

Lesson 19: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (59 min.)

*Examine Color in Flower Day
(7 min.)*

*Create Illustrations of the Text
(25 min.)*

Compare Illustrations (14 min.)

*Execute Labeling with Letters
(13 min.)*

Land (5 min.)

*Answer the Content Framing
Question*

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Execute Speaking in Complete Sentences (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.K.1, RL.K.6, RL.K.7


Writing

- W.K.2

Speaking and Listening

- SL.K.1.a, SL.K.2, SL.K.6

Language


- L.K.2.c, L.K.2.d, L.K.6
-  L.K.1.f

MATERIALS


- Repeated Language Chart
- Complete Sentences Anchor Chart
- White paper and markers


Learning Goals


Identify how words and illustrations work together to communicate key details in *Chicka Chicka Boom Boom* (RL.K.1, RL.K.6, RL.K.7).

 Create a drawing based on words from the text.

Label details in a drawing about *Chicka Chicka Boom Boom* using initial sounds (W.K.2, L.K.2.c, L.K.2.d, L.K.6).

 Label a drawing made from the words in the text.


 Speak in complete sentences while describing the events in *Chicka Chicka Boom Boom* (L.K.1.f).

 Produce complete sentences describing the illustrations in *Chicka Chicka Boom Boom*.

CREATE ILLUSTRATIONS OF THE TEXT 25 MIN.

Whole Group

Give each student two blank sheets of paper and markers. Explain to students that they will become the illustrators, meaning they need to show readers what is happening in the story. They will listen closely to the words of the text and use them to create their own illustration for the story. They will get to choose different colors for their illustration, just like Picasso and Rivera!

 Explain that you will read the text aloud without showing them the pictures. Stop on the specific spreads of pages listed below. Students draw what they think is happening as you read.

Read the text aloud through pages 9–10.

✓ Students listen closely to the text on that page spread and make drawings to reflect the text. Reread as needed. Give students five minutes to create their interpretation from the text on pages 9–10.

Continue reading the text through pages 19–20.

✓ Students draw what they think is happening on pages 19 and 20. Reread as needed. Give students approximately five minutes to complete their drawing.

Once the second drawing is complete, turn to pages 9–10 in the text and display the illustration. Students turn to a partner and discuss this question: “How is your drawing similar? How is it different?” Use Equity Sticks to call on students to share.

Reread pages 9–10. Ask: “What details do the words leave out?” Have volunteers respond.

Scaffold

Ask: “What is happening to the tree? How do we know that the tree is falling over? Do the words tell us?”

- *We don't see the other letters, but they are in the leaves.*
- *It doesn't say that the tree is leaning over.*
- *It doesn't tell us the coconuts are falling off.*
- *We can see the tree starting to fall.*
- *We could guess all the letters together are too heavy.*

Reread the sentence on page 10. Ask: “How else did you think that sentence would end? What does it mean for the whole alphabet to go up the tree?” Have volunteers respond.

Scaffold

Explain that *whole* means “not divided into parts,” as in, “My whole class has 27 children in it.”