

Lesson 5: Close Read-aloud, Session 3 and Role-Playing: *Summer Sun Risin'*

CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- **L.1.1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

Daily Learning Target

- I can describe what the boy and the sun do in the middle of *Summer Sun Risin'*. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a)

Ongoing Assessment

- During the Opening, listen and track progress as students review the noun, verb structures in the “Sun, Moon, and Stars” song using the Language Checklist (L.1.1c)
- During Session 3 of the close read-aloud in Work Time A, listen for students to describe characters, setting, and events from the middle of the story using key details use the Reading Literature Checklist to track students’ progress toward RL.1.1, RL.1.3, RL.1.4, RL.1.7 (see Assessment Overview and Resources).
- During Work Time B, circulate and listen for students to use evidence from the text as they role-play specific story elements and as they reflect on respect. (SL.1.1, SL.1.2)
- During Work Time C, circulate and observe students as they complete the *Summer Sun Risin'* response sheet. Watch for students to observe and accurately describe events from the beginning and middle of the story. (RL.1.3, W.1.8)

Agenda

1. Opening

A. Song and Movement: “Sun, Moon, and Stars” Song (10 minutes)

2. Work Time

A. Close Read-aloud, Session 3: *Summer Sun Risin'*, Pages 11–20 (25 minutes)

B. Role-Playing and Reflecting on Respect, Pages 13, 15, and 19 (10 minutes)

C. Independent Writing: *Summer Sun Risin'* Response Sheet, Part II (10 minutes)

3. Closing and Assessment

A. Structured Discussion: Sun Experience—Midday (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students continue the close read-aloud, focused on answering the question: “What is the boy doing when the sun is rising, at its highest, and setting in the sky?” During Session 3, they focus on events from the middle of the story (RL.1.1, RL.1.3, RL.1.7, SL.1.2).
- Recall that close read-alouds are distinct from, and do not replace, more typical daily read-alouds. Daily read-alouds are essential so students experience the volume of reading needed to build their world knowledge and vocabulary. For suggested module-related texts, see the K-5 Recommended Text List.
- The Role-Play protocol serves as students’ scaffolding toward understanding the story. Students apply their understanding of story elements as they complete Part II of the *Summer Sun Risin'* response sheet.
- During Work Time B, students revisit the habit of character respect. They continue to consider specific ways to show respect when collaborating with partners during the Role-Play protocol. This reflection helps them understand this habit of character in a more active, concrete way.

How this lesson builds on previous work:

- Continue to discuss and analyze the noun, verb structures within the song and introduce the use of pronouns while reviewing the “Sun, Moon, and Stars” song.
- In Lesson 3, students began writing about specific story elements from *Summer Sun Risin'*. This lesson allows for more independent writing about the beginning and middle of *Summer Sun Risin'*.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- “Respect” may feel abstract; students may find it difficult to reflect on how they show respect. As students role-play, continue to name specific behaviors that show respect and give concrete examples that help students articulate their own progress toward this habit of character.

- Some students may need additional support with making the transition to more independent writing. Consider remodeling the writing process and/or partnering students who need additional support to complete the task.

Down the road:

- Throughout Unit 1, students reflect on their progress toward showing respect during the Role-Play protocol. As students reflect daily, consider guiding them toward more specific responses (e.g., “I showed respect by keeping my body safe when collaborating with my partner.”).

