

<u>Name:</u> Mengying	<u>Grade Level:</u> 1	<u>Group Members:</u> N/A
<u>Lesson Title:</u> Interactive Read Aloud: <i>My Two Blankets</i> By Irena Kobald & Freya Blackwood	<u>Date:</u>	<u>Time to teach:</u> 20 minutes

CONTEXT FOR LEARNING

Central focus and instructional sequence:

This lesson is designed for the first interactive read-aloud at the beginning of a new academic year. The focus of this lesson is to learn how to use clues not only in print texts but also in illustrations to find information and to understand and discuss the main idea. The theme of this interactive read-aloud is intercultural friendship, which is perfect for the beginning of a new school year. The teacher will ask questions during the reading to guide students in discussing and feeling the changes in emotions of the protagonist before and after she receives help from her new friend. Not only that, but the story also emphasizes the role of language as a way to shape one's identity and carry out friendships. Students will have the opportunity to discuss with teachers and their partners before, during, and after the story in relation to their own experiences about how to respond to diversity by building empathy, respect, understanding, and connection, which addresses social justice standards.

Standards:

English Language Arts

- **1.RL.2.1** Ask and answer questions about the main idea and key details in a text.
- **1.RL.4.2** Use illustrations and details in a story to describe its characters, setting, or events.
- **1.RV.3.1** Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

Learning objectives:

1. Students will answer questions about the main idea and key details in both the words and illustrations.
2. Students will identify and define new words that address feelings.

Knowledge about my students that influence planning: Academic, cultural, and personal assets:

- Students are typical first graders at the start of the academic year
- There are twenty students in the class
- Most students are six-year-olds
- The teacher shared that all students enjoy stories and are usually able to sit for 20 minutes
- Most of the students in the class are reading at a typical first grade level
- Two student are an English learners .

Discipline-specific academic language support:

English Language Arts

- Author
- Illustrator
- Illustrations
- Character, setting, plot

Differentiation- individual supports and accommodations:

- English learners will sit near the teacher and be paired with others who are native English speakers as discussion partners.
- The teacher will use gestures, eye contact, and other modes to ensure that all students understand and are engaged in the content of learning.
- Scaffolding will be provided to meet the needs of individual students.

Assessment plan- evidence of student learning and evaluation criteria:

- Students will answer questions about the main idea and key details in both the words and illustrations.
- Students will be learning new words that address feelings.

Objective: Students will answer questions about the main idea and key details in both the words and illustrations.

- During the reading, the teacher will pause on specific pages to ask students questions, some about finding information in the written text, and some to direct students' attention to the illustrations. This will help students learn how to read the images and look for clues related to the theme, characters, and plot from the visual elements.
- Ask: "Do you see the different kinds of shapes (point to each shape) on her blanket (pages 7-8)? What are they? Can you guess what these things mean for her?"
 - Do students notice the visual elements? (evaluation criteria)
 - Do students understand what the different visual elements (lines, colors, shapes) represent in the story? (evaluation criteria)
 - Can students articulate details in certain image/print text and relate them to the main idea of the story? (evaluation criteria)

Objective: Students will identify and define new words that address feelings.

- The teacher pauses after reading aloud sentences that contain emotion-related words and then asks students, "What do you do when you feel warm?" At the same time, the teacher uses body language to dramatize the word to make sure the students understand the new word. Students are then asked to turn and talk to a partner about "What do you do when you experience this kind of feeling?"
 - Do students understand the meaning of the words used to describe emotions ? (evaluation criteria)
 - Whether students can clearly articulate their personal experiences related to the words (evaluation criteria)
 - Are students able to understand the meaning of this feeling to the protagonist or main character? (Higher level evaluation criteria)

Accommodations

- Provide each group with a copy of the book (or printed pages/pages on the whiteboard) so they can look closely at the details in the illustrations.

Technology and instructional resources needed:

- The book, *My Two Blankets*
- A document camera for enlarging the pages of a book, or a digital version of a book or of individual pages

INSTRUCTIONAL DESIGN:

Procedures/Order of Teaching/Learning Tasks

Attentional Prompt:

"Today we are going to read this book (hold up the book). The book is called *My Two Blankets*. It is written by Irena Kobald and illustrated by Freya Blackwood. (Point to the two little girls on the cover) Do you notice these two little girls? Do you think this is a story about them? Yes, they are the main characters of this story. They are the protagonists. Protagonist means they are the main characters of the story."

Recall previous learning

"We know that we read to find information. How do we find out information from a book? We learned earlier how to find clues from the written word, and today we're going to learn a very useful and cool way to find clues, and that's to find clues from the illustrations. Illustrations can give us a lot of clues. Today we're going to work together to find clues from both written and illustrated texts."

