

## Lesson 6: Reading, Speaking, and Listening: Focused Read-aloud: *Mama Miti*



### CCS Standards

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).



### Daily Learning Targets

- I can ask and answer questions about the main topic and key details in *Mama Miti*. (RI.K.1, RI.K.2, RI.K.4, RI.K.6)
- I can state an opinion and provide a reason to support it. (W.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.1e)
- I can describe and paint a place where trees are planted. (SL.K.4)

### Ongoing Assessment

- During the focused read-aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.4, and RI.K.6 (see Assessment Overview and Resources).

**Agenda****1. Opening**

- A. Song and Movement: “Trees in Our Community,” Version 1 (5 minutes)

**2. Work Time**

- A. Focused Read-aloud: *Mama Miti* (15 minutes)
- B. Preparing to Write: Matching Opinions with Reasons Game (15 minutes)
- C. Engaging the Artist: Watercolors (20 minutes)

**3. Closing and Assessment**

- A. Reflecting on Learning (5 minutes)

**Teaching Notes****Purpose of lesson and alignment to standards:**

- This is the first lesson in a series of three in which students participate in a focused read-aloud of the text *Mama Miti*. Throughout the read-aloud, students work to understand the main topic that Wangari helped her community by sharing what she knew about trees.
- *Mama Miti* is a biography of Wangari Maathai, a Kenyan woman who gave seeds and seedlings to women all over Kenya to help the community. Consider taking additional time to help students understand that this story is true and about a real person, by reading parts of the Afterword and showing photographs of Wangari.
- The pages of *Mama Miti* are not numbered. For instructional purposes, the page that begins with “On the highlands of Africa ...” should be considered page 1 and all pages thereafter numbered accordingly.
- In Work Time B, the information from the Places People Plant Trees anchor chart and the Reasons to Plant a Tree anchor chart is used to practice forming opinions and supporting the opinions with reasons through the Matching Opinions with Reasons game, and then eventually in writing for the Unit 2 Assessment, Part II in Lesson 11.

**How this lesson builds on previous work:**

- Students engaged in watercolor painting in Lesson 5. In this lesson, the watercoloring involves more skill and attention as students watercolor within the lines of a drawing.
- In Lessons 2–4, students added ideas to the Reasons to Plant a Tree anchor chart during the focused read-aloud of *A Tree Is Nice*. In this lesson, they use the anchor chart during the Matching Opinions with Reasons game.

**Areas in which students may need additional support:**

- During Work Time A, students listen to the text *Mama Miti* read aloud. Students may find the language and structure of this text challenging. Depending on the needs of your students, consider stopping to define words in context that will support students’ general understanding of the opinion the author makes and the reasons she gives to support her opinion.

### Down the road:

- In Lessons 7–8, students will continue to engage in a focused read-aloud of *Mama Miti* and use the information and ideas from the text to add to the Reasons to Plant a Tree anchor chart and discuss the Module 4 guiding question.
- In Lesson 10, students will use the ideas from the Places People Plant Trees anchor chart and the Reasons to Plant a Tree anchor chart to plan and write an opinion statement for Part II of the Unit 2 Assessment.
- Students will continue to practice watercoloring in Lessons 9–10 and will be introduced to the watercoloring technique of layering.

### In advance:

- Prepare:
  - Student workspaces with watercoloring supplies for Work Time C.
- Review Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3, Unit 1, Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Select from the language goals provided to best meet your students' needs.
- Post: Learning targets 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 by in part by CA ELD Standards K.1.A.3, K.1.B.6, and K.1.B.8

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities to build their oral language fluency while extending their understanding of where and why people plant trees through the text.
- ELLs may find it challenging to comprehend the figurative language in *Mama Miti*. Starting on page 1, as you read, use gestures and text-based questions to confirm student understanding. (Example: When you read “The face of Mount Kenya smiled down on her,” “Plants wilted,” and “the skies blessed them with shimmering rains,” ask and then demonstrate and explain what the author means.) Consider creating illustrations on index cards for these phrases (see the Meeting Students’ Needs column).

