Lesson 7: Reading, Speaking, and Listening: Focused Read-aloud: *Mama Miti*, Pages 3–14

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.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **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...).
- **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.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.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2a:** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2b:** Recognize and name end punctuation.

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.9)
- I can identify the similarities and differences between the texts *A Tree Is Nice* and *Mama Miti*. (RI.K.9, SL.K.1a, SL.K.4, SL.K.6)
- I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b)

Ongoing Assessment

- During the focused read-aloud in Work Time A and Back-to-Back and Face-to-Face protocol in Work Time B, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.4, and RI.K.9 (see Assessment Overview and Resources).
- Collect students' Opinion Writing planners and use the Opinion Writing Checklist to track students' progress toward W.K.1 (see Assessment Overview and Resources).

Agenda

1. **Opening**

    A. Song and Movement: "Trees in Our Community" (5 minutes)

2. **Work Time**

    A. Focused Read-aloud: *Mama Miti,* Pages 3–14 (15 minutes)

    B. Back-to-Back and Face-to-Face Protocol: Comparing *Mama Miti* to *A Tree Is Nice* (10 minutes)

    C. Scaffolded Writing: Analyzing a Model and Planning an Opinion and Reason (25 minutes)

3. **Closing and Assessment**

    A. Pinky Partners Protocol: Sharing Our Opinion Writing Planners (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the second 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 toward understanding why the main character, Wangari, instructed members of her community to plant trees (RI.K.1, RI.K.2, RI.K.4).

- During the focused read-aloud of *Mama Miti*, invite students to repeat the phrase from the text "Thayu nyumba—peace, my people" to encourage them to become more comfortable with it through the use of repetition.

- In Work Time B, students participate in the Back-to-Back and Face-to-Face protocol to discuss similarities and differences between *Mama Miti* and *A Tree Is Nice*. Consider doing a picture walk of *A Tree Is Nice* and *Mama Miti* to remind students of the big ideas before they compare (RI.K.9).

- During Work Time C, students analyze a model of an opinion statement to identify the important parts of opinion writing and gain a better understanding of what makes a strong piece of opinion writing. They then use this analysis to support planning their own opinion piece in which they state an opinion for where they would plant a tree and provide a reason to support their opinion (W.K.1).

- The instruction of opinion writing asks students to go above and beyond the standard (W.K.1) by not only composing an opinion piece that states an opinion about a topic, but also by providing a reason to support that opinion.

How this lesson builds on previous work:

- Students continue to add ideas to the Reasons to Plant a Tree anchor chart during the focused read-aloud of *Mama Miti*.

Areas in which students may need additional support:

- During Work Time A, students listen to *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 their general understanding of the text, its main idea, and key supporting details.

- Students participated in many sessions comparing and contrasting characters in Unit 1, but in this lesson they are asked to compare ideas about trees. This task may prove to be challenging for some students, so allow them to enter the discussion at whatever place makes sense to them. Some students may compare the illustrations, phrasing, or types of trees rather than the ideas. Track students as they share and consider meeting with a small group of students during another part of the lesson to build up comprehension.

In advance:

- Prepare:
  - Trees Are Important Word Wall card for the word *firewood*.
  - Clipboards with Opinion Writing planners attached for Work Time C.
- 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.C.11

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to build content knowledge about where and why people plant trees through continuing the focused read-aloud of *Mama Miti*.
- ELLs may find it challenging to comprehend some of the phrases in pages 3–14 in *Mama Miti* (examples: "thin as ropes" "came to her from every direction"). When reading, continue to use gestures, text-based questions, and the illustrations to facilitate and check for student understanding.

Levels of support

For lighter support:

- During Work Time A, encourage students to ask questions when they don't understand. Model pausing and reconsidering a phrase that may be confusing.

For heavier support:

- During Work Time A, refer to the interactive storyboard of *Mama Miti* to help retell the story before you read. Then add to the storyboard as you read. Ask students to paraphrase what happened on each page by using the illustrations as guides.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally.

- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils and partial dictation of student responses as appropriate.