PRE-READING

- "This story is about a little girl who starts her new life in a new country."
- "Have you ever had the experience of going to a new place? For example, have you ever moved to a new city, or a new school? Do you remember how you felt at that time? Did you feel excited, thrilled, nervous, or scared? Share with your peers one new place you have been and how you felt about it."
- "Very good. (Point to one of the little girls on the cover.) Today our protagonist (or main character) will live in a new country and there are many things waiting for her to deal with and face. Did you notice the expression on her face? Can you guess her feelings?"
- "Let's read to see if you are correct. We are going to use both the words and the illustrations to help us find answers."

DURING READING

- Read aloud page 8 and 9, then stay on this page and ask, "Our main character says she feels 'alone'. Where can we find clues about the feeling of loneliness? Yes, in the text, she says, 'It feels like standing under a waterfall. The waterfall was cold.'" "Where else can we find clues? In the image, where in the image? Let us turn and talk."
- "Did you see these lines? (Point to the lines) What do these lines mean? They mean what these people are saying. Why do the lines mean what is being said? Because the main character can't understand what they are saying. Imagine how you feel when you are sitting in a classroom and you can't understand what other people are saying. What would you feel? Right, feeling alone."
- Read aloud page 10 and 11, and stay on this page, asking, "Our main character mentions that she has a blanket. What is this blanket made of? Where can we find clues? Right, in the text, it is made of her words and sounds." (Then point to the blanket in the illustration,) ask, "Where is the main character lying? She is lying on a blanket. There are all kinds of shapes on this blanket, what are they?"
- Pause on pages 16-17 after reading: "The main character mentions that her new friend has told her something. Does the main character understand what she says? Yes, in the text the main character

mentions that she does not understand what her new friend says. Can we make a guess? (Point to the lines in the illustration,) remember the meaning of these lines? We mentioned earlier that these lines mean what people say. So, look at the shapes in these lines, such as this one that looks like an umbrella, and this one that looks like a hand, and can we guess what she is saying? Describe to your partner what you think she is saying.

- Pause on pages 26 and 27 and then stay on this page, asking, "Our main character says she feels warm. Why? Where can we find clues? That's right, in the text. The text tells us that she begins to learn a new language and understands what her friend says to her. Where else can we find clues? Let's look at this image. Why is the color in here different from the color on the rest of the blanket? What are the colors of the rest of the blanket? Red, that's good. What color is here (point to the diamond)? Yellow and blue. Why are they different colors? Because for the main character, this is a new addition to the blanket. Recall what the main character mentioned earlier, that her blanket is made up of her words and her voice. So what does this new blanket mean? It means our main character's newly learned language, right? Very well.
- Finish reading the book, on page 32, ask "Why is the girl doing a cartwheel now?" Turn and talk with your partner about this.

AFTER READING

At the end of the story, the teacher revisits the new vocabulary words related to feelings and discusses the main ideas of the story, intercultural friendship, caring, and helping others during the review.

- Ask: "The main character mentions that she feels cold and alone at the beginning of the story, and then she feels warm at the end. Think about this change, turn around, and talk to your partner about why her feelings changed." Share ideas with the class.
- Begin a whole-class discussion about friendship and helping others.

CLOSURE (This should flow directly from the after-reading activities.)

Question to Check Understanding:

- Ask: "We have just read *My Two Blankets*. Who are the main characters in this story?" (A little girl who has just arrived in a new country and her new friend who she met in a park.)
Ask: "Does she understand what her new friends are saying at the beginning? No, where do we find the clue that she could not understand? From the words, she mentioned that she did not understand; and where else can we find clues? From the illustrations, yes."

Sum-Up/Restate

- "When reading, we can sometimes find the answers we want through the words, but we can find the clues we want in the text all the time. So, we sometimes need to look at images for clues. Like we just did, we found clues from lines, shapes, and colors. Next time when you read a book, see if you can find clues from images."

Transition

- Now, it's time for recess. When I say a word that begins with the same sound as your name, you may leave the carpet and line up.

RATIONALE/ANALYSIS/COMMENTARY

This is a great book to read at the beginning of the school year because for many students this is a new beginning and means dealing with new environments and people. This book is great for helping students understand the changes in feelings they may face in a new environment and how to help those around them who are dealing with this situation. The book also conveys a lot of messages about caring and friendship, for example there are many different ways to help others, such as helping them learn a language. In addition, according to Trelease (2019), reading aloud is the single most powerful way to boost the knowledge needed for successful reading. Reading picture books aloud to children builds vocabulary knowledge and vocabulary knowledge is one of the strongest predictors of reading success. Bringing a class together for a read aloud also builds a sense of community around a shared experience.

REFERENCES

Kobald, I., & Blackwood, F. (2014). *My two blankets*. Richmond, VIC, Australia: Little Hare.

Trelease, J. (2019). Why read aloud? In, *The read aloud handbook* (7th ed.) (pp. 1-22). Penguin Books.