- In Work Time A, ELLs may participate in an optional Language Dive that guides them through the meaning of a sentence from *Mama Miti*. The focus of this Language Dive is on giving students practice with identifying and using prepositions (L.K.1e). Students then apply their understanding of the meaning and structure of this sentence in their writing and discussions on trees. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### Levels of support

*For lighter support:*

- During Work Time A, prompt students to share the questions they can ask when they don't understand. If needed, review the questions, then model pausing and reconsidering a phrase that may be confusing.

*For heavier support:*

- During Work Time A, consider creating an interactive storyboard beforehand, or with the students if time permits. Reveal each section as you read *Mama Miti*. Keep it posted on the board to help reinforce comprehension. Ask students to paraphrase what happened on each page by using the illustration guides.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Recall that some students may benefit from having an individual copy of the poem to follow along in near-point as it is read aloud. Support transfer of learning by offering multiple representations of the poem. Consider providing an annotated or illustrated copy of the poem for students as support for information-processing strategy development and comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their level and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons in this unit to help them understand the value and relevance of the activities in this lesson. Continue to provide prompts and sentences frames for those students who require them.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

**Review:**

- contribute, community, opinion, reason, watercoloring, respect (L)

### Materials

- ✓ “Trees in Our Community,” Version 1 (from Lesson 2; one to display)
- ✓ *Mama Miti* (one to display; for teacher read-aloud)
- ✓ Language Dive Guide II: *Mama Miti* (optional; for ELLs; for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
  - Chunk Chart II: *Mama Miti* (optional; for ELLs; for teacher reference)
  - Sentence Strip Chunks II: *Mama Miti* (optional; for ELLs; one to display)
- ✓ Reading Informational Text Checklist (see Assessment Overview and Resources)
- ✓ Places People Plant Trees anchor chart (begun in Lesson 5)
- ✓ Reasons to Plant a Tree anchor chart (begun in Lesson 3)
- ✓ Mountain scene sketch (one per student and one to display)
- ✓ Watercoloring supplies:
  - Palettes (one per student)
  - Paintbrushes (one per student)
  - Cups of water (one per student)
  - Paper towel (one sheet per student)
- ✓ Respect anchor chart (begun in Module 3)

### Opening

#### A. Song and Movement: “Trees in Our Community,” Version 1 (5 minutes)

- Gather students whole group.
- Display “Trees in Our Community,” Version 1 and read the title.
- Follow the same routine established in Modules 1–2 to sing “Trees in Our Community,” Version 1:
  - Direct students’ attention to the posted “Trees in Our Community” song.
  - Invite students to sing along as you point to the text.
- Provide specific, positive feedback on students’ participation in the song.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with sustained engagement (Leadership, Peer Modeling, and Engagement) Invite students to lead the class in singing the song while pointing to the words with their finger or a pointer. (MME)