- **Multiple Means of Engagement (MME):** Continue to emphasize the importance of process and effort by discussing how even when you try your best to write neatly, you can sometimes make a mistake and that is okay.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- firewood (T)

Review:

- similarities, differences, community, opinion, reason (L)

Materials

- ☑ "Trees in Our Community," Version 1 (from Lesson 2; one to display)
- ☑ *Mama Miti* (from Lesson 6; one to display; for teacher read-aloud)
- ☑ Reading Informational Text Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ Reasons to Plant a Tree anchor chart (begun in Lesson 3; added to during Work Time A; see supporting materials)
- ☑ Reasons to Plant a Tree anchor chart (begun in Lesson 3; example, for teacher reference)
- ☑ Marker (blue; used by the teacher to record ideas on sentence strips)
- ☑ Sentence strips (one; added to the Reasons to Plant a Tree anchor chart)
- ☑ Tape (one piece; used by the teacher to adhere sentence strips to Reasons to Plant a Tree anchor chart)
- ☑ Trees Are Important Word Wall card (new; teacher-created; one)
- ☑ Trees Are Important Word Wall (begun in Unit 1; added to during Work Time A; see Teaching Notes)
- ☑ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)
- ☑ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ Opinion Model: "Where I Would Plant a Tree" (one to display)
- ☑ Opinion Model: "Where I Would Plant a Tree" (for teacher reference)

☑ Colored pencils (red, blue; used by the teacher to annotate the Opinion Model: "Where I Would Plant a Tree")

☑ Opinion Writing planner (one per student and one to display)

☑ Opinion Writing planner (example, for teacher reference)

☑ Places People Plant Trees anchor chart (begun in Lesson 5)

☑ Clipboards (one per student)

☑ Pencils (one per student)

☑ Pinky Partners Protocol anchor chart (begun in Module 3)

☑ Opinion Writing Checklist (for teacher reference; see Assessment Overview and Resources)

Opening

A. Song and Movement: "Trees in Our Community" (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":

– 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.

Work Time

A. Focused Read-aloud: *Mama Miti,* Pages 3–14 (15 minutes)

■ Refocus whole group.

■ Display ***Mama Miti*** and read the title and the author's and illustrator's names aloud.

■ Remind students that this is a true story about a woman named Wangari who encouraged others to plant trees to help her community.

■ Tell students that they gathered a lot of ideas from the text *A Tree Is Nice*, and that today they will focus on a few sections of *Mama Miti* to understand why Wangari told people in her community to plant trees.

■ Tell students that after focusing on a few sections of *Mama Miti*, they will be able to compare the information and ideas they get from *Mama Miti* to the information and ideas they got from *A Tree Is Nice*.

■ 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.**"*

■ 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.9.

■ Read aloud pages 3–8.

- Follow the same routine from Work Time A of Lesson 2 to check for understanding:
    - Turn and Talk:

        "According to the text, why did Wangari encourage people in her community to plant trees?" (for food; to grow food; to be able to eat fruits; because they didn't have any food and trees provide food)

    - Circulate to listen in.
    - Refocus whole group and share the correct reason(s).
    - Invite students to silently pantomime the reason(s).
    - Acknowledge those accurately pantomiming.
- Direct students' attention to the **Reasons to Plant a Tree anchor chart** and point out that the reason Wangari told people in her community to plant trees was also a reason that was included in *A Tree Is Nice*.
- Place a check mark or star by "Trees have food for people or animals" on the Reasons to Plant a Tree anchor chart. Refer to the **Reasons to Plant a Tree anchor chart (example, for teacher reference)** as necessary.
- Repeat this process with pages 9–14. (She encouraged people in her community to plant trees for firewood to make a fire so they can be warm and cook food.)
- Use the same routine from Work Time A of Lesson 3 to use a marker to add the reason to a sentence strip and tape it to the Reasons to Plant a Tree anchor chart. Continue to refer to the Reasons to Plant a Tree anchor chart (example, for teacher reference) as necessary.
- Show students the **Trees Are Important Word Wall card** for *firewood* (wood that is burned for heating or cooking) and follow the same process established in Modules 1–2: Provide its definition, clap out its syllables, use it in a sentence, and place the Word Wall card and picture for it on the **Trees Are Important Word Wall**.
- Tell students that they will continue to think about and find more reasons the author gives for why people should plant trees over the next few lessons.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Preview Pictures) Preview the pictures in pages 3–14 of *Mama Miti* to build vocabulary and prompt students to think about the who/what and what they are doing (subject and action) as they describe the pictures. (MMR)
- For ELLs: (Providing Think Time) Before the Turn and Talk, consider giving them time to think and process the question.
- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Sentence Frame: Discussions) Before students Turn and Talk, model a response that is a complete sentence: "Wangari encouraged the people in her community to plant trees _____ [for food]." (MMAE)
- For students who may need additional support with comprehension: Before each Turn and Talk, ask students to restate the question in their own words. (MMR, MME)

