

Week 1 Read Aloud



Monitor Comprehension: Reread *Comprehension*

Objectives

- To reread parts of a story to aid comprehension
- To listen to and respond to a story

Materials

- Read-Aloud Anthology: "Johnny and the Three Goats," pp. 36-39
- drawing paper
- crayons
- pencils

Review

MONITOR COMPREHENSION: REREAD

Explain to children that just as *The Little Red Hen and the Ear of Wheat* is a folktale, so is the story they are going to hear today.

Talk with children to make sure they understand the literary form. Ask: How do you know a selection is a folktale?

What might you listen or look for? (The story is made up. The characters are not real people or real animals. The animals might talk. The story might teach a lesson about something.) **ES R3.1**



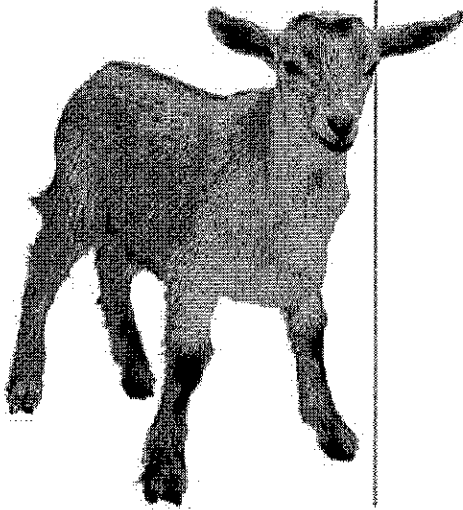
▲ Read-Aloud Anthology "Johnny and the Three Goats," p. 36

Recall with children that when you read *The Little Red Hen and the Ear of Wheat*, you stopped a few times to go back and reread a few pages when you wanted to understand or remember something about the story.



Tell children that you are now going to read a story about a boy who has a problem with his goats. Read aloud the title of the story. Ask:

- What do you think the story will be about? (Johnny and his goats) **ES R2.2**
- What problem might Johnny have with the three goats? (Responses will vary.)
- What can I do when I come to a confusing part of a story I am reading? (go back and reread a page or two)



T356 Theme 4: On the Farm



CALIFORNIA STANDARDS

ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.2 Use pictures and context to make predictions about story content. R2.3 Compare to life experiences the information and events in texts. R2.5 Ask and answer questions about essential elements of a text. R3.1 Distinguish fantasy from realistic texts. R3.2 Identify characters, settings, and (sometimes)

Read the beginning of the story, through the part where the goats are nipping off the tops of the turnips. Then model for children how to reread when you don't remember something.

Think Aloud The story says that the goats are running in the turnip patch, nipping the tops of the turnips. How did the goats get into the turnip patch? I don't remember, so I will go back and reread the beginning of the story. Reread the beginning. That's right. There is a broken board in the fence.

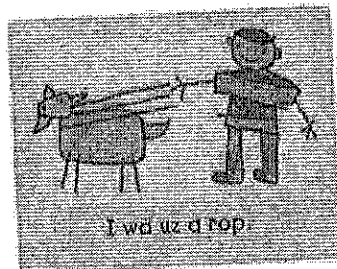
Practice/Apply

DURING READING As you read "Johnny and the Three Goats," stop at appropriate points in the story and model how to reread parts to clear up confusion or to remember story events.

AFTER READING Discuss the story with children. Ask:

- How do the rabbit and the fox try to help Johnny? (They try to drive the goats out of the turnip patch.) **LE** R3.3
- Why do Johnny, the fox, and the rabbit cry? (They can't get the goats out of the turnip patch.) **LE** R3.3
- How does the bee get the goats to leave the turnip patch? (It buzzes in the goats' ears until they leave.) **LE** R2.5; R3.3

RESPOND Ask children to draw and write about how they would have gotten the three goats out of the field. Call on volunteers to share their ideas with the group. **LE** R2.3; W1.1



Important events. Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

LE LANGUAGE SUPPORT

Beginning/Early Intermediate
Rephrase questions so that children can answer with a simple *yes* or *no*. For example, ask: *Does the rabbit help Johnny? Does the bee help Johnny?*

