           | Gesture to Use                                                       |
|----------------------|----------------------|----------------------------------------------------------------------|
| fierce               | strong and dangerous | open your mouth wide and pretend to roar, like a fierce lion         |
| miniature            | very small           | pointer finger and thumb close together to show something very small |
| solution<br>solución | a fix for a problem  | two thumbs up                                                        |

**Additional Unit 7a Words to Reinforce**

savanna - a flat, grassy land area with few trees and lots of animals (*The setting of this story is the savanna.*)

stalk - hunt quietly (*The lion stalked the mouse then let it go.*)

predator - animals that eat other animals (*Lions are predators.*)

### Think

**Lion and Mouse are friends now. Friends help each other, just like Mouse helped Lion. How did Lion and Mouse help each other?**

### Share

**When you have an idea, put your thumb up.** Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **Lion helped mouse by...** or **Mouse helped Lion by...**

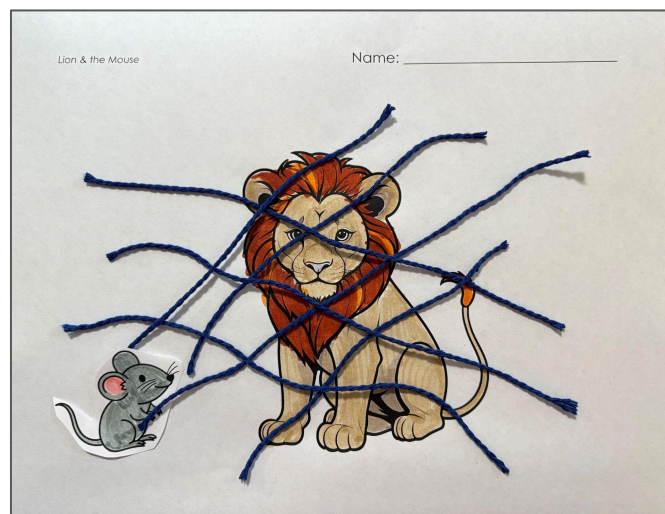
### Create

- Pass out paper with lion and mouse (cutout).
- Encourage students to color the lion and the mouse.
- Help students to draw lines with liquid glue over the lion and place pieces of yarn on the glue to form a net.
- Help students to write their names on the paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

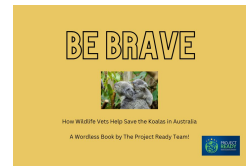
### Wrap Up

Encourage them to take these home and tell their families the story of the **miniature** mouse who helped the **fierce** lion get out of the net.

Example of *Lion and the Mouse* Craft



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.



**Materials:** Book and sequence cards

**Connection to Unit:** This story features koalas, a notable Australian animal, living in their native habitat among eucalyptus trees. Koalas are one of the animals featured in part 4 of unit 7b.

**Story Synopsis:** A young joey (baby koala) was born in the Australian bush. Her mother taught her how to live in the tall trees. She taught her important koala things, like where to find delicious eucalyptus leaves. When the joey grew up, she went off to live on her own in the same tall trees. One day, a wildfire started because it had not rained in a long time, and the grasses, trees, and bushes were very dry. The koala was scared and needed help from the wildlife vet to stay safe. After lots of special care at the animal hospital, the koala was safely returned to her home in the bush. She was happy and healthy.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1 shows a baby koala clinging to its mother's back.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                           | Gesture to Use                                                           |
|---------------------|--------------------------------------|--------------------------------------------------------------------------|
| charred             | burnt                                | open hands with palms toward you and move them like the flames of a fire |
| nurse               | to help someone get better with care | place hand on forehead as if checking for a fever                        |
| setting<br>ambiente | the place where the story happens    | point to ground                                                          |

**Additional Unit 7b Words to Reinforce**

habitat - a place where certain animals and plants grow and live (*The tall trees are the koala's habitat.*)

warning - a message that something is dangerous (*The wildfire came with no warning.*)

scorched - burned (*The trees are scorched. The koala needs help.*)

\*Story vocabulary used across all stories.



**Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 



# 1st Read

## Be Brave

Tell the Story with Sequence Cards

BE BRAVE



How Wildlife Vets Help Save the Koalas in Australia  
A Wordless Book by The Project Ready Team!



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                              |                                                                                       | Lay out sequence card pictured.            |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called <i>Be Brave</i> .                                                                                                                                                                                                                         |                                                                                       | Lay out all of the cards <b>in order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What do is this big koala carrying on her back?<br><br>TA: I see some characters – a mother koala, a baby koala, a person. I think this story might be about what happens to these koalas and how a person helps them.                                |                                                                                       |                                            |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a koala who is <b>nursed</b> by a person when her tree home gets <b>charred</b> .<br><br><b>What is it about?</b> A koala who is <b>nursed</b> when her tree home gets ____ ( <b>charred</b> .) |                                                                                       |                                            |
|                                                              | The story starts when a mother and baby koala are sitting in their tree home. They are eating eucalyptus leaves.<br><b>Where do the koalas live?</b><br>(in the trees)                                                                                                                                          |  |                                            |
|                                                              | When the baby koala grows up, she moves away to find her own home in the trees.<br><b>Is the koala a baby anymore?</b><br>(No)                                                                                                                                                                                  |  |                                            |
|                                                              | One day, a wildfire breaks out in the forest. The koala is scared and trapped. Her home is <b>charred</b> .<br><b>How does the koala feel?</b><br>(scared)                                                                                                                                                      |  |                                            |
|                                                              | A naturalist finds the koala, rescues her from the fire, and <b>nurses</b> her back to health.<br><b>Who nurses the koala?</b><br>(a naturalist)                                                                                                                                                                |  |                                            |
|                                                              | When the forest is safe and the koala is healthy again, the naturalist brings her back to her tree home.<br><b>Where did the naturalist bring the koala?</b><br>(to her tree home)                                                                                                                              |  |                                            |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What is the setting of the story?</li> <li>What is the problem in the story?</li> </ol>                                                            |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> Where did the baby koala live with her mother?<br>What did they eat?<br>(in the trees)                                                                                                                                                                                   |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What does the koala do when she grows up?<br>(She finds her own home)                                                                                                                                                |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Why is the koala's home <b>charred</b> ?<br>(there is a wildfire)                                                                                                                                                    |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> Who <b>nurses</b> the scared koala<br>(a naturalist)                                                                                                                                                                 |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> When the koala is healthy again, what does the naturalist do?<br>(brings her back to her home)                                                                                                                           |  |



**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **What happened at the end of the story?**

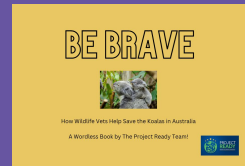
Wrap Up:

**Nice work telling this story! I'm so happy the naturalist was able to nurse the koala when her home got charred.**



## 2nd Read

### Be Brave Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                    |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Be Brave</i>. The illustrator and author is The Project Ready Team. They drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What kind of animal do you see?</b> (point to koala)</p>                      |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember what happens to the koala's home?</b> (there is a wildfire)</p> <p>This is a story about a koala who is <b>nursed</b> by a person when her tree home gets <b>charred</b>.</p> <p>The place where the story happens is called the <b>setting</b>. Every story happens in a certain place, called the ____ (<b>setting</b>.)</p> <p><b>Who are some of the characters in this story?</b> (mother and baby koala, naturalist)</p> |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                  |
| 1                                                                                                                                 | <p>Baby koala clings to her mother's back.</p> <p><b>Who takes care of the baby koala?</b></p>                                                                                                                                                                                                                                                                                                                                                       |
| 4                                                                                                                                 | <p>Grown koala walks along a log, on her way to find her own home.</p> <p><b>What is the koala looking for?</b></p>                                                                                                                                                                                                                                                                                                                                  |
| 6                                                                                                                                 | <p>Koala clings to a tree while fires rage around her.</p> <p><b>What is happening to the koala's home?</b></p>                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                 |                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                 |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                    |
| 7                                                                                                                               | <p>A naturalist holds the koala.</p> <p><b>Who saved the koala from the fire?</b></p>                                                                                                             |
| 8                                                                                                                               | <p>The naturalist (you only see her hand) feeds the koala with a syringe.</p> <p><b>How is the naturalist helping the koala? What is she giving her?</b></p>                                      |
| 9                                                                                                                               | <p>Koala in tree.</p> <p><b>Where is the koala now?</b></p>                                                                                                                                       |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>Who are some of the characters in the book?</li> <li>What is the setting of the story?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book.<br/> <i>(show key pages and have children fill in the blanks).</i></p>                                     |
| 1                                                                                                                               | Once there was a baby koala who lived high in the trees with her ____ (mother.)                                                                                                                   |
| 4                                                                                                                               | When the baby koala grew up she went away to find her own ____ (home.)                                                                                                                            |
| 6                                                                                                                               | One day, a wildfire came to her tree. The koala felt ____ (scared.) Her home was ____ (charred.)                                                                                                  |
| 7                                                                                                                               | A person came to save the koala from the fire. She was a ____ (naturalist.)                                                                                                                       |
| 8                                                                                                                               | The naturalist <b>nursed</b> the koala. She took care of the koala and helped her to get ____ (better, healthy.)                                                                                  |
| 9                                                                                                                               | When the koala was better and her home was safe, the naturalist took her back to her tree home. The koala felt ____ (happy.)                                                                      |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next? (ask this x3)**
3. **What happened at the end of the story?**
4. **What was the setting of the story? Where did the story happen?**
5. **Why was the koala happy at the end of the story? Where was she?**

### **Wrap Up:**

**Wonderful job telling the story about the koala who was **nursed** by a naturalist when her home got **charred**.**



### 3rd Read

## Be Brave

### Craft - Nurse the Koala

BE BRAVE



How Wildlife Vets Help Save the Koalas in Australia  
A Wordless Book by The Project Ready! Team!



**Craft Materials Needed** - Koala template, crayons or markers, bandages



| Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lay out sequence card pictured. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> - Show<br><br>Show cards.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Be Brave</i> . The illustrator and author is The Project Ready! Team.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this?                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Why do you think this book is called <i>Be Brave</i>?</b><br>(The koala/naturalist was brave) Yes, the koala and the naturalist were both brave. The koala was <b>nursed</b> back to health when her home was <b>charred</b> in the fire. The koala was brave and so was the naturalist.<br><br><b>What is the setting in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |
| <b>M</b> - Model<br><br>Sequence Cards<br><br><br><br><br><br> | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a koala who was <b>nursed</b> by a naturalist when her home was <b>charred</b> .<br><b>Card 1</b> - The story starts when the koala was just a tiny baby. She lives with her mother in the tall trees. Everyone say, <b>That's a cute baby!</b><br><br><b>Card 2</b> - The koala grows and grows until it's time for her to go find her own home. Everyone say, <b>Goodbye, big koala!</b><br><br><b>Card 3</b> - One day, a huge wildfire comes to her home. It <b>chars</b> the trees. Koala is scared. Everyone say, <b>It's okay, koala!</b><br><br><b>Card 4</b> - A naturalist comes to her home and saves her. She picks her up and takes her to a safe place. Everyone say, <b>Come with me, koala!</b><br><br><b>Card 5</b> - The naturalist <b>nurses</b> the koala. She gives her food, water, and medicine. When koala is healthy and her home is safe, the naturalist takes her back to her tree home. Everyone say, <b>You're safe now, koala!</b> |                                 |

|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. Where does the koala live in the story?<br><br>2. How does the naturalist <b>nurse</b> the koala? What does she give her?                                                                                                                                 |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                       | Definition                           | Gesture to Use                                                           |
|----------------------------|--------------------------------------|--------------------------------------------------------------------------|
| charred                    | burnt                                | open hands with palms toward you and move them like the flames of a fire |
| nurse                      | to help someone get better with care | place hand on forehead as if checking for a fever                        |
| setting<br><b>ambiente</b> | the place where the story happens    | point to ground                                                          |

**Additional Unit 7b Words to Reinforce**

habitat - a place where certain animals and plants grow and live (*The tall trees are the koala's habitat.*)

warning - a message that something is dangerous (*The wildfire came with no warning.*)

scorched - burned (*The trees are scorched. The koala needs help.*)

### Think

Let's pretend you are the naturalist taking care of the koala. What would you do to help her feel better?

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **I would help the koala feel better by...**

### Create

- Pass out the koala template, crayons, and bandages.
- Encourage students to color the koala and put bandages on her.
- Help students to open bandages, if necessary.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

### Wrap Up

Encourage them to take these home and tell their families the story of the koala who was nursed back to health by a naturalist when he home was charred in a wildfire.

Example of *Be Brave* Craft



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

## Preview

# Rain!

by Linda Ashman



**Materials:** Book and sequence cards

**Connection to Unit:** The sub theme for Part 2 of Unit 8: Seasons and Weather is Weather. In this story, the rainy weather affects the moods of the characters.