Work Time

B. Back-to-Back and Face-to-Face protocol: Comparing *Mama Miti* to *A Tree Is Nice* (10 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:

  "I can identify the similarities and differences between the texts A Tree Is Nice *and* Mama Miti.*"*

- Tell students that although both *A Tree Is Nice* and *Mama Miti* are texts that provide ideas about why someone might plant trees, there are many similarities and differences between the two texts.

- As needed, remind students that *similarities* means things that are the same and *differences* means things that are different, or not the same.

- Tell students they are now going to use the Back-to-Back and Face-to-Face protocol to discuss the similarities and differences of *Mama Miti* and *A Tree Is Nice*. Remind them that they used this protocol in Lesson 5, 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 two rounds of the protocol with the same partner using the following prompts:

  "What are one or two similarities between the texts Mama Miti *and* A Tree Is Nice?" *(Responses will vary, but may include: Both of the texts say that people should plant trees because trees provide food; both of the texts have pictures of trees; both of the texts give reasons that people plant trees.)*

  "What are one or two differences between Mama Miti *and* A Tree Is Nice?" *(Responses will vary, but may include: They are written by different authors; the illustrations are in different styles; they give different reasons for planting trees.)*

- Circulate and listen in as students discuss. Consider using the Reading Informational Text Checklist to track students' progress toward RI.K.9 and the Speaking and Listening Checklist to track students' progress toward SL.K.1a, SL.K.4, and SL.K.6.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Recalling Prior Work: Compare and Contrast) Ask students when they have compared and contrasted something recently. Remind them they compared and contrasted the experiences of characters in *A Tree for Emmy* and in *Oliver's Tree*. (MMR)

Work Time

C. Scaffolded Writing: Analyzing a Model and Planning an Opinion and Reason (25 minutes)

- Refocus whole group.

- Tell students that in *Mama Miti*, the main character, Mama Miti or Wangari, knows a lot about trees and she shares what she knows and her ideas with the community.

- Tell students that now that they have learned so much about trees, why people plant them, and places where people plant them, they also have information and ideas to share.

- Tell students that writing an opinion is one way to share ideas.

- Direct students' attention to the posted learning targets and read the third one aloud:

  "I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it."

- Review the following definitions as needed:
  - *opinion* (what you think about something)
  - *reason* (why you have your opinion; what makes you think so)

- Tell students that before they plan and write their own opinions, they will read and analyze one together as a class to better understand what to include in opinion writing.

- Display the **Opinion Model: "Where I Would Plant a Tree"** and read it aloud.

- Turn and Talk:

  "What was this mostly about?" (where this person thinks you should plant a tree)

- Tell students that when individuals share their opinion about a topic through writing, they must include important parts in the writing so that the reader can understand the opinion.

- Tell students that you are going to reread the Opinion Model: "Where I Would Plant a Tree" and point out the different parts of the writing. Tell them that as you identify and point out the different parts of the opinion writing, you will color the different parts in the model.

- Reread the first part of the sentence, "I would plant a tree beside the school building," and tell students that this is the opinion.

- Underline the opinion using a red colored pencil. Refer to the Opinion Model: "Where I Would Plant a Tree" (for teacher reference) as necessary

- Reread the second part of the sentence, "People can enjoy looking at the tree through the school's windows," and tell students that this is the reason that supports the opinion.

- Underline the reason using a blue colored pencil. Continue to refer to the Opinion Model: "Where I Would Plant a Tree" (for teacher reference) as necessary.

- Ask:

  "What word connects the opinion statement and the reason?" (because)

  Conversation Cue: "Who can explain why your classmate came up with that response? I'll give you time to think." (Responses will vary.)

- Point out that the word because is used to connect the opinion statement with the reason. This conjunction is important to use in opinion writing.

- Circle the word because on the model.