## Work Time

### A. Focused Read-aloud: *Mama Miti* (15 minutes)

- Refocus whole group.
- Offer students specific, positive feedback on their engagement with the song.
- Display ***Mama Miti***. Read the names of the author and illustrator.
- Using a total participation technique, invite responses from the group:
  - “Donna Jo Napoli is the author. What did she do to create this book?” (wrote the words in the story)*
  - “Kadir Nelson is the illustrator. What did he do to create this book?” (drew the pictures in the story)*
- Reread the title and using a total participation technique, invite responses from the group:
  - “From the title and picture on the cover, what do you think this book will be about?” (Responses will vary, but may include: a woman who plants trees.)*
  - “What do you think author’s point will be?” (Responses will vary, but may include: People should plant trees because there is a woman planting a tree.)*
- Tell students that this is a true story about a woman named Wangari Maathai, who used trees to help her community.
- Direct students’ attention to the posted learning targets and read the first one aloud:
  - “I can ask and answer questions about the main topic and key details in ***Mama Miti***.”*
- Invite students to try to listen for the key details and main topic of the text as you read aloud.
- Throughout the focused read-aloud, consider using the **Reading Informational Text Checklist** to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, and RI.K.6.
- Read aloud the entire text.
- Ask:
  - “What was this text mostly about?” (a woman who helped people plant trees)*
- Reread page 28, starting with “Wangari changed a country ...”
- Think-Pair-Share:
  - “What is the author’s point? What is the author saying her readers can learn from Wangari?” (Everyone can plant trees. Trees help people.)*
- Help students understand that the author is making a point that planting trees can help a community.
- With excitement, remind students that this is similar to the Module 4 guiding question. Wangari taught her community about why and how trees are important.
- Provide specific, positive feedback on students’ ability to parse the author’s point from a challenging text.



### Meeting Students' Needs

- For ELLs: (Providing Think Time) Before inviting responses from the group, consider giving students time to think and process the question.
- For ELLs: During or after Work Time A, guide students through a Language Dive. Refer to **Language Dive Guide II: *Mama Miti***, Questions We Can Ask during a Language Dive anchor chart, and **Chunk Chart II: *Mama Miti***. Display **Sentence Strip Chunks II: *Mama Miti***.
- For students who may need additional support with planning: Invite students to share how they know what is the main idea and what are the key details in the text. (MMR, MMAE, MME)

### Work Time

#### B. Preparing to Write: Matching Opinions with Reasons Game (15 minutes)

- Refocus students whole group.
- Tell students that the **Places People Plant Trees anchor chart** can help them form an *opinion* about where to plant a tree. As needed, remind students that an *opinion* is what you think about something.
- Direct students' attention to the Places People Plant Trees anchor chart and reread the big ideas.
- Tell students that once you have an opinion on where to plant a tree (e.g., the playground), you can have different reasons why you think it should be planted there. As needed, remind students that reasons are why you have that opinion, or what makes you think so.
- Direct students' attention to the **Reasons to Plant a Tree anchor chart** and reread the big ideas.
- Tell students that they can use the opinions from the Places People Plant Trees anchor chart and the reasons from the Reasons to Plant a Tree anchor chart to play a matching game.
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can state an opinion and provide a reason to support it."***
- Remove the sentence strips from the Reasons to Plant a Tree anchor chart and the Places People Plant Trees anchor chart and mix them together.
- Model the Matching Opinions with Reasons game with three student volunteers:
  - Distribute a sentence strip to each student and yourself (e.g., "playground," "beach," "have trunks and limbs to climb," "make shade").
  - Read your sentence strip and decide whether you are a place (opinion) or a reason. Use the icon as a visual cue to help you read.
  - Invite the places to spread out around the room.
  - Invite the reasons to move and stand next to a place that makes sense ("have trunks and limbs to climb" makes sense with "playground" but not "beach"; however, "makes shade" is a reason that could go with either place, and that's okay!).

- Take turns orally processing the matches by forming sentences using the sentence frame: “Plant a tree \_\_\_\_\_ because \_\_\_\_\_.” (“Plant a tree at the beach because trees make shade.” or “Plant a tree beside the playground because trees have trunks and limbs to climb.”)
- Invite the matched-up places and reasons to give each other a high-five.
- Tell students that more than one reason can go to a place because you can have many reasons for the opinion you make.
- Answer clarifying questions.
- Guide students through the routine as a whole class:
  - Distribute a sentence strip to each student.
  - Invite students to read their sentence strips and decide whether they are a place or a reason.
  - Invite places to spread out around the room.
  - Invite reasons to move and stand next to a place that makes sense with their reason.
  - Take turns orally processing the matches by forming sentences using the sentence frame: “Plant a tree \_\_\_\_\_ because \_\_\_\_\_.”
  - Invite the matched-up places and reasons to give each other a high-five.
- Collect the sentence strips and reattach them to the respective anchor charts.
- Provide specific, positive feedback on students’ ability to learn and engage respectfully in a fun, new routine.
- With excitement, tell students that they will continue to play this game as they think about and gather more ideas for where people plant trees and why people plant trees there.