Week 2 Read Aloud

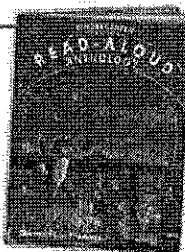
Day 3



Use Graphic Organizers Comprehension

Review

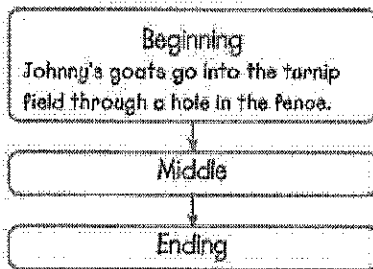
USE GRAPHIC ORGANIZERS Tell children that you will read "Johnny and the Three Goats" to them today. Remind them that writing down what happens in different parts of a story can help them remember and understand it.



▲ Read-Aloud Anthology "Johnny and the Three Goats," p. 36

Begin a Beginning, Middle, Ending chart. Remind children that all stories have a beginning, a middle, and an ending. Ask: Who can tell me what happens at the beginning of "Johnny and the Three Goats"? Let's write it on the chart. Tell children that as you read the story, you want them to pay attention to what happens in the middle and at the end of the story. **R3.3**

Johnny and the Three Goats



Practice/Apply

DURING READING As you read "Johnny and the Three Goats," pause to discuss what happens in the middle and at the end of the story. Use children's responses to complete the chart. **R3.3**

RESPOND Have children act out the story. Assign volunteers the parts of Johnny, the goats, the fox, the rabbit, and the bee. Review the sequence of story events, and have children act it out for classmates. **R2.4**

Objective

- To use graphic organizers to understand and remember a story

Materials

- Read-Aloud Anthology: "Johnny and the Three Goats," pp. 36–39
- chart paper
- marker

"Johnny and the Three Goats"

READING

Familiar stories: **RS.8** Identify characters, settings, and important events; **W.1** Write and Oral English Language Conventions **L.1** Recognize and use complete, coherent sentences when speaking.

Week 3 Read Aloud



Generate Questions Comprehension

Objectives

- To ask and answer questions about a text
- To listen to and respond to a story

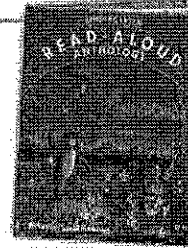
Materials



- Read-Aloud Anthology: "The Crow and the Pitcher," pp. 40-41
- pencils
- crayons
- drawing paper

Review

GENERATE QUESTIONS Ask children to recall a time they were listening to someone read them a bedtime story. Point out that they probably asked questions during the story about things they did not understand. Have children share questions they might have asked a family member as he or she was reading.



▲ Read-Aloud Anthology
"The Crow and the Pitcher," p. 40

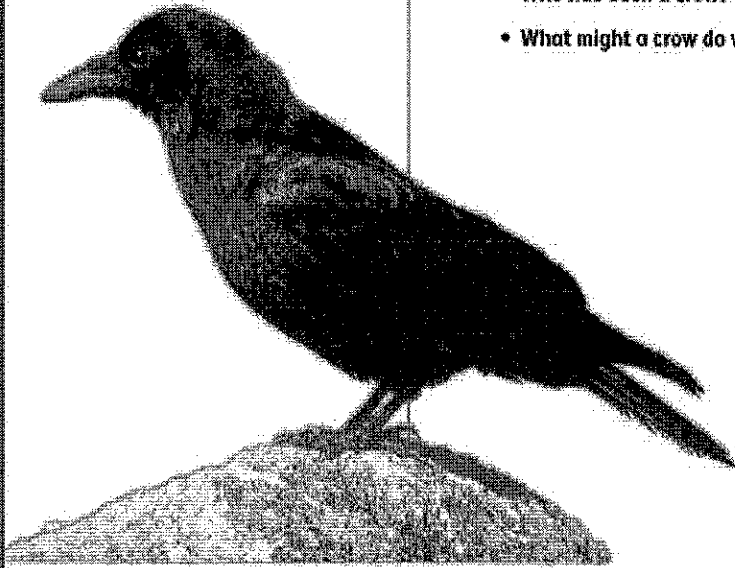


PREVIEW/SET PURPOSES Tell children that you are going to read a fable—a very old story that teaches a lesson.

Explain that long ago, a man named Aesop told many fables. Ask children to think about the lesson in this fable as they listen.