In advance:

- Prepare Sun, Moon, and Stars Word Wall card for the words *midday*. Write or type the word on a card and create or find a visual to accompany each word.
- Preview the Close Read-aloud Guide: *Summer Sun Risin’* (Session 3; for teacher reference). Complete only Session 3 in this lesson; students will complete the remaining sessions in subsequent lessons.
- Maintain student partnerships for the Role-Play protocol in Work Time B. Consider pairing students with varying levels of language proficiency. The students with greater language proficiency can serve as models in their partnership, initiating discussion and providing implicit sentence frames.
- Pre-distribute materials for Work Time C at student workspaces to ensure a smooth transition.
- Post: Learning target, “Sun, Moon, and Stars” Version 2 song, and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening A: Record the whole group singing “Sun, Moon, and Stars” Version 2 song and post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Video record students role-playing to review with students in later lessons as a reminder of what happened. Most devices (cellphones, tablets, laptop computers) come equipped with free video recording apps or software.
- Work Time C: Students use Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.B.5, 1.I.B.6, and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read academic text closely, and to use role-play to reinforce comprehension.

- ELLs may find it challenging to comprehend some of the academic language and syntax in *Summer Sun Risin'*. Guide students through the Language Dive conversation during Work Time A. See below for details.
- In Work Time A, ELLs are invited to participate in a Language Dive conversation (optional). This guides them through the meaning and structure of a stanza from the *Summer Sun Risin'*. Students may draw on this sentence when competing their culminating tasks in Lesson 7. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.
- Create a “Language Chunk Wall”—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. During the Language Dive, students are invited to place sentence strip chunks on the Language Chunk Wall into corresponding categories, such as “Nouns and nouns phrases” or “Linking language.” Students can then refer to this wall after the Language Dive and during subsequent lessons. For this lesson, the categories “Nouns and noun phases” and “Verbs and verb phrases” are suggested.

Levels of support

For lighter support:

- During Closing and Assessment, invite students who need lighter support to share their sun experiences first.

For heavier support:

- During the role-play in Work Time B, empower students to ask for help if they are not sure what their characters would say. Prompt students to call, “Line!” when they get stuck. Tell students that this will signal their partners to provide them with an idea of something they could say.
- During Work Time C, work closely with a small group of students who need heavier support. Consider completing the response sheet together as a shared writing experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** After the close read-aloud, students are invited to discuss what the boy and sun do in the middle of *Summer Sun Risin'*. To do so, students will need to recognize a pattern that started in the beginning of the story. Because this story is read across several days, some students may need additional support in connecting the pattern from the beginning of the book to the new section read in this lesson. As you invite students to reflect on the relationship between the boy and the sun, activate background knowledge, explicitly prompting students to think about the relationship between the boy and the sun based on what they observed in the beginning of the story.
- **Multiple Means of Action & Expression (MMAE):** Students have a range of fine motor abilities and writing needs. Some students may need additional support in order to visually plan for writing and drawing on their response sheets. Vary methods for fine motor responses, offering modified response sheets with a separate box for drawing and lines for writing.

- **Multiple Means of Engagement (MME):** During the Role-Play protocol students may disagree about choosing roles. Some students may need additional support generating positive strategies for resolving a disagreement. Foster collaboration by discussing conflict-resolution strategies with students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- pronoun (T)
- midday (L)

Review:

- noun, verb (T)
- retell, characters, events, respect (L)

Materials

- ☑ “Sun, Moon, and Stars” Version 2 song (one to display)
- ☑ Marker (one; for teacher use)
- ☑ Close Read-aloud Guide: *Summer Sun Risin’* (Session 3; for teacher reference)
 - *Summer Sun Risin’* (one to display; for teacher read-aloud)
 - Sun, Moon, and Stars Word Wall cards (new; teacher-created; one)
 - Sun, Moon, and Stars Word Wall (begun in Lesson 1; added to during the Opening and close read-aloud)
 - *Summer Sun Risin’* anchor chart (begun in Lesson 3; co-created with students during Work Time A; see Close Read-aloud Guide)
 - *Summer Sun Risin’* icons (from Lesson 3; one set for teacher use during the close read-aloud)
 - Sun icon (from Lesson 3; two; for teacher use during the close read-aloud)
 - *Summer Sun Risin’* word card (from Lesson 3; teacher-created; two)
 - Reading Literature Checklist (for teacher reference; see Assessment Overview and Resources)