**Story Synopsis:** Two neighbors wake up on a rainy morning. One (an older man) is grouchy and upset about the rain. The other (a young child) is happy and excited about the rain. They go about their mornings in very different moods. They inadvertently meet at a café where they bump into each other. This makes both feel grouchy. The young child notices the older man dropped his hat and runs after him to return it. They exchange hats, which puts the older man and the child into a happy mood. The older man sees the rain in a new light and enjoys it just as the child had earlier.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 show a city block on a rainy morning. Two figures look out separate windows.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition          | Gesture to Use                                                |
|----------------------|---------------------|---------------------------------------------------------------|
| grouchy              | grumpy, complaining | cross arms on chest, slump shoulders, and make a grouchy face |
| cheerful             | happy               | make a big smile and point to it with both hands              |
| solution<br>solución | a fix for a problem | two thumbs up                                                 |

### Additional Unit 8 Words to Reinforce

droplets - tiny drops of liquid, like rain (*The rain falls in droplets all over the city.*)

dash - move quickly, hurry (*The people dash around the city, trying to stay dry.*)

shelter - a cover from rain or bad weather (*They take shelter in a restaurant.*)

\*Story vocabulary used across all stories.



### Teacher Tip!

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 





# 1st Read

## Rain!

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                              |                                                                                       | Lay out sequence card pictured.            |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------|
| <b>S</b> - Show<br>Show cards.                               | I am going to tell you a story with these cards. This story is called <i>Rain!</i>                                                                                                                                                                                                                                              |                                                                                       | Lay out all of the cards <b>in order</b> . |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What is falling from the sky?<br><br>TA: I see some characters – an old man and a boy. The old man looks very grumpy and the boy looks happy. I think this story might be about how different people feel when it rains.                                              |                                                                                       |                                            |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a <b>grouchy</b> man who meets a <b>cheerful</b> child on a rainy day. The child helps the old man to see the rain differently.<br><br><b>What is it about?</b> A grouchy man who meets a cheerful ___ (child.) |                                                                                       |                                            |
|                                                              | The story starts in the morning. Two people wake up and look out their windows to see that it is raining. This makes the old man feel <b>grouchy</b> . The child feels <b>cheerful</b> .<br><b>What kind of weather are they having?</b> (rain)                                                                                 |  |                                            |
|                                                              | When the man and the boy leave their homes, they both step right into a big puddle. The old man doesn't like to get wet. He feels even <b>grouchier</b> . The <b>cheerful</b> child jumps in the puddle happily.<br><b>Who jumps in the puddle?</b><br>(the boy)                                                                |  |                                            |
|                                                              | The old man and the boy went to the same cafe. The old man's hat falls to the ground.<br><b>What does the man drop?</b><br>(his hat)                                                                                                                                                                                            |  |                                            |
|                                                              | When the old man gets up to leave, the boy notices his hat. He brings it to him. This makes the old man happy. He smiles.<br><b>How does the old man feel now?</b><br>(happy)                                                                                                                                                   |  |                                            |
|                                                              | The old man feels differently about the rain now. He jumps cheerfully into a puddle.<br><b>What does the old man do?</b><br>(jumps in the puddle)                                                                                                                                                                               |  |                                            |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>1. What is the setting of the story? Where are the characters?</li> <li>2. What is the problem in this story?</li> <li>3. What is the solution to the problem in this story?</li> </ol>         |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> What kind of weather were they having?<br>(rainy)                                                                                                                                                                                                                        |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> How did the old man feel about all the rain? How did the child feel about the rain?<br>(grouchy; cheerful)                                                                                                           |   |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What did the old man drop on the ground at the restaurant?<br>(his hat)                                                                                                                                              |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> How was the child kind to the old man? What did he do for him?<br>(gave him his hat)                                                                                                                                 |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> How did the old man feel about the rain at the end of the story?<br>(cheerful)                                                                                                                                           |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **Do you feel cheerful or grouchy when it rains?**

Wrap Up:

**Nice work telling this story! It's so special that the child helped the grouchy old man to feel cheerful about the rain just by showing kindness.**



## 2nd Read

### Rain! Read the Book



|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                              | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                          |
| <b>S - Show</b><br>Show book cover.                                                                                               | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Rain!</i> The author is Linda Ashman. She made the story. The illustrator is Christian Robinson. He drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is this child doing?</b> (point to puddle)</p>                                                                                                      |
| <b>A - Ask</b><br><br>What do you think this story is about?                                                                      | <p><b>Do you remember how the child felt about the rain in this story?</b> (cheerful)</p> <p>This is a story about a <b>grouchy</b> man who meets a <b>cheerful</b> child on a rainy day. The child helps the old man to see the rain differently.</p> <p>Every story has a problem. The thing that fixes the problem is called the <b>solution</b>.</p> <p>The problem in this story was that the rain made the old man feel grouchy. <b>What was the solution for that problem?</b> (the child was kind and helped the man see the rain differently)</p> |
| <b>M - Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                        |
| 3-4                                                                                                                               | <p>Two people look out the windows of their separate buildings. They both notice the rain and feel differently about it. An old man feels <b>grouchy</b>. A child sees the rain and feels <b>cheerful</b>.</p> <p><b>Which character feels cheerful about the rain?</b></p>                                                                                                                                                                                                                                                                                |
| 7-8                                                                                                                               | <p>The characters step out into the rain. The old man steps in a puddle and feels even <b>grouchier</b>. The child jumps <b>cheerfully</b> into a puddle.</p> <p><b>How does the puddle make the old man feel?</b></p>                                                                                                                                                                                                                                                                                                                                     |
| 17-18                                                                                                                             | <p>The old man and the child go to a restaurant. The old man still feels grouchy. The child cheerfully enjoys a plate of cookies. The old man drops his hat on the ground.</p> <p><b>What did he drop?</b></p>                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                 |                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                 |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p>Keep pausing at key pages, moving more quickly on other pages.</p>                                                                                                                           |
| 23-24                                                                                                                           | <p>The child brings the hat to the old man. He puts the hat on his own head and pretends to be <b>grouchy</b>.</p> <p><b>What does the child put on his head?</b></p>                                                             |
| 25-26                                                                                                                           | <p>The old man asks to try on the child's hat. He puts it on then gives it back to the child who gives him a cookie.</p> <p><b>How does the old man feel when the child gives him a cookie?</b></p>                               |
| 29                                                                                                                              | <p>The old man jumps <b>cheerfully</b> into a puddle.</p> <p><b>Is the old man grouchy about the rain now?</b></p>                                                                                                                |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>Who are some of the characters in the book?</li> <li>How do the characters feel about the rain at the end of the book?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book. (<i>show key pages and have children fill in the blanks</i>).</p>                                                                          |
| 3-4                                                                                                                             | <p>One day, two neighbors looked out their windows and noticed that it was ____ (raining.) The rain made the old man feel ____ (<b>grouchy</b>.) The rain made the child feel ____ (<b>cheerful</b>.)</p>                         |
| 7-8                                                                                                                             | <p>The old man and the child walked outside. The old man stepped into a puddle and felt grouchy. The child saw a puddle and ____ (jumped in it.)</p>                                                                              |
| 17-18                                                                                                                           | <p>At a restaurant, the old man was still feeling ____ (<b>grouchy</b>.) The child <b>cheerfully</b> ate ____ (cookies.) The old man dropped his ____ (hat.)</p>                                                                  |
| 23-24                                                                                                                           | <p>The child noticed the hat and brought it to the old man. He put it on his head and pretended to be the ____ (old man.)</p>                                                                                                     |
| 25-26                                                                                                                           | <p>The child gave the man his ____ (hat.) The old man asked to try on the child's hat. The child gave the old man a ____ (cookie.)</p>                                                                                            |
| 29                                                                                                                              | <p>The old man walked outside and saw a ____ (puddle.) He cheerfully jumped in it. The end.</p>                                                                                                                                   |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **Why did the old man feel cheerful at the end of the story?**

### **Wrap Up:**

**Wonderful job telling the story about the **grouchy** man who met a **cheerful** child on a rainy day and saw the rain differently.**



## 3rd Read

### Rain!

Craft - Frown to Smile



**Craft Materials Needed** - Old man face, hat, and facial feature templates (see Appendix), brads or glue, crayons or markers



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Lay out sequence card pictured. |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                         | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Rain!</i> The author is Linda Ashman. The illustrator is Christian Robinson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this? | <b>Why do you think this book is called <i>Rain</i>?</b><br>(it's a rainy day) Yes, this is a story about a <b>grouchy</b> man who meets a <b>cheerful</b> child on a rainy day. The child helps the old man to see the rain differently.<br><br><b>What is the solution in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |
| <b>M</b> - Model<br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a <b>grouchy</b> man and a <b>cheerful</b> child. The child helped the man to see the rain differently.<br><b>Card 1</b> - The story start when two neighbors look out their windows and see rain. Everyone say, <b>It's raining today!</b><br><br><b>Card 2</b> - The neighbors went outside. The old man accidentally stepped in a puddle and felt very <b>grouchy</b> . The child cheerfully jumped in a puddle. Everyone say, <b>Yay! A puddle!</b><br><br><b>Card 3</b> - The old man and the child both went to a restaurant. The old man still felt <b>grouchy</b> . The child <b>cheerfully</b> ate cookies. The old man dropped his hat on the ground. Everyone say, <b>You dropped your hat!</b><br><br><b>Card 4</b> - The child brought the old man his hat. Everyone say, <b>Here you go!</b><br><br><b>Card 5</b> - The old man felt <b>cheerful</b> now. He went outside and felt differently about the rain. Everyone say, <b>Jumping in puddles is fun!</b> The end. |                                 |



|                                          |                                                                                                                                                                                                                                                                                                                |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                     | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                               |
| M –<br>Make<br>sure they<br>understand   | <b>Questions</b> about key characters and events.<br><br>1. Who felt cheerful at the beginning of the story?<br><br>2. Why did the man feel cheerful at the end of the story? What kind thing did the child do?                                                                                                |
| Y –<br>Your Turn<br><br>Favorite<br>Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – see table below.<br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition          | Gesture to Use                                                |
|----------------------|---------------------|---------------------------------------------------------------|
| grouchy              | grumpy, complaining | cross arms on chest, slump shoulders, and make a grouchy face |
| cheerful             | happy               | make a big smile and point to it with both hands              |
| solution<br>solución | a fix for a problem | two thumbs up                                                 |

**Additional Unit 8 Words to Reinforce**

droplets - tiny drops of liquid, like rain (*The rain falls in droplets all over the city.*)

dash - move quickly, hurry (*The people dash around the city, trying to stay dry.*)

shelter - a cover from rain or bad weather (*They take shelter in a restaurant.*)



### Think

Let's pretend you meet the old man. What does he look like? If he is grouchy, what does his face look like? What does his face look like when he's cheerful? Today, you are going to make the old man!

### Share

When you have an idea, put your thumb up. Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **The old man looks...**

### Create

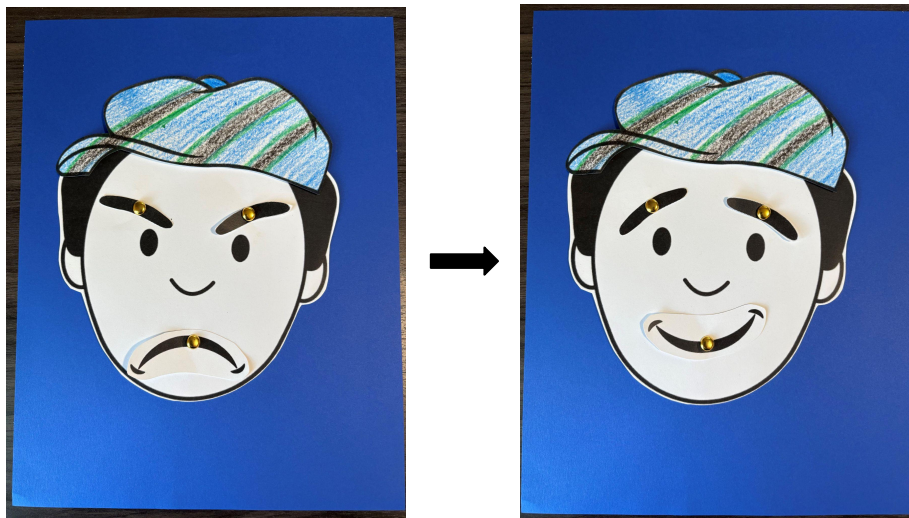
There are several options for adapting this craft. Please choose the adaptation that works best for your students. *See the options in the Appendix.*

- Pass out the template(s) you have decided to use.
- Encourage students to color the old man's hat.
- Help students to cut out and glue the hat.
- If using brads, the adult attaches the eyebrows and mouth. Or, child can glue eyebrows and mouth in the expression they choose- either grouchy or cheerful.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.
- Optional-color rain drops in the background.