Read the title of the story to children. Be sure they know that a crow is a kind of bird and a pitcher is a container for holding drinks. Ask:

- Who has seen a crow? What do you know about crows?
- What might a crow do with a pitcher?



Practice/Apply

DURING READING As you read aloud, stop occasionally to model for children how you ask yourself a question about what is happening in the story, and then look for answers in the story or the pictures.

Think Aloud The first part of the story tells about a crow who is very thirsty. The crow finds a pitcher with a little bit of water in it. I wonder, what will the crow do? Will the crow get to drink the water in the pitcher? I'm going to keep reading to find out.

Stop to have children ask questions as they listen to the story.

R.2.5

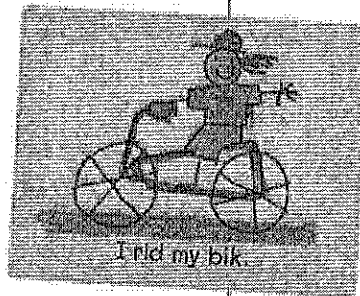
AFTER READING Discuss the story with children. Ask:

- Why does the crow want to reach the water? (He is very thirsty.) **R.2.5**
- Did you think the crow would get to drink the water? Why or why not? (Responses will vary.)
- How does the crow get the water from the pitcher? (He puts pebbles in the pitcher until he can reach the water inside.) **R.3.3**

RESPOND Discuss the meaning of the moral of the story: "Little by little does the trick." Explain that when we say something "does the trick," we mean that it is just what we need to finish a job. Point out that the crow keeps trying different ways to get the water until he finds a way. He solves his problem by dropping one pebble at a time into the pitcher to make the water rise enough for him to drink it.

Ask children to tell about a time when they figured out how to do something after trying hard and not giving up. Have children draw and write about their experience. Call on children to share their work.

R.2.3; W.1.1; L.5.3



EI

LANGUAGE SUPPORT

Beginning/Early Intermediate
Ask simple yes or no questions about the story. For example: Does the crow want to drink water from the pitcher?

READING

R.3.3 Identify characters, settings, and important events. Writing 3.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. Listening and speaking 2.3 Retain an experience or create a story in a logical sequence.

Week 4 Read Aloud



Answer Questions

Comprehension

Objectives

- To answer questions about a text
- To listen to and respond to a story

Materials



- Read-Aloud Anthology: "The Crow and the Pitcher," pp. 40-41
- chart paper
- marker
- pencils
- crayons
- drawing paper

Review

ANSWER QUESTIONS Review that by asking questions about a story and looking for the answers in the words and illustrations, readers can better understand what is happening in the story.



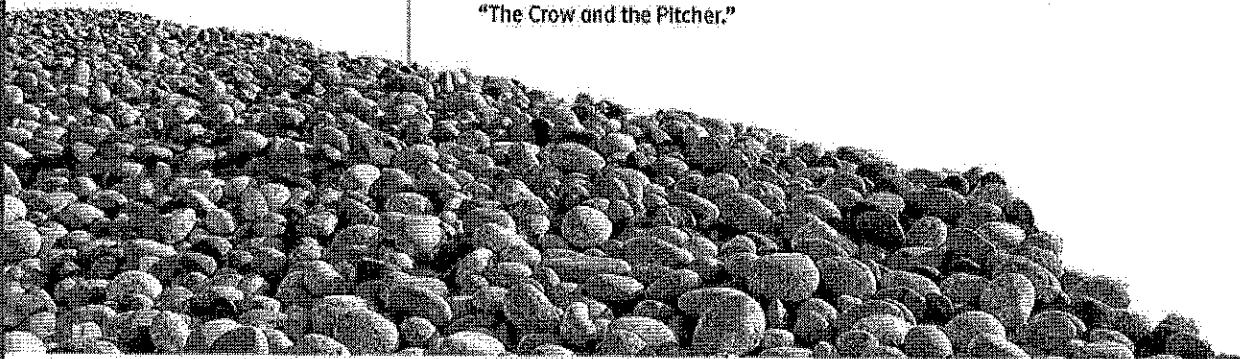
▲ Read-Aloud Anthology
"The Crow and the Pitcher,"
p. 40

Ask children if they remember listening to a fable about an animal with a big problem who tried different ways to solve it until he found the right solution. After children guess, read aloud the story title "The Crow and the Pitcher." Tell them you will be rereading the story to them.