- ☑ Language Dive Guide: *Summer Sun Risin'* (optional; for ELLs; for teacher reference; see supporting materials)
 - Sentence Strip Chunks: *Summer Sun Risin'* (optional; for ELLs; one to display, see supporting materials)
- ☑ Role-Play Protocol anchor chart (begun in Lesson 4)
- ☑ Working to Become Ethical People anchor chart (begun in Lesson 4)
- ☑ Think-Pair-Share Protocol anchor chart (begun in Module 1)
- ☑ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ *Summer Sun Risin'* response sheet (from Lesson 3; one for teacher modeling and one per student)
- ☑ Pencils (one per student)

Opening

A. Song and Movement: “Sun, Moon, and Stars” Version 2 Song (10 minutes)

- Gather students whole group. As needed, remind them to move safely and make space for everyone.
- Remind students that they’ve learned a new song about the sun that was delivered to them by Elvin.
- Direct students’ attention to the “**Sun, Moon, and Stars**” Version 2 song and invite them to join you in singing.
- Remind students of the gestures, motions, and actions that they created.
- Remind students that this song uses *nouns* and their matching *verbs*. Remind students that nouns are people, places, or things (like “the sun!”), and that verbs are action words (like “shines!”).
- Turn and Talk:
“What are some of the nouns and verbs that go together in this song?” (Responses will vary)
- Circulate with the Language Checklist as students share to track students’ progress towards L.1.1c.
- Tell students that not only does this song use nouns and verbs, it also includes *pronouns*. Tell students that a *pronoun* is a word that can take the place of a noun.
- Redirect students’ attention to the first verse and reread it aloud. Tell students that the *pronoun* in this verse is “it” because it replaces the noun “the sun”. Use a **marker** to draw a box around the pronoun “it”.
- Tell students that you are slowly going to repeat the song. When they hear or see a *pronoun* they can touch their nose.
- Sing the song aloud slowly and draw a box around the pronouns.
- After singing the song and drawing a box around the pronouns and invite students to reread the pronouns with you: “it” and “them”.
- If time allows, practice replacing nouns with pronouns by naming individuals, groups, or things in the classroom and having students generate the matching pronouns.

Meeting Students' Needs

- Provide differentiated mentors by seating students who are less comfortable singing next to students who may be more comfortable. (MMAE)
- For ELLs: Before singing the song, reread the lyrics aloud and invite students to give a silent signal when they hear pronouns. Invite students to come up and circle the words that they identify.

Work Time

A. Close Read-aloud, Session 3: *Summer Sun Risin'*, Pages 11–20 (25 minutes)

- Invite students to turn and talk to an elbow partner:

“Who is the main character? Where does the story take place? What happened in the beginning of the story?” (The main character is a boy. The story takes place on a farm. In the beginning of the story, a boy wakes up and starts to work on a farm. The sun is rising and moving in the sky.)
- Refocus whole group and invite one or two students to share out.
- Direct students' attention to the posted learning target and read it aloud:

“I can describe what the boy and the sun do in the middle of Summer Sun Risin'.”
- Invite students to turn and talk to an elbow partner:

“What time of day do you think the middle of the story takes place?” (in the middle of the day)

“Where do you think the sun will be in the middle of the story?” (in the middle of the page)
- Tell students that during today's close read-aloud session they will read to meet this target.
- Invite students to take out their magic bows and take aim at the target.
- Guide students through the close read-aloud for *Summer Sun Risin'* using the **Close Read-aloud Guide: *Summer Sun Risin'* (Session 3; for teacher reference)**. Consider using the **ReadingLiterature Checklist** during the close read-aloud(see Assessment Overview and Resources).
- Refer to the guide for the use of:
 - ***Summer Sun Risin'***
 - ***Summer Sun Risin'* anchor chart**
 - ***Summer Sun Risin'* icons**
 - **Sun icon**
 - ***Summer Sun Risin'* word card**
- Tell students that in the next lesson they will write and draw about the key details from the end of the text.