### Wrap Up

Encourage them to take these home and tell their families the story of the **grouchy** man who met a **cheerful** child on a rainy day.

Example of *Rain!* Craft



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.

## Preview

### Bee & Me

by Alison Jay



**Materials:** Book and sequence cards

**Connection to Unit:** The sub theme for Part 2 of Unit 9: Botany is Butterflies, Bees & Bugs. In this story, a friendship between a child and a bee helps the child to understand how bees help plants to grow.

**Story Synopsis:** Somewhere in a busy city, a young girl reads a book alone in her room. A bee flies into her bedroom window, frightening her. She traps the bee inside a drinking glass causing him to become weak. The little girl learns from a book that bees need sugar water. She gives some to the bee and he feels better. The girl releases the bee out her window, but he soon returns wet from a storm. This time she lets him in willingly and cares for him. They spend time together doing fun things and he grows bigger and bigger as she feeds him sugar water. Eventually the bee is so big that he carries her on his back while he flies around visiting plants. They sprinkle seeds across the city. The bee flies away. As the seasons change, the plants begin to grow. Soon the whole city is full of plants, bees, and butterflies.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 shows a busy city street with cars on the road, a train on an elevated track, and airplanes and helicopters in the sky.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition                        | Gesture to Use                                                                                        |
|----------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------|
| nurse                | help someone get better with care | place hand on forehead as if checking for a fever                                                     |
| collecting           | gathering, bringing together      | arms in front with palms facing each other and bring hands together like a clap (hands fold together) |
| Solution<br>solución | a fix for the problem             | two thumbs up                                                                                         |

#### Additional Unit 9 Words to Reinforce

seedlings - young plants (*After a long winter, seedlings appear everywhere.*)

blossomed - grew flowers (*The seedlings blossomed into beautiful flowers.*)

dreary - sad, not colorful or interesting (*The city was dreary before the flowers grew all over.*)

\*Story vocabulary used across all stories.



#### **Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 

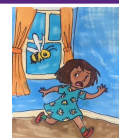


# 1st Read

## Bee & Me

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                      |  | Lay out sequence card pictured.                                                       |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called Bee & Me.                                                                                                                                                                                                                                                                                         |  | Lay out all of the cards in order.                                                    |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: I see a girl. Who is the other character in this story?<br><br>TA: It looks like the girl is taking care of the bee and then he grows really big. I think this story might be about what the girl and the bee do together.                                                                                    |  |                                                                                       |
| <b>M</b> – Model<br><br>Tell the story with the cards.       | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about a girl who <b>nurses</b> a bee. The bee grows and grows and teaches her how to <b>collect</b> seeds to create a beautiful garden.<br><br><b>What is it about?</b> A girl who nurses a ____ (bee) then collects seeds to make a beautiful ____ (garden.) |  |                                                                                       |
|                                                              | The story starts when a bee flies into a little girl's window.<br><b>Is the little girl happy to see the bee?</b><br>(No. She is scared!)                                                                                                                                                                                                                               |  |  |
|                                                              | The little girl sends the bee outside but it gets wet in the rain. The bee comes back. The girl feels sad and <b>nurses</b> it back to health.<br><b>How does the girl take care of the bee?</b><br>(Gives it food)                                                                                                                                                     |  |  |
|                                                              | The bee grows and grows as the girl takes care of it. Soon the bee is almost as tall as the girl!<br><b>Is the girl scared of the bee now?</b><br>(No)                                                                                                                                                                                                                  |  |  |
|                                                              | The bee grows so big that the girl can ride on its back. The bee flies her around. It teaches the girl how to <b>collect</b> seeds. They scatter the seeds all over the city<br><b>What will the seeds turn into?</b><br>(Plants, flowers)                                                                                                                              |  |  |
|                                                              | A long time passes. The city sees many different seasons. In the warm spring, the city is covered in beautiful flowers.<br><b>What colors do you see in this picture?</b><br>(various answers)                                                                                                                                                                          |  |  |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What is the setting of the story?</li> <li>How does the girl feel about the bee in the beginning of the story?</li> </ol>                          |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> How did the girl meet the bee for the first time?<br>(it flew in her window)                                                                                                                                                                                             |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> When the bee came back to the girl's house, what did she do for it?<br>(she <b>nursed</b> it)                                                                                                                        |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What happened to the bee when the girl took care of it?<br>(it grew really big)                                                                                                                                      |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> When the bee was big, what did the girl and the bee do together?<br>(they collected seeds and scattered them all over the city)                                                                                      |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> What changed in the city?<br>(lots of flowers grew)                                                                                                                                                                      |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. Who were the characters (people and animals) in the story?
2. What happened the the bee when the girl **nursed** it back to health?

Wrap Up:

**Nice work telling this story! The garden the bee and girl made from the **collected** seeds was so beautiful! I'm glad the girl **nursed** the bee so it could grow so big!**



## 2nd Read

### Bee & Me Read the Book



|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                                    | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>S</b> -Show<br>Show<br>book<br>cover.                                                                                                | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Bee &amp; Me</i>. The illustrator and author is Alison Jay. She drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is this girl riding on?</b> (point to bee)</p>                                                                                                                                                              |
| <b>A</b> - Ask<br><br>What do<br>you think<br>this story<br>is about?                                                                   | <p><b>Do you remember what happened when the girl nursed the bee back to health?</b> (it got really big)</p> <p>This is a story about a girl who <b>nurses</b> a bee. The bee grows and grows and teaches her how to <b>collect</b> seeds to create a beautiful garden.</p> <p>Every story has a problem. The thing that fixes the problem is called the <b>solution</b>.</p> <p>The problem in this story was that the bee got wet and sick when the girl made it leave her room. <b>What was the solution for that problem?</b> (the girl nursed the bee back to health)</p> |
| <b>M</b> –<br>Model<br><br>Post-it<br>note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                                                                                                            |
| 4                                                                                                                                       | <p>A bee flies into a girl's window. She is scared and runs away from it.</p> <p><b>Is the girl happy to see the bee in her room?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5-6                                                                                                                                     | <p>The girl captures the bee under a glass. She reads a book about bees and learns that they eat nectar. She feeds the bee sugar water.</p> <p><b>What did the girl give the bee?</b></p>                                                                                                                                                                                                                                                                                                                                                                                      |
| 9-10                                                                                                                                    | <p>The bee returns all wet from the rain. The girl allows the bee to come in. She <b>nurses</b> it back to health.</p> <p><b>What is happening to the bee in these pictures?</b></p>                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                 |                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                       |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                          |
| 12                                                                                                                              | <p>The girl and bee play together as the bee grows and grows.</p> <p><b>Do you think a bee could really do these things?</b></p>                                                                        |
| 19-20                                                                                                                           | <p>The girl and the bee collect seeds from flowers..</p> <p><b>What are they collecting?</b></p>                                                                                                        |
| 27-28                                                                                                                           | <p>Flowers and plants grow all over the city.</p> <p><b>How did all of these plants get here?</b></p>                                                                                                   |
| <b>M – Make sure they understand</b>                                                                                            | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>1. Who are some of the characters in the book?</li> <li>2. What is the setting of the story?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book. (show key pages and have children fill in the blanks).</p>                                                       |
| 4                                                                                                                               | <p>One day, a bee flew into a little girl's ____ (window.) She was scared and ran away.</p>                                                                                                             |
| 5-6                                                                                                                             | <p>The girl tries to find the bee. When she sees it, she traps it under a ____ (glass.) She reads a book about bees and learns the bee eats nectar. She feeds the bee ____ (sugar water.)</p>           |
| 9-10                                                                                                                            | <p>The girl sends the bee out of her house. It comes back all wet from rain. The girl lets the bee in and nurses it back to health. The bee's body starts to ____ (grow, get bigger.)</p>               |
| 12                                                                                                                              | <p>The girl and the bee are friends now. They play together while the bee gets ____ (bigger and bigger, really big.)</p>                                                                                |
| 19-20                                                                                                                           | <p>The bee and the girl collect ____ (flower seeds.)</p>                                                                                                                                                |
| 27-28                                                                                                                           | <p>After a long time, the city is covered in ____ (flowers, plants.) The end.</p>                                                                                                                       |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were some of the characters** (people and animals) **in the story?**
5. **Why was the city covered in flowers at the end of the story?**

### **Wrap Up:**

**Wonderful job telling the story about a girl who **nurses** a bee. The bee grows and grows and teaches her how to **collect** seeds to create a beautiful garden all over the city.**





### 3rd Read

## Bee & Me

Craft - Flower Garden



**Craft Materials Needed** - Garden template, crayons or markers



| Step                                                      | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lay out sequence card pictured. |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                         | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Bee &amp; Me</i> . The illustrator and author is Alison Jay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this? | <b>Why do you think this book is called Bee &amp; Me?</b><br>(The book is about a girl and her friend Bee) The girl nursed the bee. The bee grew and grew and taught her how to <b>collect</b> seeds to create a beautiful garden.<br><br><b>What is the solution in this story?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |
| <b>M</b> - Model<br><br>Sequence Cards                    | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!<br><br>This is a book about a girl who <b>nurses</b> a bee. The bee grows and grows and teaches her how to <b>collect</b> seeds to create a beautiful garden.<br><b>Card 1</b> - The story starts when a bee flies into a little girl's window. She is scared. Everyone say, <b>Oh no! A bee!</b><br><br><b>Card 2</b> - The girl nurses the bee by giving it sugar water. Everyone say, <b>Eat your food, Bee.</b><br><br><b>Card 3</b> - The girl shows the bee what kids do. They swing and go down slides. They have so much fun playing together. The bee grows bigger and bigger. Everyone say, <b>You're getting so big, Bee!</b><br><br><b>Card 4</b> - The bee teaches the girl what bees do. It shows her how to collect flower seeds. Everyone say, <b>Let's collect these seeds!</b><br><br><b>Card 5</b> - A long time passes. The seasons change. When it is spring, the city is covered in beautiful new plants! Everything is so colorful! Everyone say, <b>Look at all these beautiful flowers!</b> The end. |                                 |



|                                                  |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                                      |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. Who does the girl nurse back to health?<br><br>2. How does the city look at the end of the story? What grew?                                                                                                                                              |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – <i>see table below.</i><br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                 | Definition                        | Gesture to Use                                                                                        |
|----------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------|
| nurse                | help someone get better with care | place hand on forehead as if checking for a fever                                                     |
| collecting           | gathering, bringing together      | arms in front with palms facing each other and bring hands together like a clap (hands fold together) |
| Solution<br>solución | a fix for the problem             | two thumbs up                                                                                         |

**Additional Unit 9 Words to Reinforce**

seedlings - young plants (*After a long winter, seedlings appear everywhere.*)

blossomed - grew flowers (*The seedlings blossomed into beautiful flowers.*)

dreary - sad, not colorful or interesting (*The city was dreary before the flowers grew all over.*)

Think

**Let's pretend you planted a beautiful garden. What would your garden look like?**

Share

**When you have an idea, put your thumb up.** Call on students to share. Help them to respond in a complete sentence by providing the sentence stem: **My garden would have...**

Create

- Pass out the garden template and crayons or markers.
- Encourage students to draw flowers on the plant stems.
- Help students to complete the sentence. Dictate the adjective they provide to describe their flowers..
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

Wrap Up

Encourage them to take these home and tell their families the story of the girl who **nursed** a bee until it was big enough to fly her around. They **collected** flower seeds and made their whole city beautiful.

Template found in Appendix

Bee and Me

Name: \_\_\_\_\_

I would spread seeds that grew into \_\_\_\_\_ flowers.



## Preview

# Draw the Line

By Kathryn Otoshi



**Materials:** Book and sequence cards

**Connection to Unit:** The sub theme for Part 2 of Unit 10: The Arts is Visual Arts. In this story, two children use their creativity to solve a problem while drawing.

**Story Synopsis:** Two children are drawing lines on the ground when they bump into each other. They work together to join their lines. The lines become a string they can lift up and play with. They play happily until one child gets wrapped in the string. The other child laughs which makes him angry. This starts an argument and they tug angrily at the rope. This creates a big rift in the ground between them. Some time passes and one child has an idea. He makes a bridge by smudging the chalk across the divide. This makes a space between them. The children hop into the space and play happily together once more.

**Page numbering always begins with the first picture that tells the story.**

For this book, page 1-2 shows two boys drawing lines on the ground with their backs to each other.

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                  | Gesture to Use                                    |
|---------------------|-----------------------------|---------------------------------------------------|
| collide             | crash                       | make fists with both hands and bump them together |
| conflict            | when two people can't agree | hands on hips in an angry way                     |
| problem<br>problema | something that goes wrong   | make a large "X" by crossing forearms             |

### Additional Unit 10 Words to Reinforce

dangle - hang loosely, swing (*The children dangle the string over their heads.*)

irate - extremely angry (*The boys are irate with each other.*)

smudge - a dirty or wet mark made by rubbing something (*They smudge away the hole in the ground with their hands.*)

\*Story vocabulary used across all stories.



