

Lesson 5: Speaking and Writing about a Text: Close Read-aloud, Session 4, Culminating Task for Comparing Characters in *A Tree for Emmy*



CCS Standards

- **RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2:** With prompting and support, retell familiar stories, including key details.
- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.K.4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).



Daily Learning Target

- I can compare and contrast the adventures and experiences of characters in the text *A Tree for Emmy*. (RL.K.1, RL.K.2, RL.K.3, RL.K.9, SL.K.2)

Ongoing Assessment

- During the Opening, use the Language Checklist to track students' progress toward L.K.4a (see Assessment Overview and Resources).
- During the Back-to-Back and Face-to-Face protocol in the Closing, use the Reading Literature Checklist to track students' progress toward RL.K.9.

Agenda

1. Opening

A. Poem and Movement: “The Many Meanings of Words” (10 minutes)

2. Work Time

A. Role-Play Protocol: *A Tree for Emmy*, Pages 17, 24, 27, 28 (15 minutes)

B. Engaging the Learner: Tree Stretch (5 minutes)

C. Independent Writing: Close Read Aloud Culminating Task for *A Tree for Emmy* (20 minutes)

3. Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Comparing and Contrasting Characters from *A Tree for Emmy* (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students participate in the final poem routine for “The Many Meanings of Words.” They act out the two meanings of a new word, *fly*, to demonstrate their progress toward mastery of L.K.4a.
- The Role-Play protocol in Work Time A focuses on different major events in which the characters from *A Tree for Emmy* experience the same and different things. This serves as practice for independent work with comparing and contrasting in Work Time C and the Closing.
- In Work Time C and the Closing, students write and discuss character experiences that are the same and different using the text *A Tree for Emmy* (RL.K.9). This practice of comparing and contrasting serves as preparation for the Unit 1 Assessment, during which students compare and contrast characters’ experiences in the text *Oliver’s Tree*. Take note of any students who may need additional practice making comparisons before the Unit 1 Assessment and provide additional opportunities to compare and contrast characters.

How this lesson builds on previous work:

- In the Opening, a new verse of the poem “The Many Meanings of Words” is introduced, and students participate in an activity to show their understanding of the Language Standard L.K.4a.
- Students use the information from the Character Comparison Anchor Chart: *A Tree for Emmy*, completed in Lesson 4, to write and discuss ways that Emmy and her family have similar and different experiences.

Areas in which students may need additional support:

- Comparing and contrasting may be a challenging skill for students to master independently. Consider providing sentence stems to help them write and discuss the similarities and differences. (Examples: “Emmy and her family do different things when ____.” “Emmy and her family do the same thing when ____.”)

Down the road:

- In Lessons 6–7, students participate in a new focused read-aloud with the text *Oliver’s Tree*. They use a similar anchor chart to track and compare characters’ experiences throughout the story.
- In Lessons 8–9, students use a blank version of the Same and Different note-catcher to compare and contrast the characters from *Oliver’s Tree* for the Unit 1 Assessment.

In advance:

- Prepare student workspaces with materials for independent writing in Work Time C: Same and Different note-catchers, pencils, and colored pencils.
- Pair students for the Role-Play protocol in Work Time A.
- Post: Learning targets, “The Many Meanings of Words,” Tree Stretch chart, and applicable anchor charts (see materials list).

Technology & Multimedia**Consider using an interactive whiteboard or document camera to display lesson materials.**

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards K.1.A.1, K.1.B.6, and K.2.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to continue building their understanding of word meanings and to re-act key passages from *A Tree for Emmy* to bolster comprehension and facilitate comparing the experiences of characters in the text. Role-play, structured discussion, and the Same and Different note-catcher promote academic skills acquisition.
- ELLs may find it challenging to independently produce the written language necessary to complete the Same and Different note-catcher. To lower affective filter and allow them to focus on the skills of language production and writing, ensure that they fully grasp the concept of same and different. Give them ample opportunities to discuss, modify, and expand their ideas with partners, in small groups, and/or with you before writing (see levels of support).