Ask:

- What do you remember about this story? (A crow puts pebbles into a pitcher of water so that he can drink.)
- What is the crow's problem? (The water is too low for him to reach.)
- What does the crow do about it? (puts pebbles in the pitcher.)
- What questions do you have about this story? (Responses will vary.) **RI.2.5**

Remind children that there are many reasons to listen to a story, such as to enjoy it, to learn something from it, or to see what happens in it. Call on children to share their reasons for listening to "The Crow and the Pitcher."



T150 Theme 5: Whatever the Weather



CALIFORNIA STANDARDS

ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.8 Ask and answer questions about essential elements of a text; 2.9.3 Identify characters, settings, and important events; 2.9.4 Select a text. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

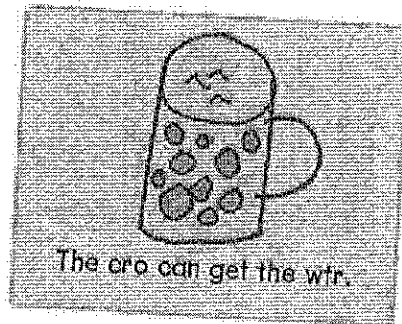
As you read, model how to answer questions about the story.

Think Aloud When I started reading, I wasn't sure what a drought was. Then I kept reading. The story told me that in a drought, there is no rain, and animals get very thirsty. That helped me understand why the crow tries so hard to get the water out of the pitcher.

Practice/Apply

DURING READING As you read, have children ask questions about things they don't understand or that they want to know about the story. Then read on, having children listen carefully to see if they can answer their questions. **R2.5**

RESPOND Have children respond to the story with a drawing. Ask: Do you think that the crow is smart? Why? How did adding the pebbles make the water rise? Guide children to show what they understand about the story in their drawing. Then have children share their drawing and explain why they think the crow is a very smart bird. **R3.3**



EL LANGUAGE SUPPORT

Beginning/Early Intermediate
Rephrase questions about the story so that children can answer them with a simple yes or no. For example, ask: *Is the crow thirsty?*

SC1c

SUPPORTING STANDARDS

Evaporation

Display the illustration on page 41 of the *Read-Aloud Anthology*. Help children identify the pitcher as an open container. Remind children that when water is left in an open container, the water evaporates, or goes into the air. Tell children that covering the pitcher would keep the water in it from evaporating. Then ask children how the crow would be able to save some water to drink at another time. (cover the pitcher)



READING

Week 5 Read Aloud



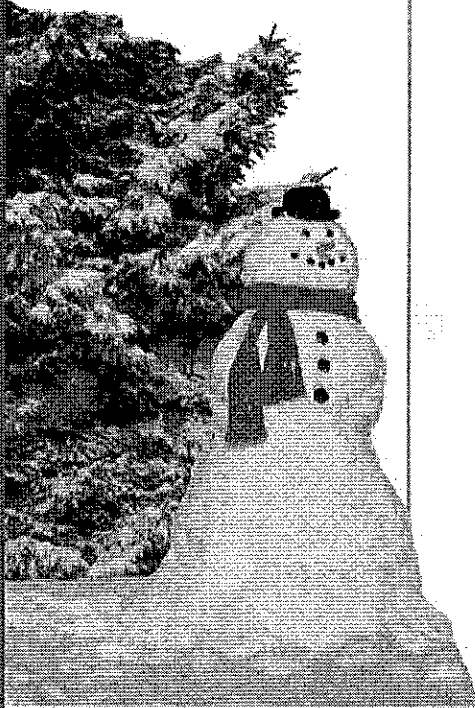
Monitor Comprehension: Reread *Comprehension*

Objectives

- To listen to and respond to a rhyming story
- To reread parts of a selection to help comprehension

Materials

- Read-Aloud Anthology, "Hello, Sun!" pp. 42–45
- Practice Book, p. 24
- pencils
- crayons



Review

MONITOR COMPREHENSION:

REREAD Talk about reasons we might reread something, such as to find important details or because we like the words the author uses. Point out that rereading some parts of a story can help a reader understand what is happening in it.