### Meeting Students’ Needs

- For ELLs (Recalling the Language Dive): Review the Language Dive sentence from *A Tree Is Nice* in Lesson 2 to reinforce the concept of pairing an opinion with a reason.
- For students who may need additional support with strategy development: Model a think-aloud of matching up with a partner. (Example: “Hmm ... my sentence strip says ‘at the beach.’ I need to think of what a tree could do at the beach. When I find someone with a reason, we can think together if my place matches. If not, I can move on to a different classmate and think together until I find a reason that matches my opinion, or place.”) (MMAE)



## Work Time

### C. Engaging the Artist: Watercolors (20 minutes)

- Refocus students whole group and offer specific, positive feedback on their respect during the Matching Opinions with Reasons game.
- Direct students' attention to the posted learning targets and read the third one aloud:  
***"I can describe and paint a place where trees are planted."***
- Remind students that throughout the lesson, they listened to a text, acted out portions of the text, and discussed different places where people plant trees and why they plant them there.
- Direct students' attention to the **Places People Plant Trees anchor chart** and read the places aloud.
- With excitement, share with students that they will now get to watercolor one of the places where people plant trees.
- Display the **mountain scene sketch** and using a total participation technique, invite responses from the group:  
***"Which place will you be watercoloring today?" (a mountain)***
- Point to the white spaces between the lines and tell students that, just like when they color, they should paint carefully between the lines of the drawing.
- Point out the **watercoloring supplies** already at student workspaces.
- Transition students to their workspaces and invite them to begin watercoloring using the same routine from Work Time B of Lesson 5:
  1. Carefully open the palette.
  2. Dip your paintbrush into the cup of water one or two times.
  3. Gently mix the wet paintbrush into the color. Remind students to always start the watercolor painting with the lightest color.
  4. Gently sweep the paintbrush across the paper to paint.
  5. Rinse the brush thoroughly before using another color.
  6. Repeat steps 1–5.
  7. Once the painting is complete, thoroughly rinse the brush, clean the watercolor palette with a damp paper towel by blotting gently, and carefully close the palette.
- Circulate to support students as they watercolor and invite them to describe the place that they are painting.
- After about 15 minutes, invite students to turn to an elbow partner and share their watercolor painting, describing the place.
- Invite students to clean up carefully, putting all materials back in the appropriate locations, and return to the whole group meeting area.
- Tell students that they will continue to work on their watercoloring techniques as they think about, discuss, paint, and write about places people plant trees and why they plant them there in the upcoming lessons.

### Meeting Students' Needs

- For ELLs: (Oral Language: Extending Reasoning) When students turn to talk to their partner about the place they've painted, encourage them to practice using the word *because* to extend their thinking and describe why they used particular colors or designs. (Example: I used green to paint the treetops because they have leaves.)
- For students who may need additional support with self-regulation: As students watercolor, support time management strategies by using a timer. (MME)

## Closing and Assessment

---

### A. Reflecting on Learning (5 minutes)

- Refocus whole group.
- Direct students' attention to the **Respect anchor chart** and review the big ideas.
- Remind students that they can show respect in many ways: for themselves, for others, and for materials.
- Turn and Talk:

*“How did you respect your classmates during the Matching Opinions with Reasons game?” (Responses will vary.)*

*“How did you respect the classroom space while watercoloring?” (Responses will vary.)*

- Provide specific, positive feedback on the different ways students showed respect for their classmates and classroom space.

### Meeting Students' Needs

- For ELLs: (Partner Share-Out) Invite students to share what their partners said.
- For students who may need additional support with verbal expression: Allow students 1 minute of think time before sharing with a partner. (MMAE)