Levels of support

For lighter support:

- Before students begin writing, challenge them to select and compare two trees they have studied and say one thing that is the same about them and one thing that is different, using complete sentences.
- Consider removing the realia, illustrated cards, or photos from the poem and challenge students to reaffix them accurately. Invite students from the class to agree or disagree and explain why.

For heavier support:

- Before students begin writing, reinforce the concept of same and different by modeling with two simple, student-friendly, and tree-related objects (e.g., an apple and orange for students to observe and touch). Ask students to consider one or two ways the fruit are the same and one or two ways they are different, using these frames:
 - “They are the same because _____.” (They both grow on trees; they taste sweet; they have a round shape.)
 - “They are different because_____.” (One is red and one is orange; the orange has a thicker, bumpy peel; the apple’s peel is smooth.)
- During independent writing, circulate and check in with students one-on-one or in small groups to revisit the prompt and potential answers and/or scribe responses as needed.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffolding connections for students. Continue to provide visual display of questions and student responses on chart paper or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may struggle with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal of the work they are doing in comparing characters. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- fly, same, different, compare, contrast (L)

Review:

- stick, leave, trunk, bark (T)

Materials

- ✓ “The Many Meanings of Words” (from Lesson 2; added to in advance; see supporting materials)
- ✓ “The Many Meanings of Words” (from Lesson 2; example, for teacher reference)
- ✓ “Fly” card 1 (one per group)
- ✓ “Fly” card 2 (one per group)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ *A Tree for Emmy* (one to display; for Role-Play protocol)
- ✓ Role-Play Protocol anchor chart (begun in Module 2)
- ✓ Tree Stretch chart (from Lesson 3; one to display)
- ✓ Character Comparison Anchor Chart: *A Tree for Emmy* (begun in Lesson 3)
- ✓ Same and Different Note-catcher: *A Tree for Emmy* (one per student)
- ✓ Pencils (one per student)
- ✓ Colored pencils (a variety of colors per student)
- ✓ Trees Are Important Word Wall (begun in Lesson 1)
- ✓ Same and Different Note-catcher: *A Tree for Emmy* (example; for teacher reference)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ✓ Reading Literature Checklist (for teacher reference; see Assessment Overview and Resources)

Opening

A. Poem and Movement: “The Many Meanings of Words” (10 minutes)

- Gather students whole group.
- Display “The Many Meanings of Words” and point out the new stanza at the end of the poem. Refer to “The Many Meanings of Words” (example, for teacher reference) as necessary.
- Follow the same routine established in Modules 1–3 to read “The Many Meanings of Words”:
 - Direct students’ attention to the posted poem.
 - Invite students to first listen as you read the poem fluently and without interruption.
 - Reread the poem with students and invite them to read along as you point to the text.
- Reread the final, new stanza and, with excitement, tell students that they will now get a chance to act out the two different meanings of a new word: *fly* (the insect and to soar through the air).
- Tell students that they will work in two groups and that each group will act out a different definition of the word *fly*.
 - Move the class into the two pre-determined groups and distribute “fly” card 1 and “fly” card 2.
 - Invite each group to collaborate and come up with an action or scene that will show their definition.

- As students collaborate, circulate and track their progress toward K.L.4a using the Language Checklist.
- After 5 minutes, invite each group to show their action to the whole class.
- Provide specific, positive feedback on students' ability to apply new meanings to familiar words.

Meeting Students' Needs

- For ELLs: (Leadership and Engagement) In this and subsequent lessons, invite students to lead the class in the poem with a pointer stick.
- For students who may need additional support with reading aloud: Provide differentiated mentors by seating students who may be more confident reading aloud near students who may not feel as confident. (MMAE)

Work Time

A. Role-Play Protocol: *A Tree for Emmy*, Pages 17, 24, 27, 28 (15 minutes)

- Refocus students whole group.
- Offer specific, positive feedback on their engagement while working with the poem.
- Tell students they are now going to use the Role-Play protocol to act out different major events in *A Tree for Emmy* when Emmy and her family have the same experience or different experiences. Remind them that they used this protocol in Lesson 2 and review as necessary using the **Role-Play Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Define in context *same* (alike) and *different* (not alike).
- Move students into pairs and invite them to decide who will play the part of Emmy and who will play the part of the family.
- Guide students through the Role-Play protocol for pages 17, 24, 27, and 28.
- Tell students that next they will participate in the Tree Stretch.