▲ Read-Aloud Anthology, "Hello, Sun!" p. 42



Write the phrase *Uh-oh!* on the board and read it aloud. Ask children what the expression *Uh-oh!* means to them. Have children give examples of times when they might say it, such as when they have made a mistake or forgotten something. Tell children that this expression is a very important part of the rhyming story you are going to read. LS1.2

Read aloud the title of the rhyming story. Ask:

- What do you think this story will be about?
- Who might be saying "hello" to the sun? R2.2

Remind children that there are many reasons for listening, such as to enjoy a story, to find out what happens in the story, or to get information. Have children establish their own purpose for listening and share it with the group.

T202 Theme 5: Whatever the Weather



CALIFORNIA STANDARDS

ENGLISH-LANGUAGE ARTS STANDARDS—Reading 1.2 Use pictures and context to make predictions about story content; 1.3 Identify characters, settings, and important events; Listening and Speaking 1.2 Share information and ideas, speaking clearly in complete, coherent sentences.

Read aloud "Hello, Sun!" straight through once. Have children join in on the phrase "Uh-oh!" Then ask about what happens in the story. (Possible response: The weather keeps changing just as a child is about to go outside.) If children have trouble responding, ask them what they could do to better understand the story. (Reread parts of it that I may not have understood.) **R3.3**

Reread the beginning of the story. Model how to go back to reread if you do not understand something.

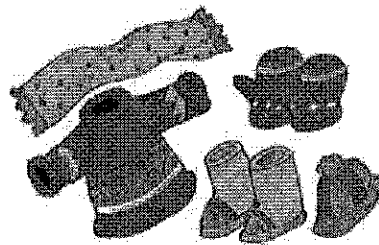
Think Aloud Why does the child decide to wear a sweater instead of just pants and a shirt? That confuses me, because at first, the child says the pants and shirt are just right. Reread the beginning of the story. Oh, now I see. There are clouds, so the child changes clothes.

Practice/Apply

DURING READING Have children name things in the story that they were not sure about. Reread parts to clear up their confusion.



RESPOND Have small groups of children take turns acting out each time the child tries to go outside. For example, they might pretend to put on items of clothing, open the door, and say "Uh-oh!" in an expressive voice.

USE PRACTICE BOOK PAGE 24 Have children compare "Hello, Sun!" to *Bear Snores On*. Discuss that the weather is important to both stories. Have children describe ways the stories are alike and different. Guide them in completing the Same/Different chart. **R3.3**



EL LANGUAGE SUPPORT
Beginning/Early Intermediate
 Show pictures of or real articles of clothing that are named in the story. Name each item and have children repeat the names.

READING

Name _____	
Same 	Different 

© 2013 Pearson Education, Inc. All rights reserved. This work is derived from *Hello, Sun!* by Linda Ward Beech, Scholastic Teaching Resources.

▲ Practice Book, p. 24

GENRE:
Folktale

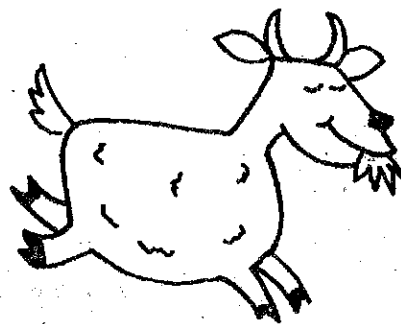
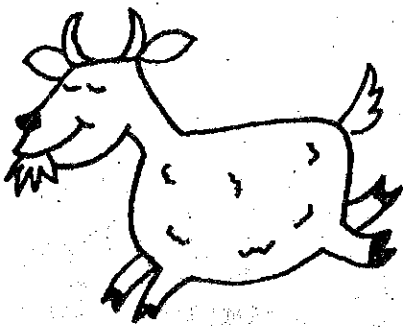
Johnny and The Three Goats

Tell children that this folktale is an old story first told by people in Norway, a country in northern Europe.

a Norwegian folktale

Every morning Johnny drove his three goats to the pasture and every evening when the sun was going to bed he brought them home again.

One morning he set off early, driving the goats before him and whistling as he trudged along.



Just as he reached Mr. Smith's turnip field, what should he see but a broken board in the fence.