Meeting Students' Needs

- To active background knowledge before students discuss what the boy and sun do in the middle of *Summer Sun Risin'*, invite students to reflect on the relationship based on what they know about the beginning of the story. (Example: “Think back to what the boy and sun were doing at the beginning of the story. With your

partner, discuss *why* you think the sun will be in the middle of the page in the middle of the story. What have you learned from the story so far that makes you think this might be the case?") (MMR)

- For ELLs: During or after Work Time A, guide students through the Language Dive (see supporting materials). Refer to the **Language Dive Guide: *Summer Sun Risin'* (for teacher reference)**. Display **Sentence Strip Chunks: *Summer Sun Risin'***.

Work Time

B. Role-Playing and Reflecting on Respect, Pages 13, 15, and 19 (10 minutes)

- Refocus students whole group.
- Offer specific feedback on their close reading skills used to explore the focus question: “What is the boy doing when the sun is at its highest in the sky?” (Example: “Everyone looked closely at the pictures in the text to notice that because the sun is pausing, it must be noon or lunch time.”)
- Tell students that later in the lesson they will write and draw about the beginning and middle events so today they will continue to think about, discuss, and role-play these events with a partner so they better understand them in order to do their best writing.
- Move students into pre-determined pairs and tell them they are going to use the Role-Play protocol to act out a few of the middle events of *Summer Sun Risin'*. Remind them that they have been using this protocol in the last lesson and review as necessary using the **Role-Play Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Direct students' attention to the posted **Working to Become Ethical People anchor chart** and review what is written on it by reading it aloud.
- Remind students to focus on showing respect while working with a partner during the Role-Play protocol. Students should continue to focus on what it looks like and sounds like to show respect.
- Invite students to begin the Role-Play protocol for the following sections of text:
 - Pages 13
 - Pages 15
 - Pages 19
- Refocus students whole group and offer them specific, positive feedback on their role-playing. (Example: “I noticed each partner group acting like the character and doing the things they did.”)
- Tell students that in the next lesson, they will role-play the ending events from the story and use their thinking from this role-play to help with writing and drawing about the major events from the story.
- Tell students they are going to use the Think-Pair-Share protocol to discuss how they showed respect during the Role-Play protocol. Remind them that they used this protocol in previous lessons, and review as necessary using the **Think-Pair-Share Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)

- Invite them to Think-Pair-Share with an elbow partner:
“What did it look and sound like when you were showing respect during the Role-Play protocol?”
- Offer the following sentence stems as necessary:
 - “It sounded _____, so I saw respect today.”
 - “It looked like _____, so I saw respect today.”
- As students talk, circulate and listen in. Take note of the ideas they are sharing and target a few students to share out with the whole group. Consider documenting progress toward SL.1.2 using the **Speaking and Listening Checklist**.
- Remind students to make a bridge with their arms after both partners have shared.
- Gather students back together and invite a few students to share out.
- Remind students that they will keep working on what respect looks like and sounds like throughout the unit.

Meeting Students' Needs

- As students begin the Role-Play protocol, highlight critical features of *Summer Sun Risin'* by displaying specific pages on the document camera. Prompt students to refer to these pages for ideas about what to do or say as they role-play. (MMR)
- When giving directions for the Role-Play protocol, foster collaboration by reminding students of strategies for resolving a disagreement. (Example: “Yesterday we discussed strategies for what to do if you have a disagreement with your role-play partner. What can we do or say to respectfully resolve our problem?”) (MME)
- For ELLs: Offer alternative sentence frames to expand opportunities for students to express themselves. (Examples: “I heard others _____, so I saw respect today.” “I saw others _____, so I saw respect today.” “I saw _____ taking care of others by _____.”)