### **Teacher Tip!**

Preview the book and lesson plans. For the 2nd read, prepare the book by adding sticky notes to key pages indicated in the lesson plan. 

# 1st Read

## Draw the Line

Tell the Story with Sequence Cards



| Step                                                         | Tell the story and encourage children to answer the questions.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                         |                                                                                       | Lay out sequence card pictured.    |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------|
| <b>S</b> -Show<br>Show cards.                                | I am going to tell you a story with these cards. This story is called Draw the Line.                                                                                                                                                                                                                                       |                                                                                       | Lay out all of the cards in order. |
| <b>A</b> - Ask<br><br>What do you think this story is about? | <b>What do you think this story might be about?</b><br>P: What do you see the children doing?<br><br>TA: I see some characters - two boys. It looks like they are playing together but they get angry with each other. At the end, they look happy again. I think they found a way to solve their problem.                 |                                                                                       |                                    |
| <b>M</b> -<br>Model<br><br>Tell the story with the cards.    | Now, I am going to tell you this story. I want you to help me so listen carefully.<br><br>This is a story about two boys who have a <b>conflict</b> . They find a way to solve the <b>conflict</b> and play happily again.<br><br><b>What is it about?</b> Two boy who solve a conflict and play together ____ (happily.)  |                                                                                       |                                    |
|                                                              | The story starts when two boys are drawing on the ground with chalk. They <b>collide</b> which scares them.<br><b>Why are the boys scared?</b><br>(they collided)                                                                                                                                                          |  |                                    |
|                                                              | The boys use their chalk to connect their line and the line becomes a string they can lift up in the air. They play with the string.<br><b>What does the chalk line become?</b><br>(a string)                                                                                                                              |  |                                    |
|                                                              | The boys start to fight over the string. They tug it back and forth. They are so angry. They're having a big <b>conflict</b> .<br><b>What are the boys fighting over?</b><br>(the string)                                                                                                                                  |  |                                    |
|                                                              | The boys feel very angry. They don't want to play together for awhile. Then the boys decide they want to play again. They use their hands to erase the big hole between them. They found a solution to their <b>conflict</b> .<br><b>How do the boys solve their conflict?</b><br>(they erase the big canyon between them) |  |                                    |
|                                                              | The boys play happily together again.<br><b>How do the boys feel at the end of the story?</b><br>(happy)                                                                                                                                                                                                                   |  |                                    |

|                                         |                                                                                                                                                                                                                                                                                          |                                                                                       |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Step                                    | Support students in putting sequence cards in order.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                 | Lay out sequence card pictured.                                                       |
| <b>M –</b><br>Make sure they understand | <b>Questions</b> about key characters and events. <ol style="list-style-type: none"> <li>Who are the characters in the book?</li> <li>What are the boys doing with the chalk at the beginning of the story?</li> <li>How do the boys feel at the end of the story?</li> </ol>            |                                                                                       |
| <b>Y –</b><br>Your turn                 | Now it is your turn to tell the story with me. (Lay out all the cards so they can see them - <b>not in order</b> ). Let's put the cards in the right order to tell our story.<br><b>Which picture comes first?</b><br>(Prompt the children to tell the story as they lay out each card). |                                                                                       |
|                                         | <b>Prompts:</b> What happens when the boys are drawing with the chalk?<br>(they <b>collide</b> )                                                                                                                                                                                         |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> What are the boys holding?<br>(a string)                                                                                                                                                                             |    |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> How do the boys feel right now?<br>(angry)                                                                                                                                                                           |  |
|                                         | <b>Which card comes next? What is happening?</b><br><b>Prompts:</b> When the boys decide they want to play together again, what do they do?<br>(erase the big hole in the ground)                                                                                                        |  |
|                                         | <b>What happens at the end of the story?</b><br><b>Prompts:</b> What are the boys doing at the end of the story?<br>(playing together)                                                                                                                                                   |  |

**After Reading Activity:** Review key story elements and vocabulary.

**Great job telling the story with me!**

Lay the 5 sequence cards out and ask:

1. **Who were the characters** (people and animals) **in the story?**
2. **What is the solution** (fix to the problem) **in this story?**

Wrap Up:

**Nice work telling this story! I'm so glad the boys found a way to solve their conflict.**



## 2nd Read

### Draw the Line

#### Read the Book



|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                                    | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                                                                                                                                                                                                                                                                                                          |
| <b>S</b> -Show<br>Show<br>book<br>cover.                                                                                                | <p>Show children the book, read title.</p> <p>This is a wordless book! <b>What kind of book?</b> (wordless book)</p> <p>This book has no words. We use the pictures and our ideas to tell the story! The title is <i>Draw the Line</i>. The illustrator and author is Kathryn Otoshi. She drew the pictures.</p> <p>Explore the cover with the children.</p> <p><b>What is this child holding in his hand?</b> (point to chalk)</p>                                                        |
| <b>A</b> - Ask<br><br>What do<br>you think<br>this story<br>is about?                                                                   | <p><b>Do you remember what happened when the boys were drawings with chalk at the beginning of the story?</b> (they collided)</p> <p>This is a story about two boys who have a <b>conflict</b>. They find a way to solve the <b>conflict</b> and play happily again.</p> <p>The <b>problem</b> is something that goes wrong in the story. Every story has a problem.</p> <p><b>What is the problem in this story? What goes wrong?</b> (The boys have a conflict when they're playing)</p> |
| <b>M</b> -<br>Model<br><br>Post-it<br>note pages<br> | <p><b>Model:</b> Read the story with the students, where you tell the story and ask a few basic questions as you read.</p> <p><i>Tell the story (pausing at key pages, moving more quickly on other pages).</i></p>                                                                                                                                                                                                                                                                        |
| 3-4                                                                                                                                     | <p>Two boys are drawing with chalk on the ground when they <b>collide</b>. This scares them.</p> <p><b>How do they boys feel?</b></p>                                                                                                                                                                                                                                                                                                                                                      |
| 9-10                                                                                                                                    | <p>The boys use the chalk to connect their lines. The line becomes a string that they lift over their heads.</p> <p><b>What happened to the chalk line?</b></p>                                                                                                                                                                                                                                                                                                                            |
| 19-20                                                                                                                                   | <p>The boys have a <b>conflict</b>. They pull and pull on the string. They are both so angry.</p> <p><b>What are the boys doing with the string?</b></p>                                                                                                                                                                                                                                                                                                                                   |



|                                                                                                                                 |                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                                                                                                            | <p>Tell the story and encourage children to answer the questions.</p> <p><b>Vocabulary Word</b> - give the definition and do the gesture</p> <p><b>Ask Questions</b> (answer)</p>                |
| <b>M – Model</b><br><br>Post-it note pages<br> | <p><b>Model:</b> Continued...</p> <p><i>Keep pausing at key pages, moving more quickly on other pages.</i></p>                                                                                   |
| 29-30                                                                                                                           | <p>The hole in the ground is enormous now. The boys are separated by the hole. They feel sad now.</p> <p><b>Can the boys play together anymore?</b></p>                                          |
| 39-40                                                                                                                           | <p>The boys erase the hole with their hands.</p> <p><b>What are the boys doing?</b></p>                                                                                                          |
| 43-44                                                                                                                           | <p>The boys run happily together along the ground.</p> <p><b>How do the boys feel at the end fo the story?</b></p>                                                                               |
| <b>M –</b><br>Make sure they understand                                                                                         | <p><b>Questions</b> about key characters and events.</p> <ol style="list-style-type: none"> <li>1. Who are the characters in the book?</li> <li>2. What is the problem in this story?</li> </ol> |
| <b>Y – Your Turn</b><br>                     | <p>Now it is your turn to read the book with me! Let's work together to read the book.</p> <p><i>(show key pages and have children fill in the blanks).</i></p>                                  |
| 3-4                                                                                                                             | <p>Once, two boys were playing with chalk. They were drawing lines when they ____ (<b>collided</b>.) This scared the boys!</p>                                                                   |
| 9-10                                                                                                                            | <p>The boys decide to connect their chalk lines. Something amazing happens! The chalk lines turn into a ____ (string.) The boys lift the string up high.</p>                                     |
| 19-20                                                                                                                           | <p>The boys have a <b>conflict</b>. They tug and pull on the string. They feel so ____ (angry.)</p>                                                                                              |
| 29-30                                                                                                                           | <p>There is a huge hole in the ground. The boys can't play together anymore. They start to feel ____ (sad.)</p>                                                                                  |
| 39-40                                                                                                                           | <p>The boys find a solution to their <b>conflict</b>. They erase the big hole with their ____ (hands.) Now they feel ____ (happy.)</p>                                                           |
| 43-44                                                                                                                           | <p>When the hole was gone, the boys could reach each other again. They started to play together again. They felt very ____ (happy.) The end.</p>                                                 |

### **After Reading Activity: Sequence the Story**

**Great job telling the story with me! Let's see if you remember what happened in the story and can put the cards in the right order. We are going to work together to do this!**

Lay out the 5 sequence cards in random order and ask the following **questions**.

1. **Look at the cards and find what happened first.**
2. **What happened next?** (ask this x3)
3. **What happened at the end of the story?**
4. **Who were the characters** (people and animals) **in the story?**
5. **Why are the boys happy at the end of the story?**

### **Wrap Up:**

**Wonderful job telling the story about the boys who had found a way to solve their **conflict** so they could play together happily again.**



### 3rd Read

## Draw the Line

Craft - Yarn Line



**Craft Materials Needed** - construction paper, yarn, glue



| Step                                                                                | Tell the story and encourage children to say <b>bold</b> lines with you/after you.<br><b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                | Lay out sequence card pictured. |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>S</b> -Show<br><br>Show cards.                                                   | Show the book, read title & author/illustrator.<br><br>We have been reading this book that <b>ONLY</b> has pictures, no words. This is a wordless book! <b>What kind of book?</b> (wordless book). The title is <i>Draw the Line</i> . The illustrator and author is Kathryn Otoshi.                                                                  |                                 |
| <b>A</b> - Ask<br><br>Why do you think the title is this?                           | <b>Why do you think this book is called Draw the Line?</b><br>(the boys are drawing lines with chalk) The boys are playing together when they have a <b>conflict</b> . They work together to solve the <b>conflict</b> and play happily again.<br><b>What is the problem in this story?</b>                                                           |                                 |
| <b>M</b> - Model<br><br>Sequence Cards                                              | <b>Model</b> briefly tell the story synopsis with the sequence cards. Don't use the book. Encourage students to help you.<br><br>I am going to remind you what this story is about with my words and these cards. Since you now know the story, you can help me!                                                                                      |                                 |
|  | This is a book about two boys who solve a <b>conflict</b> they have while they're playing.<br><b>Card 1</b> - The story start when two children are drawing with chalk on the ground. They <b>collide</b> . They are both scared. Everyone say, <b>Who crashed into me?</b>                                                                           |                                 |
|  | <b>Card 2</b> - The boys start playing together and decide to connect their lines. When the line touches, it becomes a string. The boys lift the string up. Everyone say, <b>Wow! Look at this long string!</b>                                                                                                                                       |                                 |
|  | <b>Card 3</b> - The boys are playing with the string when they have a <b>conflict</b> . They tug and pull on the ends of the string. They are so angry! Everyone say, <b>I want the string!</b>                                                                                                                                                       |                                 |
|  | <b>Card 4</b> - As the boys argue, a hole opens in the ground between them. The hole gets so big that the boys can't reach each other anymore. Eventually, they get sad. They want to play together again. They find a solution to their <b>conflict</b> . They work together to erase the hole. Everyone say, <b>Go away, hole! We want to play.</b> |                                 |
|  | <b>Card 5</b> - When the hole is gone, the boys can play again. They are so happy. They run together happily. Everyone say, <b>It's more fun to play together!</b>                                                                                                                                                                                    |                                 |

|                                                  |                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step                                             | <b>Vocabulary Word</b> - give the definition and do the gesture<br><b>Ask Questions</b> (answer)                                                                                                                                                                                                               |
| <b>M –</b><br>Make<br>sure they<br>understand    | <b>Questions</b> about key characters and events.<br><br>1. What did the boys use to erase the hole in the ground?<br><br>2. Why did the boys have a conflict? What happened with the string?                                                                                                                  |
| <b>Y –</b><br>Your Turn<br><br><br>Favorite Part | Now it is your turn to tell me your favorite part of the book. Let's look through the book and put your thumbs up when you see your favorite part.<br><br>Review key vocabulary as you help them tell their favorite part – see table below.<br><br>Great job telling your favorite part of the story with me! |

**Vocabulary Words in the Story-** as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word                | Definition                  | Gesture to Use                                    |
|---------------------|-----------------------------|---------------------------------------------------|
| collide             | crash                       | make fists with both hands and bump them together |
| conflict            | when two people can't agree | hands on hips in an angry way                     |
| problem<br>problema | something that goes wrong   | make a large "X" by crossing forearms             |

**Additional Unit 10 Words to Reinforce**

dangle - hang loosely, swing (*The children dangle the string over their heads.*)

irate - extremely angry (*The boys are irate with each other.*)

smudge - a dirty or wet mark made by rubbing something (*They smudge away the hole in the ground with their hands.*)

### Think

**Let's pretend you are drawing with chalk and your line becomes a string. What would your string look like?**

### Share

**When you have an idea, put your thumb up.** Call on students to share. Help them to respond in a complete sentence by providing the sentence stem **My string would look like...**

### Create

- Pass out white paper, liquid glue, and a piece of yarn.
- Encourage students to draw a line with the liquid glue.
- Help students to lay the yarn over the line of liquid glue.
- Help them write their name on their paper.
- Encourage their efforts and discuss their work. Engage in conversation! Think about reinforcing vocabulary words.