The goats saw it too, and in they skipped and began running round and round, stopping now and then to nip off the tops of the tender young turnips.

Johnny knew that would never do.

Picking up a stick, he climbed through the fence and tried to drive the goats out.

But never were there such naughty goats.

Round and round they went, not once going toward the hole in the fence.

Johnny ran and ran and ran till he could run no more, and then he crawled through the hole in the fence and sat down beside the road and began to cry.

Just then who should come down the road but the fox.

"Good morning, Johnny!" said he. "What are you crying about?"

"I'm crying because I can't get the goats out of the turnip field," said Johnny.

"Oh, don't cry about that," said the fox. "I'll drive them out for you." So over the fence leapt the fox, and round and round the turnip field he ran after the goats. But no, they would not go out.

They flicked their tails and shook their heads and away they went, trampling down the turnips until you could hardly have told what had been growing in the field.

Explain to children that when Johnny tries to drive the goats out, he tries to make them leave the field.



The fox ran till he could run no more. Then he went over and sat down beside Johnny, and he began to cry.

Down the road came a rabbit.

"Good morning, Fox," he said.

"What are you crying about?"

"I'm crying because Johnny is crying," said the fox, "and Johnny is crying because he can't get the goats out of the turnip field."

"Tut, tut!" said the rabbit. "What a thing to cry about! Watch me. I'll soon drive them out."

The rabbit hopped over the fence.

Round and round the field he chased the goats; but they would not go near the hole in the fence.

At last the rabbit was so tired he could not hop another hop.

He too crawled through the fence, sat down beside the fox, and began to cry.

Just then a bee came buzzing along over the tops of the flowers.

When she saw the rabbit she said, "Good morning, Bunny, what are you crying about?"

"I'm crying because the fox is crying," said the rabbit, "and the fox is crying because Johnny is crying, and Johnny is crying because he can't get the goats out of the turnip field."

"Don't cry about that," said the bee, "I'll soon get them out for you."

"You!" said the rabbit. "A little thing like you drive the goats out, when neither Johnny, nor the fox, nor I can get them out?" And he laughed at the very idea of such a thing.

"Watch me," said the bee.



Over the fence she flew and she went buzz-z-z right in the ear of the biggest goat.

The goat shook his head and tried to brush away the bee, but the bee only flew to the other ear and she went buzz-z-z there too, until the goat thought there must be some dreadful thing in the turnip field, so out through the hole in the fence he went, and ran down the road to his pasture.

The bee flew over to the second goat and first went buzz-z-z in one ear and then went buzz-z-z in the other, until that goat was willing to follow the other through the fence and down the road to the pasture.

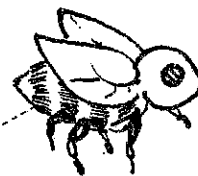
The bee flew after the third goat and buzzed first in one ear and then in the other until he too was glad to follow the others.

"Thank you, little bee," said the rabbit, and he hopped away.

"Thank you, little bee," said the fox, and he ran away.

"Thank you, little bee," said Johnny, and wiping away his tears, he hurried down the road to put the goats in the pasture.

Tell children that when they are willing to do something, they want to do it.



GENRE
Fable

Tell children that a fable is a folktale that teaches a lesson, and that this fable was first told many, many years ago by a man named Aesop.

The Crow and the Pitcher



by Aesop

Long ago there was a drought, and no rain fell for weeks and weeks. All the rivers and streams and ponds dried up. There was not a drop of water for miles. It was awful for the animals.

One morning a crow was flying around looking for water. He saw a pitcher outside a farmhouse. He knew that pitchers hold water and thought that there might be some water in the pitcher. He flew down to it and trotted over to look inside.

At the very bottom of the pitcher was a small amount of water. It wasn't a lot, but it was enough for the thirsty crow. The crow would have a drink.

Sticking his beak into the pitcher, the crow found that his beak was not long enough to reach the water. He tried this way and that way, but it was no use. He could not reach the water. What would he do now?

"I need that water," the crow said to himself, "and I will drink it."

The crow tried to break the pitcher, pecking at it with his strong beak. He pecked with all his might, but it was no use. The pitcher would not break.

"I need that water," the crow said to himself, "and I will drink it."