Work Time

C. Independent Writing: *Summer Sun Risin'* Response Sheet, Part II (10 minutes)

- Display Part II of the *Summer Sun Risin'* response sheet.
- Read the directions aloud: “Draw a picture to show an event from the beginning of the story, from the middle of the story, and from the end of the story. Complete the sentence frame at the bottom of each box to tell what your picture shows.”
- Direct students' attention to the three boxes. As you point to each box, read the sentence frame. (Example: Point to the beginning box and read, “In the beginning ...”)
- Using a total participation technique, invite responses from the group:
“What will we be writing and drawing in these boxes?” (the events from the beginning, middle, and end of the story)
- Tell students that in Lesson 3 they had a chance to write and draw about the main character and setting of *Summer Sun Risin'* using key details from the text. Today, they will write and draw about the beginning and middle events using key details from the text.

- Remind students to think about the parts they acted out for the beginning and the middle of the story when completing today's writing task.
- Invite students to turn and talk to an elbow partner:
 - “What happened at the beginning of the story?” (*The boy woke up in the morning and had breakfast.*)
 - “What happened in the middle of the story?” (*It's lunchtime, and the boy has lunch.*)
- Remind students to focus only on events from the beginning and middle. Tell them they will write about the events from the end of the book tomorrow.
- Invite students to show a thumbs-up or touch their head if they are ready to begin writing and drawing about the events from the beginning and middle of *Summer Sun Risin'*.
- Point out the *Summer Sun Risin'* response sheets and **pencils** already at their workspaces. Transition students to their workspaces and invite them to begin.
- Circulate and support students as necessary. Encourage them to use classroom resources (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts) as necessary.
- After 5 minutes, signal students to stop working. Model cleanup, keeping directions clear and brief. Invite students to walk safely to the whole group gathering area. Collect response sheets.
- Remind students that in the next lesson they will role-play events from the end of the story and use thinking from this to help with writing and drawing about the major events from the end of the story.

Meeting Students' Needs

- When preparing students for independent writing, vary methods for fine motor responses by offering modified response sheets with a separate box for drawing and lines for writing. (MMAE)
- For ELLs: Before inviting students to complete their *Summer Sun Risin'* response sheets, model and think aloud completing it using a text familiar to all students, such as *The Most Magnificent Thing*. (Example: “What events happened in the beginning? Oh, that's right! It is the little girl! I will draw a picture of the little girl and write, “little girl.”)”))

Closing and Assessment

A. Structured Discussion: Sun Experience—Midday (5 minutes)

- Gather students together whole group.
- Tell them they are going to use the Think-Pair-Share protocol to discuss what the boy experiences when the sun is highest in the sky and what they themselves experience when the sun is highest in the sky. Remind students that they used this protocol earlier in today's lesson, and review as necessary using the Think-Pair-Share Protocol anchor chart. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Briefly review the definition of *experience* (to feel or know).

- Invite students to Think-Pair-Share with an elbow partner:
 - “Where is the sun during midday?” (At midday, the sun is highest in the sky—in the middle of the sky.)***
 - “What does the boy experience during midday?” (At midday, the boy is having lunch.)***
 - “What do you experience during midday?” (Responses will vary, but may include: At midday, I like to play outside.)***
- Offer the following sentence stem as necessary:
 - “At midday (the sun/the boy/I) _____.”
- As students talk, circulate and listen in. Take note of the ideas they are sharing and target a few students to share out with the whole group. Consider documenting progress toward SL.1.2 using the Speaking and Listening Checklist.
- Remind students to make a bridge with their arms after both partners have shared.
- Gather students back together and invite a few students to share with the whole group.
- If time permits, cue students to expand the conversation by saying more and to listen carefully:
 - “Can you say more about that?” (Responses will vary.)***
 - “Who can repeat what your classmate said?” (Responses will vary.)***
- Tell students that tomorrow they will continue to discuss their experience with the sun when it is close to the horizon at sunset.