### Wrap Up

Encourage them to take these home and tell their families the story of two boys who found a way to solve their **conflict** and play happily again.

Example of *Draw the Line* Craft



The template provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.



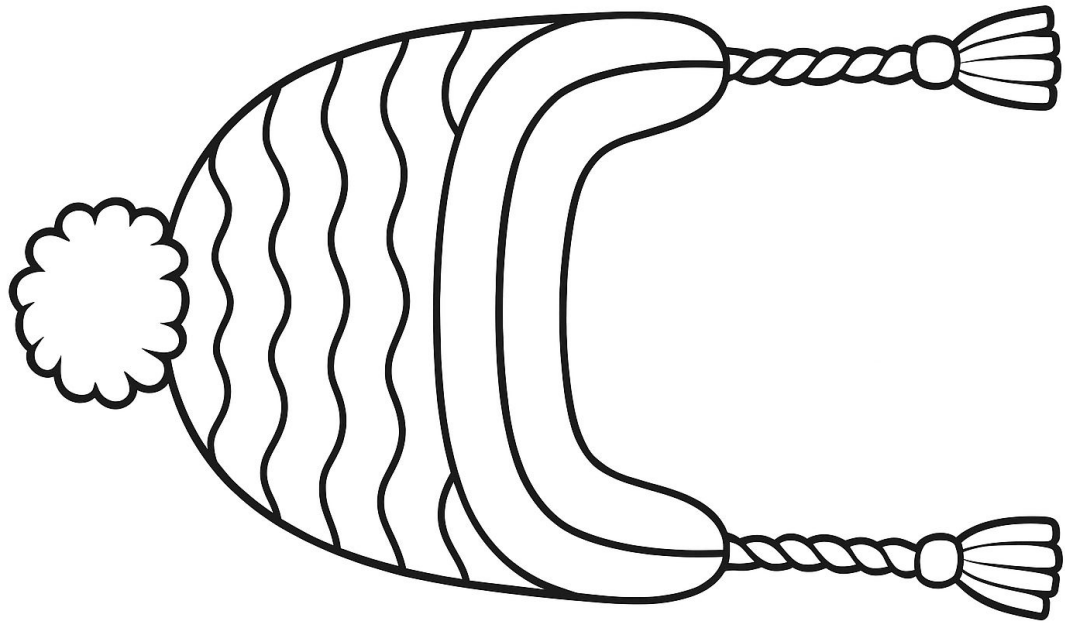


# Appendix

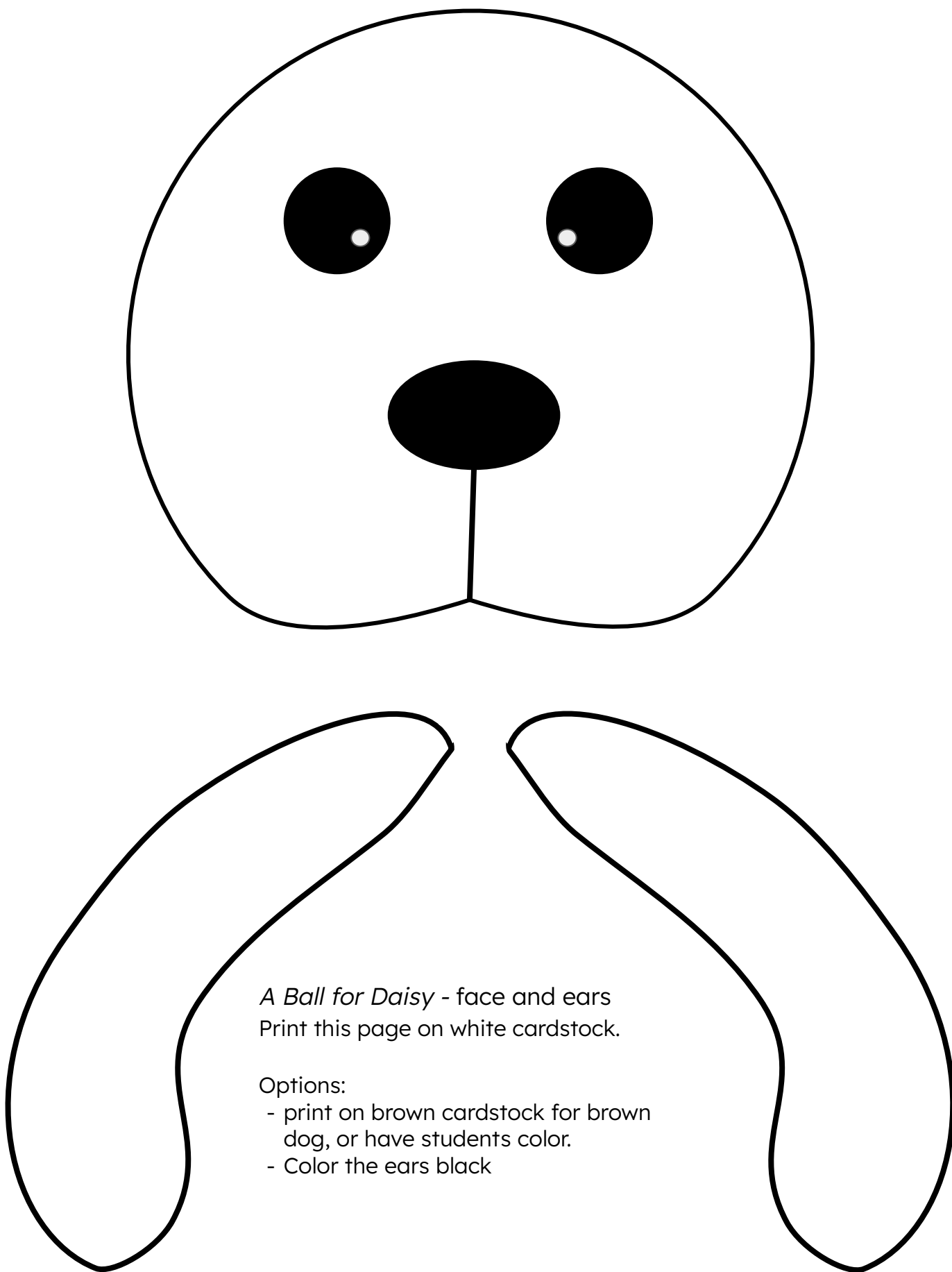
## Blackline Masters

- ★ **Red Hat template**
  - Print on white cardstock - one for each student
  - Also needed: glue, red yarn
- ★ **A Ball for Daisy paper bag puppet templates**
  - Print one sided - one for each student (*see template*)
  - Also needed: brown and white paper bags, glue, crayons, or markers
- ★ **a boy, a dog, and a frog template**
  - Print one sided - one for each student
  - Also needed: crayons or markers
- ★ **Field Trip to the Moon template**
  - Print one sided - one for each student
  - Also needed: crayons or markers
- ★ **Aquarium fish template**
  - Print on cardstock - one for each student
  - Also needed: plastic forks, various colors of paint
- ★ **Mine. Yours. templates**
  - Print plate page on white paper or cardstock
  - Print bamboo page on white paper (*see template*)
  - Also needed: glue, crayons or markers
- ★ **Hug chimpanzee templates**
  - Print each page on cardstock (*see template*)
  - Also needed: strips of black construction paper, glue, crayons
- ★ **The Lion & the Mouse templates**
  - Print on white cardstock - one lion page and one mouse for each student
  - Also needed: glue, yarn or string, crayons or markers
- ★ **Be Brave template**
  - Print one sided - one for each student
  - Also needed: small band-aids, crayons or markers
- ★ **Rain! Old Man craft templates**
  - Choose your template, print each page on cardstock (*see template*)
  - Also needed: brads, colored paper (*if using*)
- ★ **Bee & Me template**
  - Print one sided - one for each student
  - Also needed: crayons or markers

Name: \_\_\_\_\_



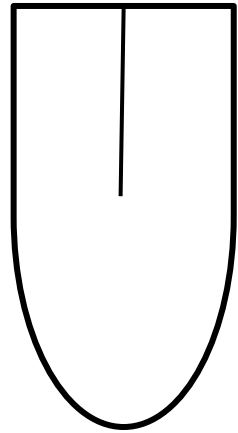
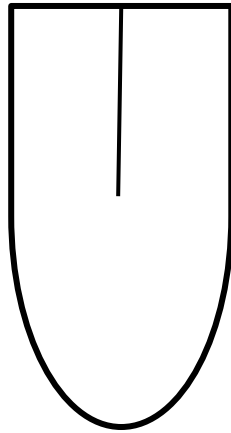
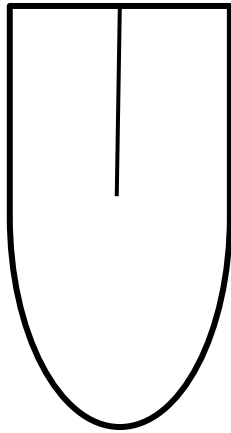
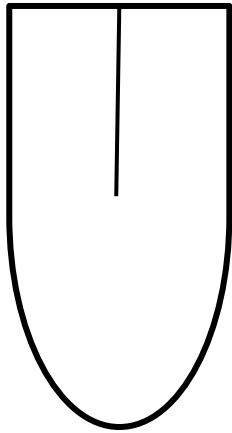




*A Ball for Daisy* - face and ears  
Print this page on white cardstock.

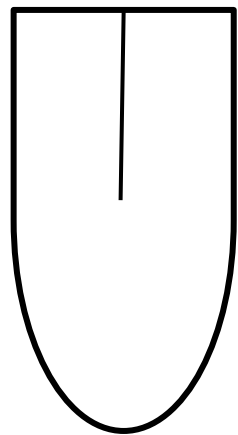
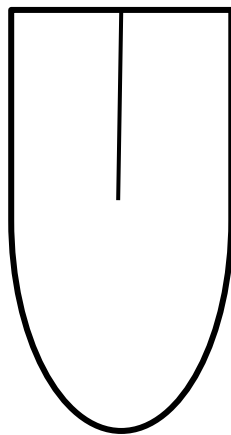
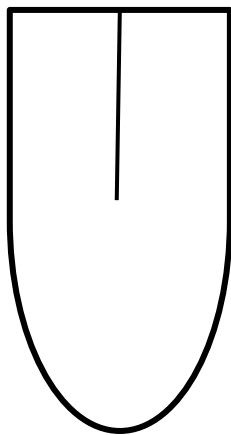
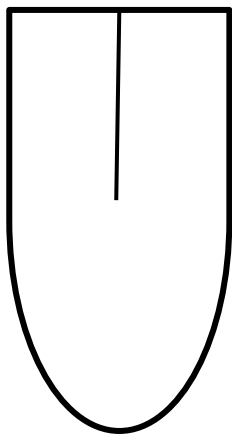
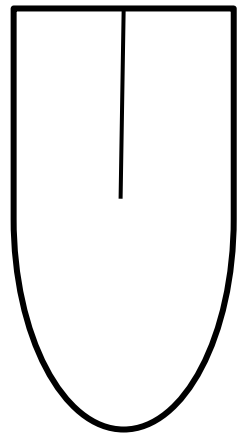
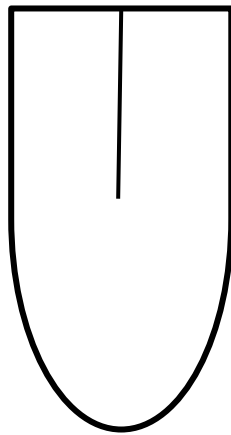
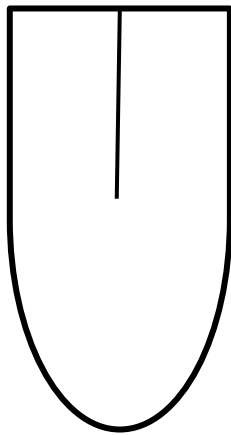
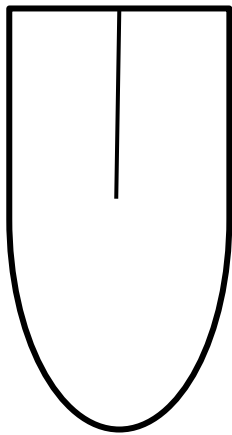
Options:

- print on brown cardstock for brown dog, or have students color.
- Color the ears black



*A Ball for Daisy - tongue*

Print this page on white cardstock, color pink.  
(Optional: print on light pink cardstock)



*A Ball for Daisy* - tail

Print on white cardstock.