The crow began bumping the pitcher with his chest, hoping to knock it over and spill out the water. He bumped it with all his might, but it was no use. The pitcher would not fall over. What would he do now?

"I need that water," the crow said to himself, "and I will drink it."

Nearby, the crow saw a small pile of pebbles. The pebbles gave the crow an idea. Using his beak, he picked up a pebble and dropped it into the pitcher. The water rose a little bit. Then the crow took another pebble and dropped it into the pitcher. The water rose a little bit more. The crow kept dropping pebbles into the pitcher, one after another. The water kept rising little by little. Finally the crow had dropped in enough pebbles to make the water rise to the top.

The crow happily sipped the water until he was no longer thirsty. He was pleased to have a cool drink on such a hot, dry day.

The moral of this story is: *Little by little does the trick.*

Tell children that the moral of a fable is the lesson it teaches.





by Dayle Ann Dodds

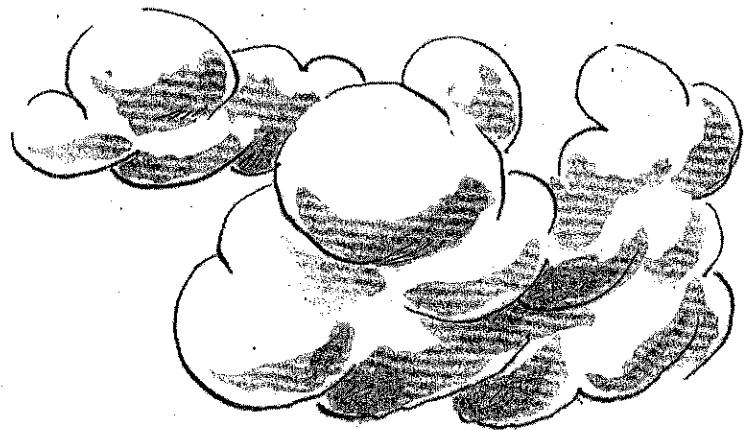
Hello, Sun,
cheerful and light.
These **pants** and **shirt** will be just right.

Now I'm dressed and ready to go.
I open the door, but then...

UH-OH!

Hello, Clouds,
fluffy and gray.
A **sweater** is better to wear this day.

Now I'm dressed and ready to go.
I open the door, but then...



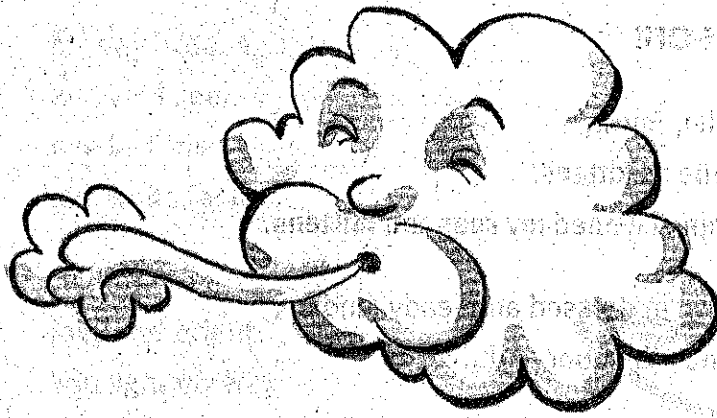
UH-OH!

Hello, Wind,
chilly and snappy.

A **scarf** and **jacket** will make me happy.

Now I'm dressed and ready to go.

I open the door, but then...



UH-OH!

Hello, Rain,
drippy and wet.

My **raincoat** and **boots** will help, I bet.

Now I'm dressed and ready to go.

I open the door, but then...



UH-OH!

Hello, Snow,
white as kittens.

I think I'll need my **coat** and **mittens**.

Now I'm dressed and ready, and so,
I open the door and...

OFF I GO!

It's time to sing, and dance, and jump,
and build a snowman round and plump.



My day is done
and yet I see,
one last friend
still waits for me.

Hello, Moon,
jolly and bright.
You light my way
on this dark night,
and tell me that it's time to go.

I close my door to moon
and snow
and rain
and wind
and clouds
and sun,
thankful for this day of fun.

And now my pajamas
are just right,
I climb in bed and say...
good night!