- Tell students you will reread the Opinion Model: "Where I Would Plant a Tree" one more time slowly. Students should listen for the different parts of the opinion writing and perform one of three actions depending on the part.

- Say:

  "When I read the opinion, touch your head."

  "When I read the word because, clap once."

  "When I read the reason, touch your knee."

- Remind students to move safely and begin reading, pausing after each part to allow students to perform the action.

- Refocus whole group.

- Tell students that now they are going to use what they know about what to include in opinion writing in order to plan their own opinion writing.

- Remind students that writing an opinion is one way to share ideas and that they have gathered a lot of ideas for places and reasons to plant trees.

- Display the **Opinion Writing planner** and read prompt aloud:

  "Where would you plant a tree? Why would you plant it there?"

- Focus students on the boxes on the planner and read the headings aloud:

  "Place"

  "Reason"

- Tell students that they will select a place to plant a tree from the **Places People Plant Trees anchor chart** and an appropriate reason for planting it in that place from the Reasons to Plant a Tree anchor chart. Remind students that all of these ideas came from the texts *A Tree Is Nice* and *Mama Miti*.

- Model completing the Opinion Writing planner using the following shared writing routine. Refer to the Opinion Writing planner (example, for teacher reference) as necessary:

  - Select "In a field" from the Places People Plant Trees anchor chart.

  - Record "In a field" on the "place" section of the Opinion Writing planner and quickly sketch the place.

  - Think aloud about a few different reasons you would plant a tree in a field (e.g., "Trees provide shade for the farm animals" or "Trees have food for people and animals.").

  - Select "Trees provide shade" from the Reasons to Plant a Tree anchor chart.

  - Record "Trees provide shade" on the "reason" section of the Opinion Writing planner and quickly sketch the reason.

  - Cover up "In a field" on the Places People Plant Trees anchor chart.

- Tell students that now they will plan their own opinion statement using any of the remaining ideas from the Places People Plant Trees anchor chart. Remind them that they should select a reason from the Reasons to Plant a Tree anchor chart that matches their opinion.

- Direct students' attention back to the Places People Plant Trees anchor chart and Reasons to Plant a Tree anchor chart and read the ideas aloud.

- Turn and Talk:

  "Where would you plant a tree?" (Responses will vary, but students should use information from the Places People Plant Trees anchor chart.)

  "Why would you plant it there?" (Responses will vary, but students should use information from the Reasons to Plant a Tree anchor chart.)

- Distribute **clipboards** and **pencils**.

- Invite students to begin planning.

- Circulate and support students as they plan their opinion statement by referring to the Places People Plant Trees anchor chart and Reasons to Plant a Tree anchor chart.

- After 10 minutes, signal to students to finish up their planners.

Meeting Students' Needs

■ For ELLs and students who may need additional support with vocabulary: (Word Support) Underline the words *state* and *provide* in the learning target and ask students what these words mean. If they are uncertain, remind them that *state* is to say or write, and *provide* is to give. Sketch an icon and show a gesture for each. (MMR)

■ For students who may need additional support with planning: Use a timer to support planning and time management. (MMAE, MME)

■ For students who may need additional support with persistence: Provide specific feedback that encourages sustained effort. (Example: "You are putting forth great effort at writing your opinion. Keep working hard with perseverance as you write your reason for that opinion!") (MME)

Closing and Assessment

A. Pinky Partners Protocol: Sharing Our Opinion Writing Planners (5 minutes)

▪ Refocus whole group.

▪ Tell students they are going to use the Pinky Partners protocol to share their Opinion Writing planners. Remind them that they used this protocol in Unit 1, and review as necessary using the **Pinky Partners Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.

▪ Invite students to take their Opinion Writing planners and begin the protocol.

▪ Refocus whole group and offer specific, positive feedback on students' sharing of ideas.

▪ Collect students' Opinion Writing planners and use the Opinion Writing Checklist to track progress toward W.K.1.

▪ With excitement, tell students that during the next few lessons they will have a chance to form an opinion about another place to plant a tree and then write and draw to show that opinion.

Meeting Students' Needs

■ For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL did well. This will help the student build his or her self-confidence and to identify and repeat that success next time.

■ Support communication and engagement by pairing students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at sharing their Opinion Writing planners. (MME)