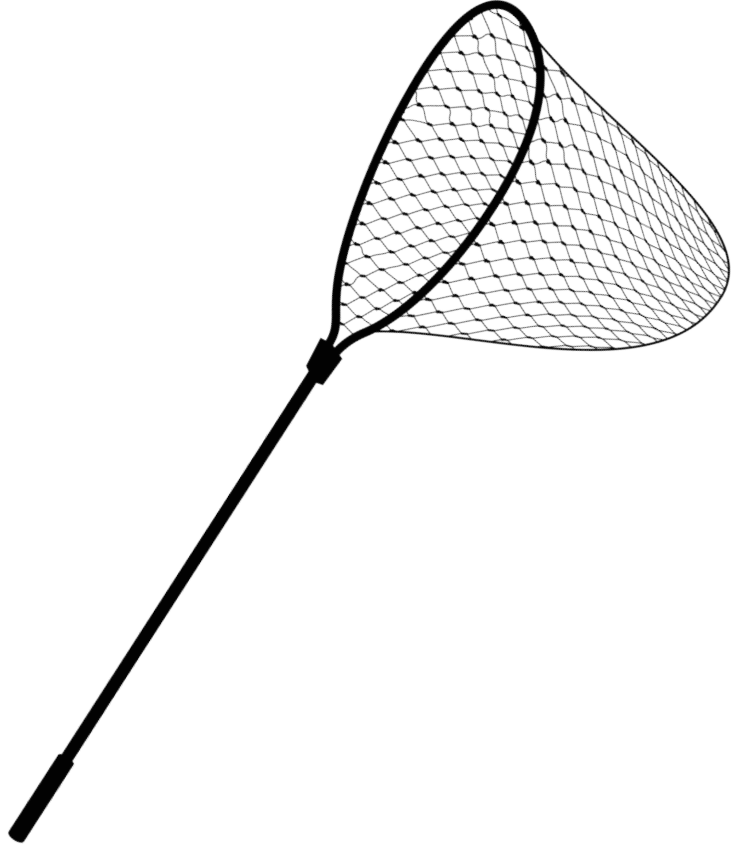
(Optional: print on brown cardstock for brown dog, or have students color.)



Name: \_\_\_\_\_

a boy, a dog, and a frog

I would catch \_\_\_\_\_.



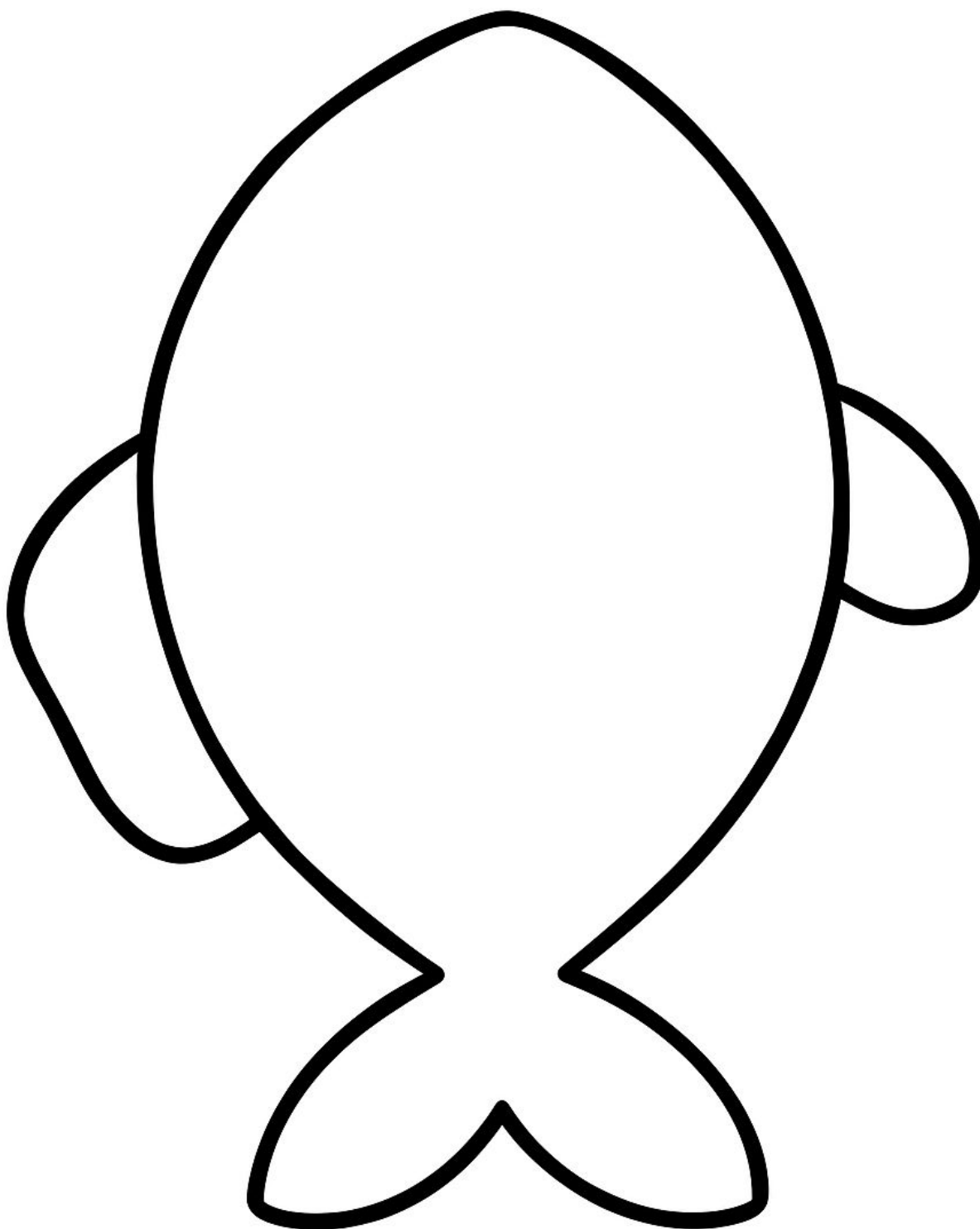
I would show the aliens how to draw

\_\_\_\_\_.



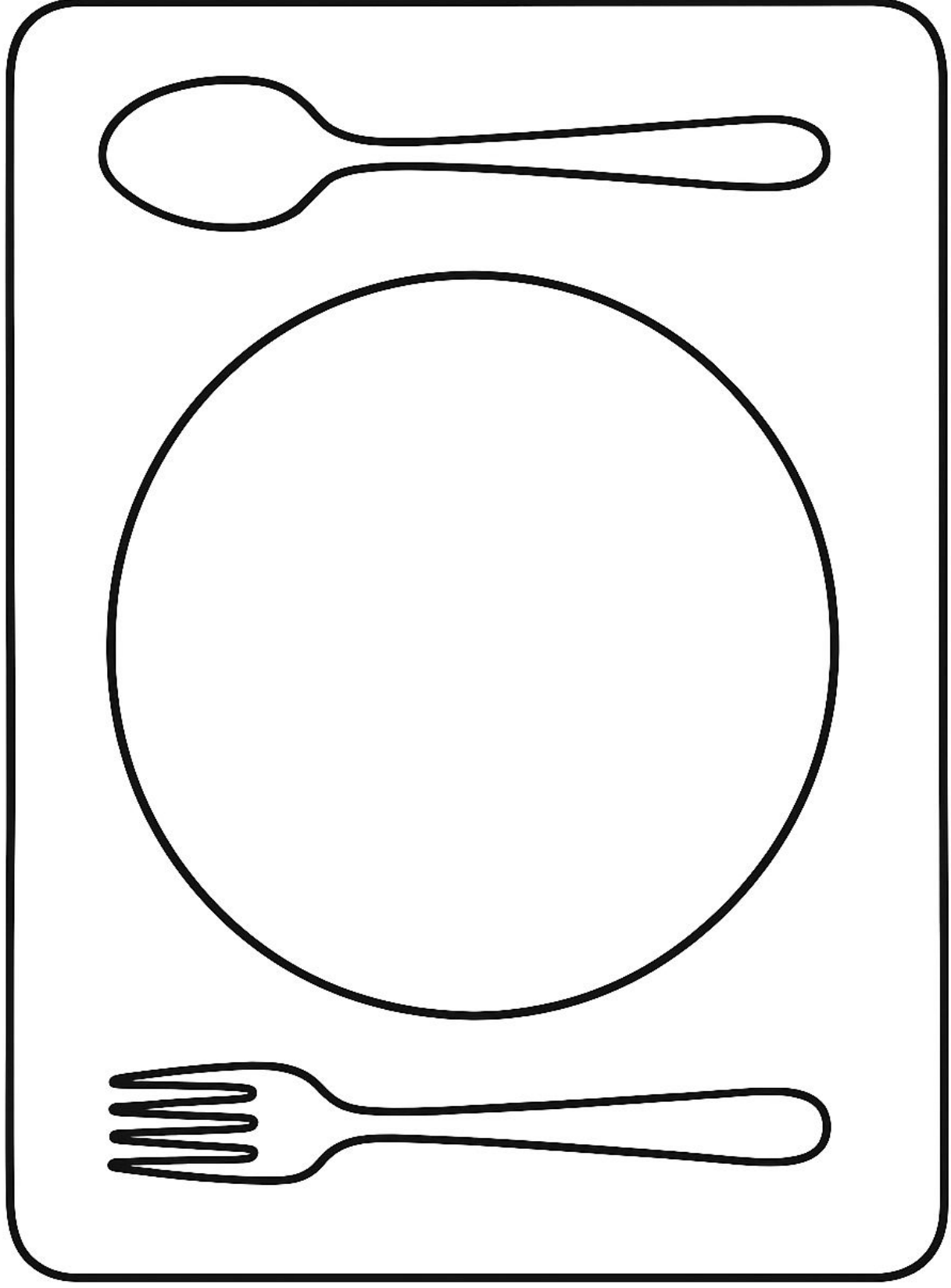
*Aquarium - Fork Painting Fish*

Print on cardstock. One for each student. Allow students to paint their fish and cut out when dry.



Mine. Yours.