Meeting Students' Needs

- For ELLs: (Partners) Consider creating partners with different language levels to facilitate peer modeling.
- For students who may need additional support with motivation: Invite students to share how role-play helped them better comprehend the information in a previous lesson. (MME)

Work Time

B. Engaging the Learner: Tree Stretch (5 minutes)

- Refocus students whole group.
- Invite students to stand up and spread out inside and around the edge of the whole group meeting area. As needed, remind them to move safely and make space for everyone.
- Display the **Tree Stretch chart** and use the same routine from Work Time B of Lesson 4 to guide students through the movement.

Meeting Students' Needs

- For ELLs: (Connecting to Prior Knowledge) Invite students to select a different type of tree they would like to be for the stretch and share their tree with a partner.

Work Time

C. Independent Writing: Close Read Aloud Culminating Task for *A Tree for Emmy* (20 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning target and read it aloud:

“I can compare and contrast the adventures and experiences of characters in the text *A Tree for Emmy.*”
- Tell students that *compare* means to find what is the same and *contrast* means to find what is different. Tell students that they will be *comparing* and *contrasting* Emmy and her family.
- Guide students through the close read-aloud for *A Tree for Emmy* using the **Close Read-aloud Guide: *A Tree for Emmy*** (Session 4: Culminating Task; for teacher reference). Consider using the Reading Literature Checklist and the Speaking and Listening Checklist during the close read-aloud (see Assessment Overview and Resources).
- Refocus whole group. Give students specific, positive feedback on their close reading skills. (Example: “I noticed that you were able to find what was the same and different Emmy and her family’s actions in the story today.”)
- During Session 4, refer to the guide for the use of:
 - **Character Comparison Anchor Chart: *A Tree for Emmy***
 - **Character Comparison Anchor Chart: *A Tree for Emmy* (example, for teacher reference)**
- Refocus whole group. Give students specific, positive feedback on their ability to compare and contrast characters in a story. (Example: “I noticed that you were able to find what was the same and different Emmy and her family’s actions in the story today.”)

Meeting Students' Needs

- For ELLs: (Connection to Home Language) Invite students to teach the class how to say the words *same* and *different* in their home languages.
- For students who may need additional support with fine motor skills: Offer choice with the note-catcher by providing a template that includes lines. (MMR, MMAE)

Closing and Assessment

A. Back-to-Back and Face-to-Face Protocol: Comparing and Contrasting Characters from *A Tree for Emmy* (10 minutes)

- Invite students to return to the whole group area with their Same and Different note-catchers.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to share the similarity and difference they recorded on the Same and Different note-catcher. Remind them that they used this protocol in Lesson 4 and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol to share their Same and Different note-catcher.
- As students talk, circulate and listen in to track their progress toward RL.K.9 using the Reading Literature Checklist.
- Collect the Same and Different: Note-catcher: *A Tree for Emmy* and use the Reading Literature Checklist to evaluating students' progress toward RL.K.1, RL.K.3, and RL.K.9.
- Refocus whole group and, with excitement, tell students that in the next lesson they will read a new book to learn about other ways people can enjoy trees.

Meeting Students' Needs

- For ELLs: (Receiving Positive and Corrective Feedback) As you circulate, make note of one correct and one incorrect use of syntax and/or vocabulary. At the end of the protocol, without attributing the examples, guide the students in a brief review of each.
- Support communication and engagement by pairing students with strategic partners to ensure that they have a strong, politely helpful partner to support their efforts at sharing their note-catcher. (MME)