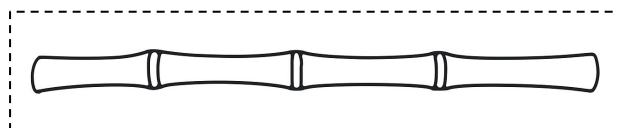
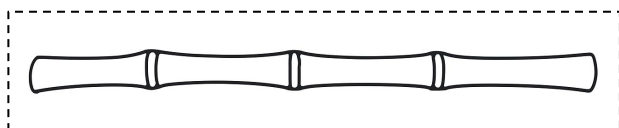
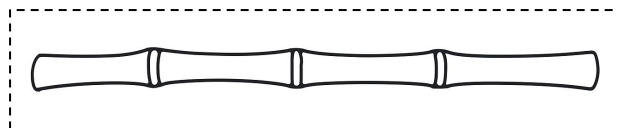
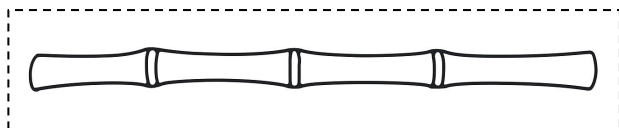
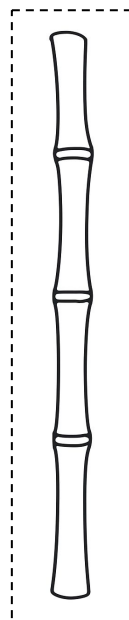
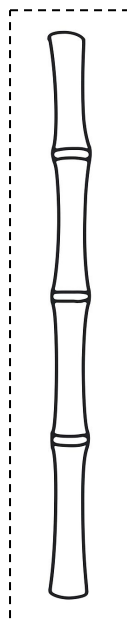
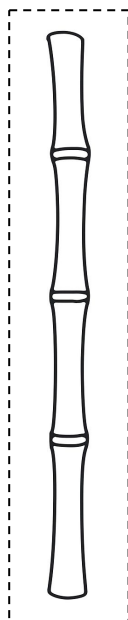
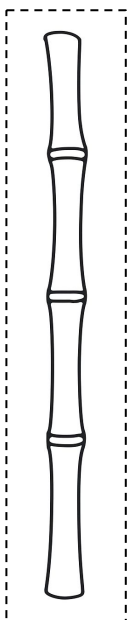
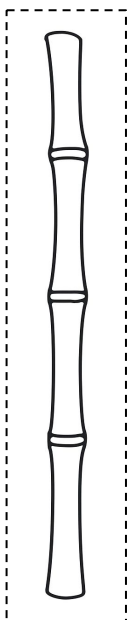
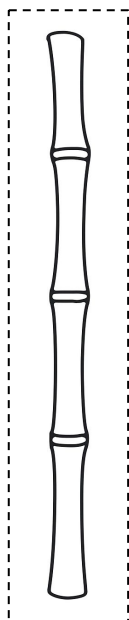
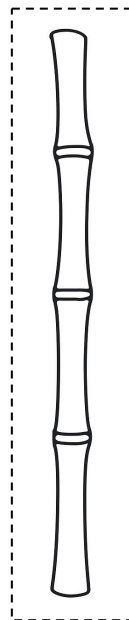
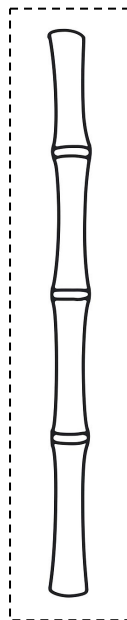
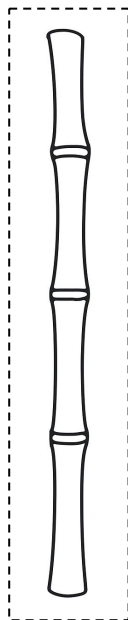
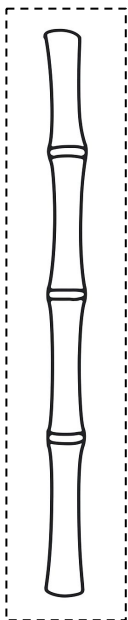
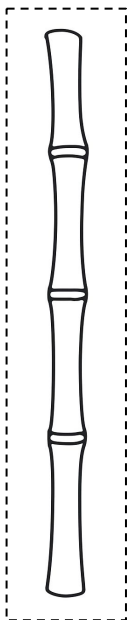
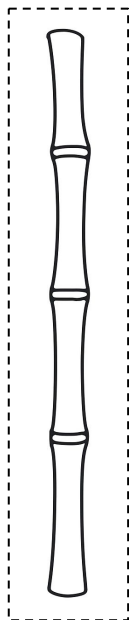
Name: \_\_\_\_\_



I would share \_\_\_\_\_ pieces of bamboo with small panda.

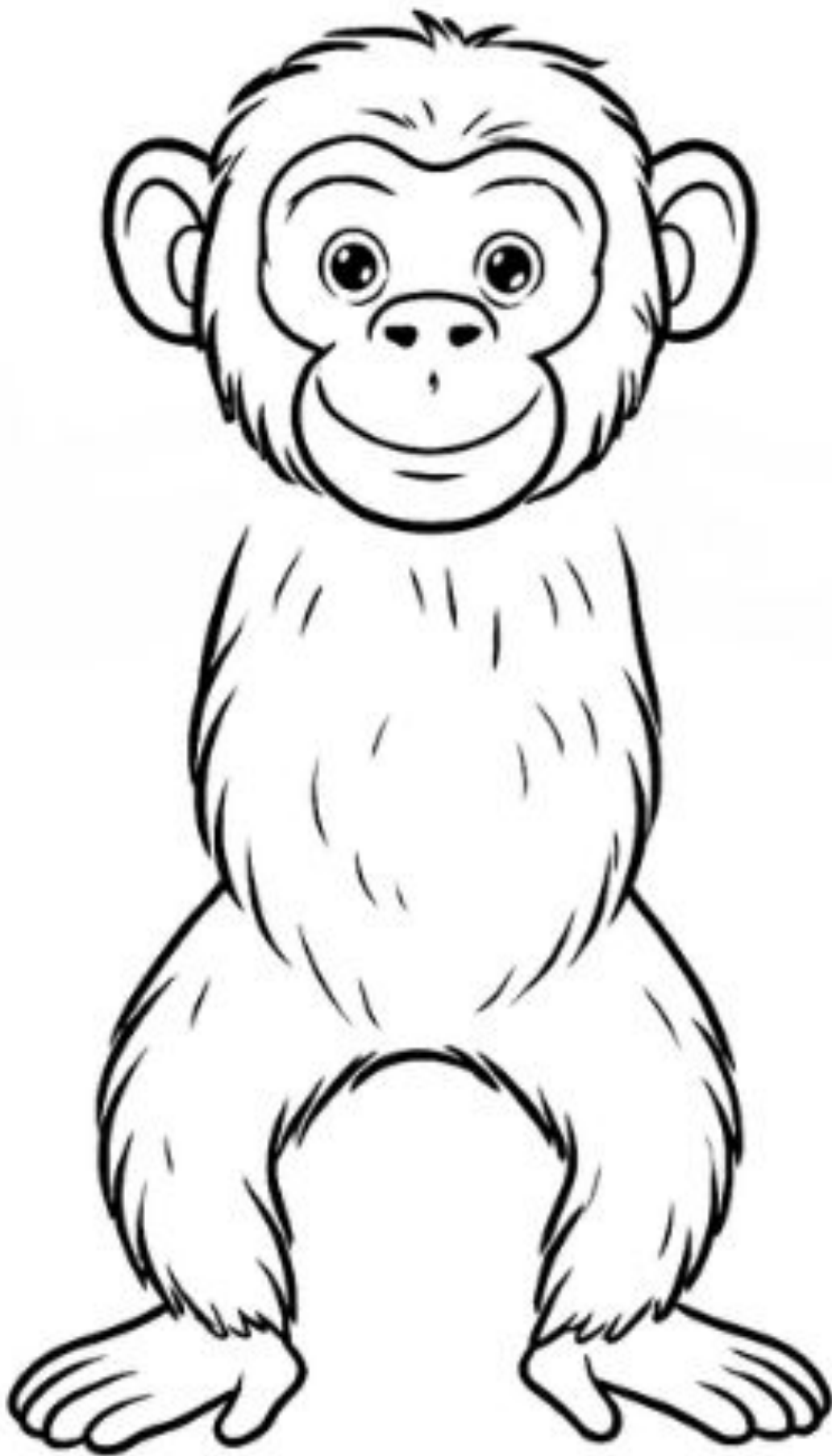
*Mine. Yours.*

Cut out stalks of bamboo before sitting down with kids, several stalks per student. Students can color green or print on green cardstock.





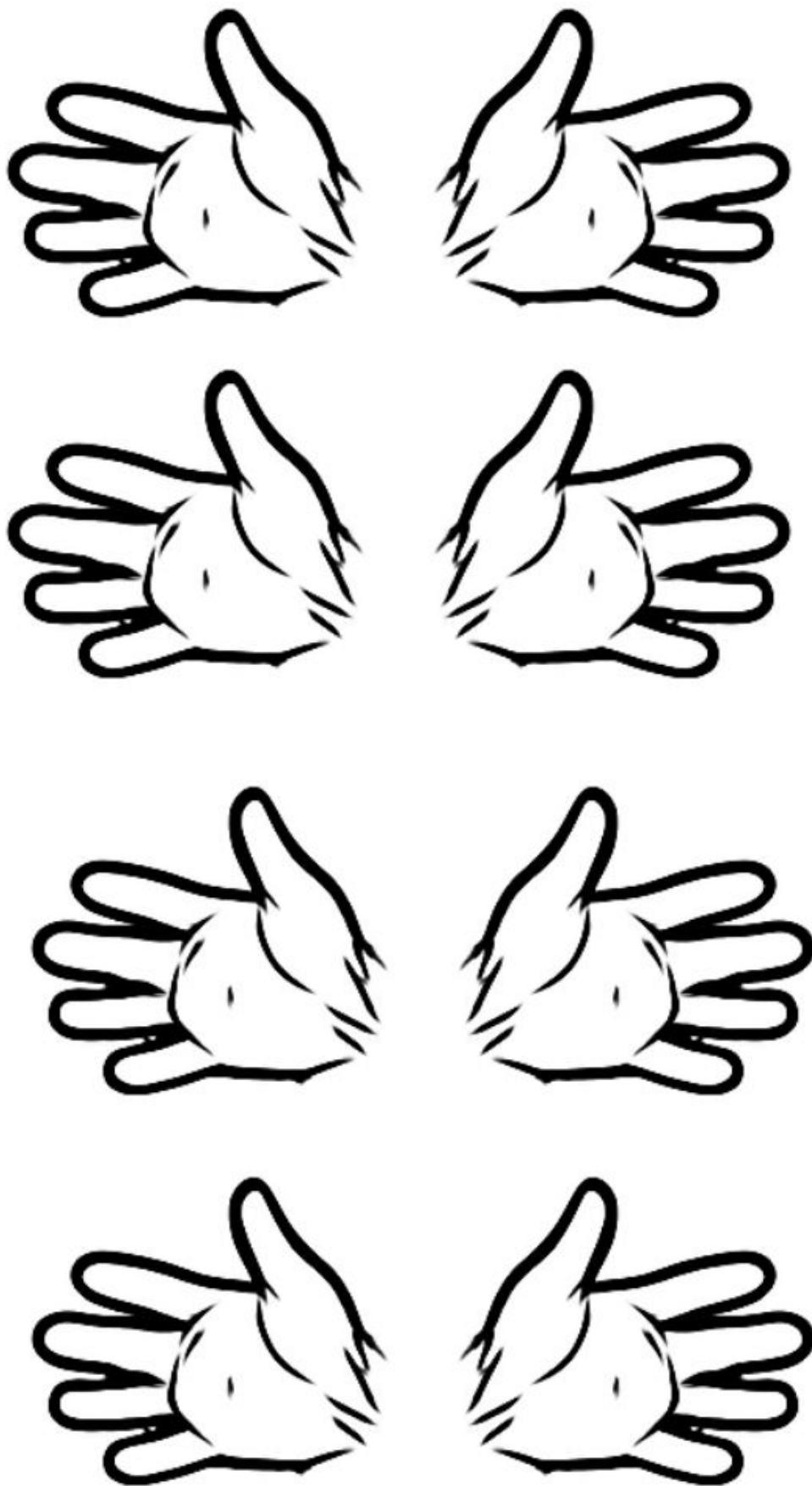
Hug



Name: \_\_\_\_\_

*Hug* - chimpanzee hands

Print on white or grey cardstock. One pair for each student.



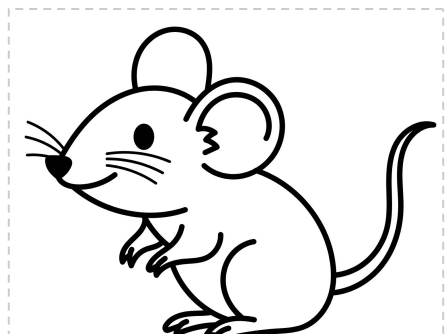
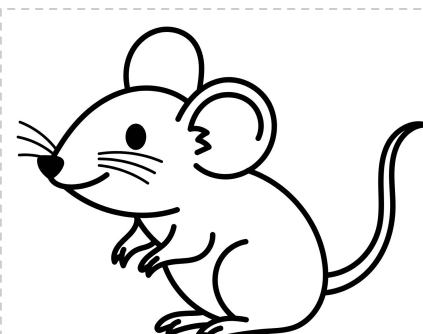
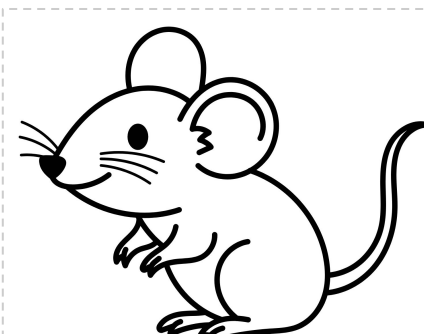
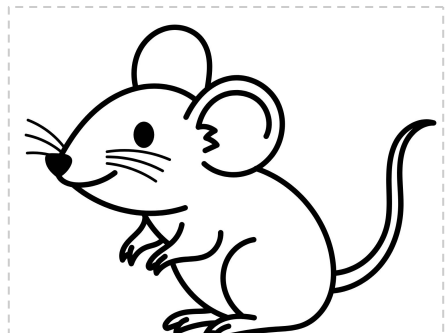
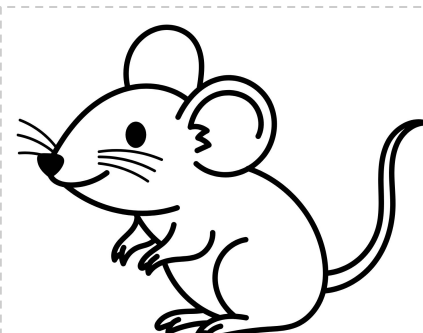
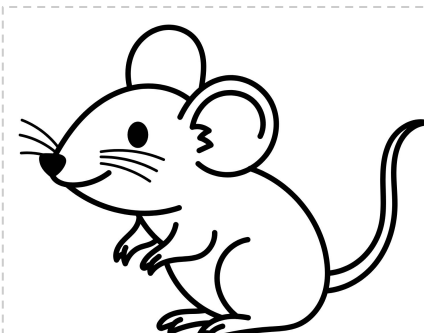
Name: \_\_\_\_\_



## *Lion & the Mouse*

Cut one mouse for each student.

Glue to the lion page as if the mouse is chewing the "net".

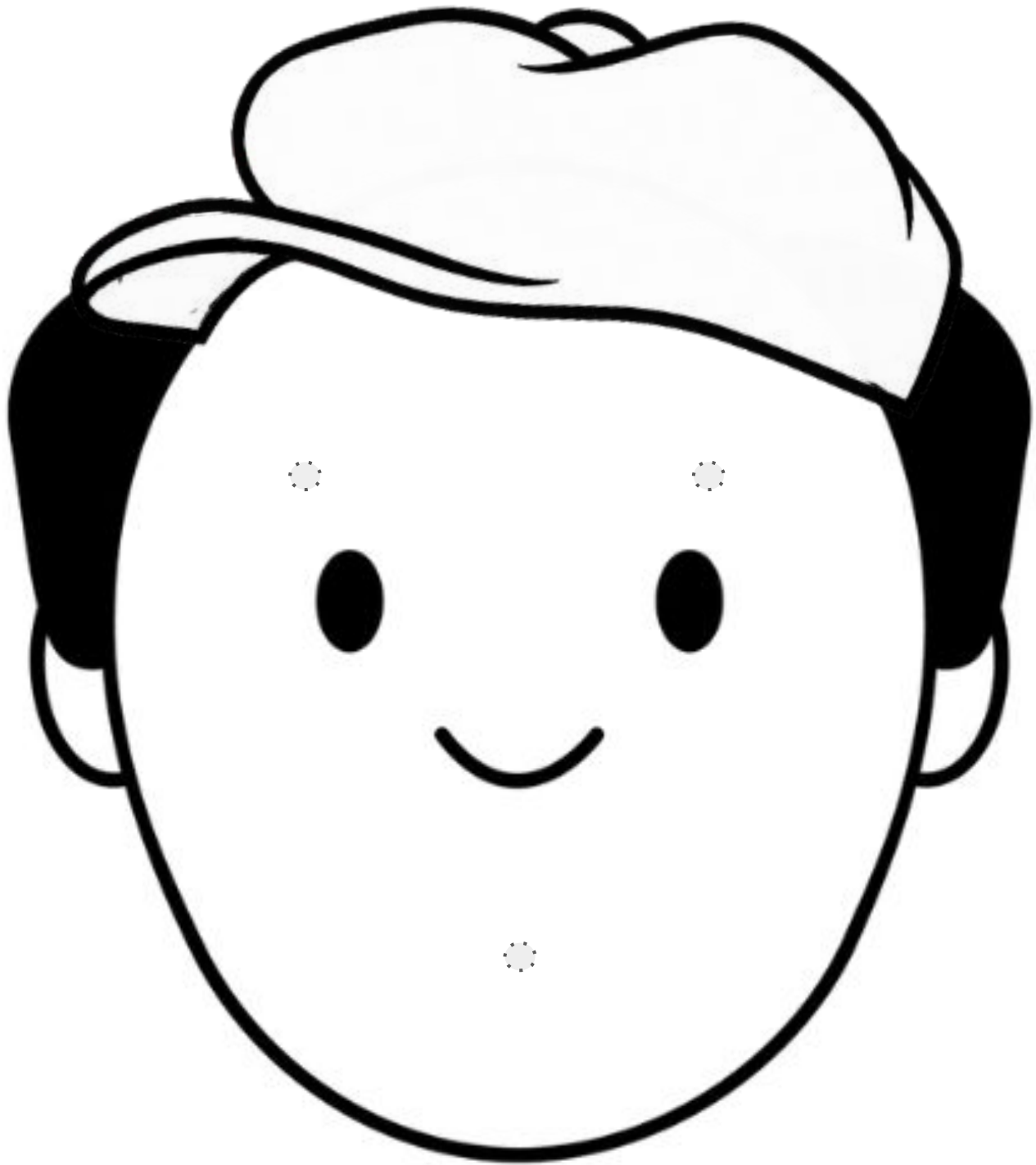




Name: \_\_\_\_\_

Rain!

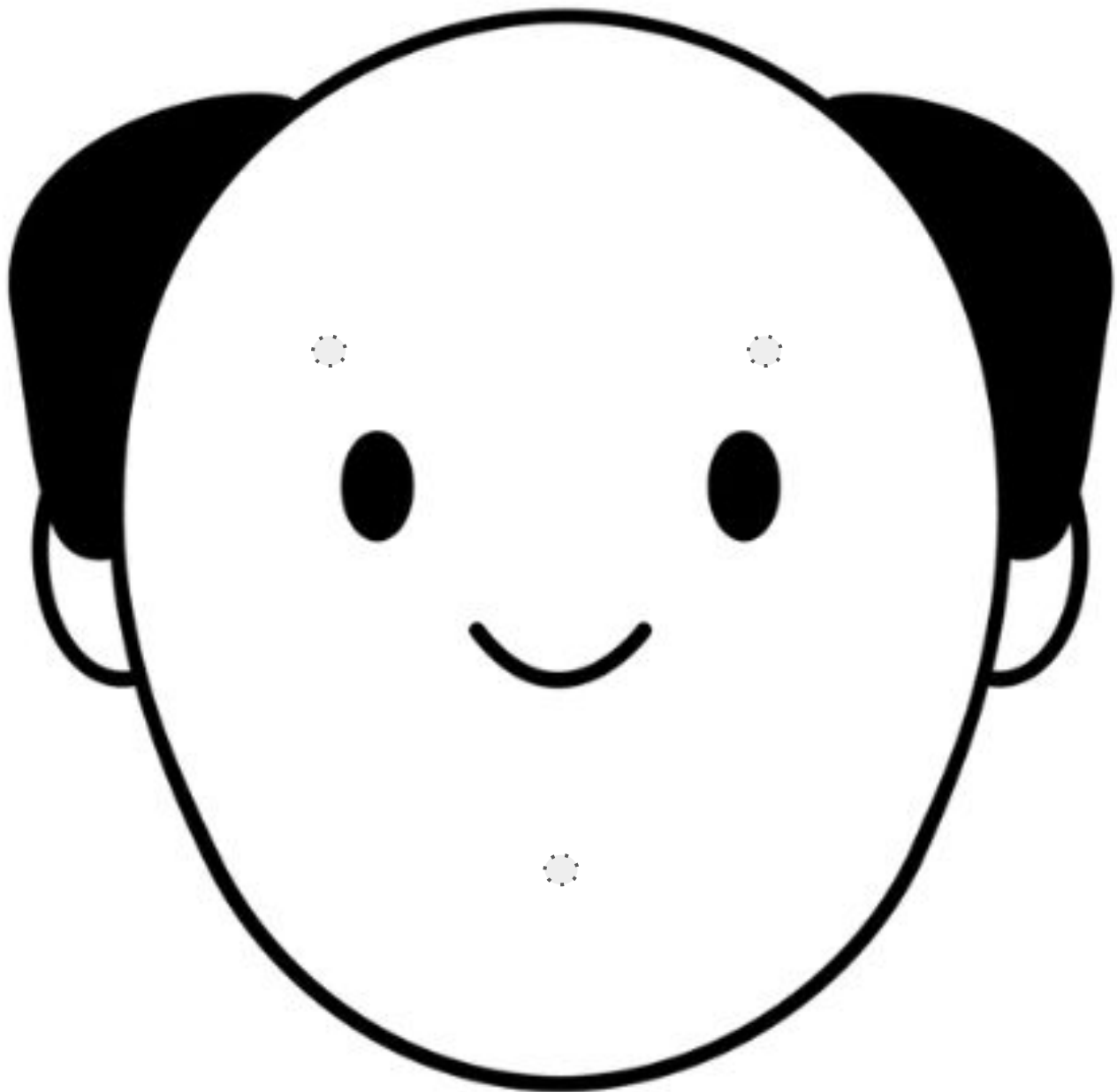
Name: \_\_\_\_\_



*Rain!* Print on cardstock - one per student

Use this page if students are adding the hat separately.

Cut out face and glue on hat or assemble face and hat on a colorful piece of paper for the background.



*Rain!* Hat - Print on cardstock - one hat per student





*Rain!* - mouth      Print on cardstock - one mouth for each student.

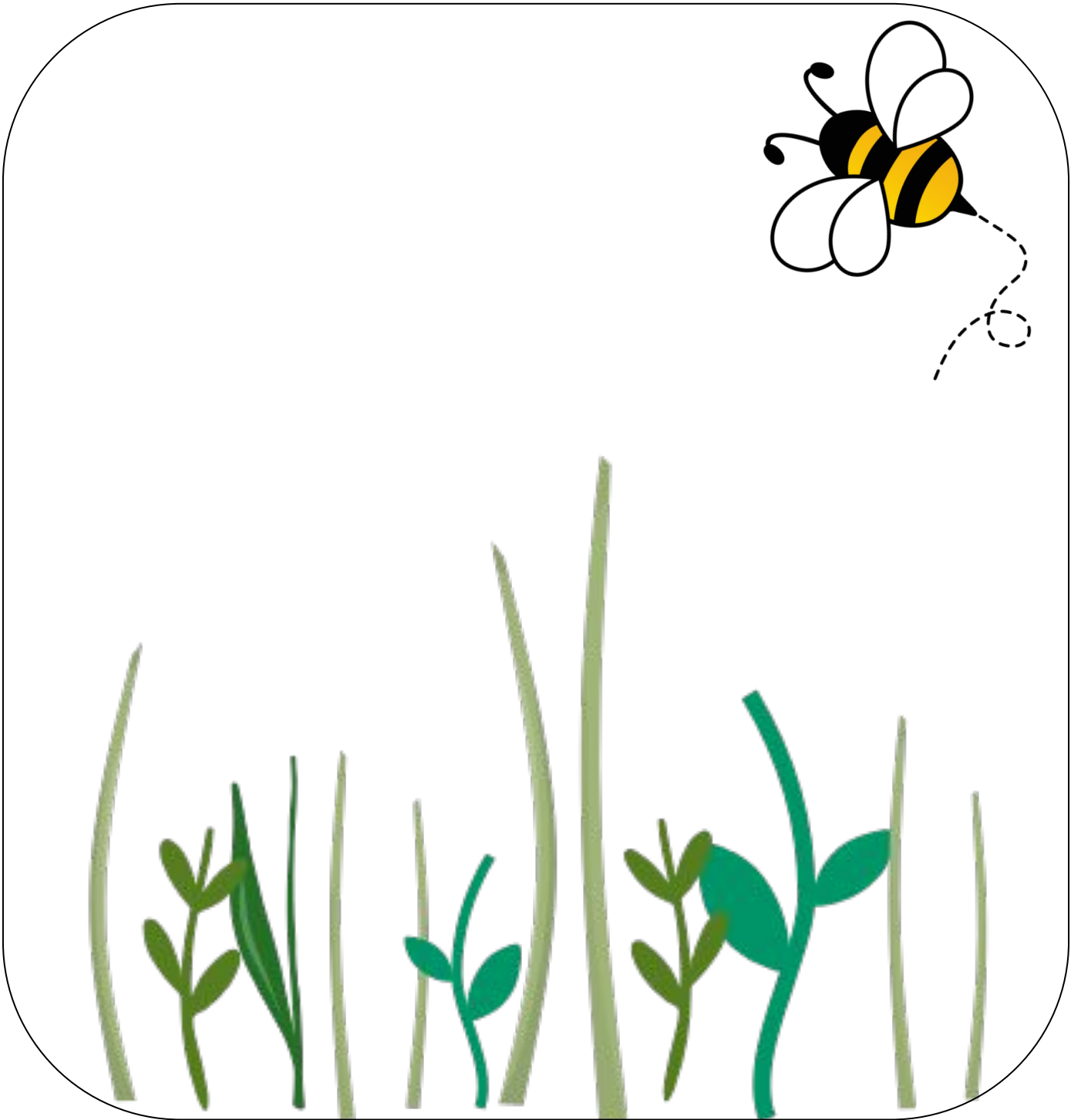




*Rain!* - eyebrows      Print on cardstock - two eyebrows for each student



I would spread seeds that grew into \_\_\_\_\_ flowers.









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**Joyful Discoveries Preschool Curriculum**

