UNIT 1: FAMILY / WEEK 1

Read Aloud: *Crybaby*

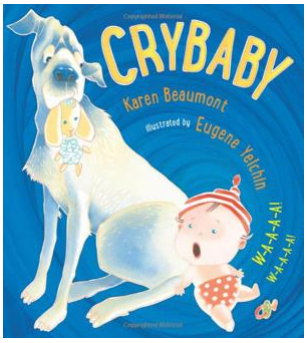
Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- A family is a group of people that care for and support each other.

Essential Question(s):

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary	Books
• *Crybaby* by Karen Beaumont • "woolly" stuffed animal (optional) • vocabulary word picture cards	• **quiet:** making little or no noise • **tickled**: light touch that causes laughter • **sleepy:** ready for sleep, to go to bed • **woolly:** made of wool; fine, soft, curly or wavy hair forming the coat of a sheep • **joy:** feeling happy • **hurried:** to go quickly or faster • **rush:** to move towards something quickly • **slurp:** eat or drink something with a loud sloppy, sucking noise • **retriever:** a type of dog that gets things for people	

First Read

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone ofvoice. If none of those are possible, insert a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate ("I'm thinking….")

Preparation: *Set up materials.*

"We have a new story to read today. The title of this book is *Crybaby.* The author of this story, the person who wrote the words, is Karen Beaumont. The name of the person who illustrated the book, created the pictures, is Eugene Yelchin."	**Show** cover, pointing to the title, author's and illustrator's names. **Read** the text all the way through, stopping at the notated pages below.

"On the cover of this book, we see a dog named Roy and a baby. These are the main characters in the story. Baby wakes up in the middle of the night and begins to cry. She wakes the dog and everyone in the house. Let's read to find out who tries to help baby stop crying and whether what they try works."	**Introduce** the main characters and the story problem, using the illustrations on the cover. **State** the story problem.
"In a ***quiet*** house on a ***quiet*** street…' ***Quiet***...there is little or no noise at night."	p. 2 Lower your voice and **read** in a low, whisper, as you talk to children.
"She woke Roy, the old ***retriever***, when she cried"	p. 3 **Point** to dog.
"'Father ***hurried*** to the baby...***Rush***, ***rush***!' He quickly moved to the baby."	p. 6 **Point** to Father.
"'Brother ***tickled*** baby's tummy…' 'Sister changed the baby's diaper…'"	p. 10 **Pretend** to tickle. **Point** to the diaper and pinch your nose.
"'Bark! Bark! No, Roy! Down, boy! Baby doesn't want that toy.'"	p. 12 **Point** to the sheep on Roy's head.
"'Grandma tried to feed the baby...***Slurp***, ***slurp***!' 'Grandpa tried to burp the baby…' 'She woke the ***sleepy*** next-door neighbors when she cried. They came in their pajamas…Knock, knock!' The neighbors had been sleeping too. It is too late now! Look, they even had to use a flashlight!"	p. 14 **Model** slurping noise when reading. **Pretend** to tap on a student's back. p. 17 **Point** to sleepy neighbors, **read** in a sleepy voice. **Make** a knocking motion with your hand.
"The neighbors rocked the baby...Rock, rock!"	p. 18 **Model** rocking back and forth. p. 20 **Point** to Roy.
"'BARK! BARK! No, Roy! Down, boy! Baby doesn't want that toy.' Take a look at Roy's face. I think Roy is feeling sad. He keeps trying to help, but no one lets him give the ***woolly*** toy to baby. I don't think they believe a dog can help a baby."	pp. 21-22 **Point** to each picture and **name** what is happening.

"Look at what everyone is doing now! They're all doing something different. It looks like they are trying different tricks to help Baby go back to sleep. Look! Someone is pulling a rabbit out of a hat, doing hula hoop tricks, balancing a chair on his nose, juggling balls, making music, and blowing bubbles… Look at Baby's face. It looks like she stopped crying now. I think she looks surprised by all the tricks they are doing. Maybe she thinks they are all silly for trying these tricks."	p. 22 **Point** to the Baby in the bubble. p. 23 **Point** to the dog.
"'Still that old ***retriever*** - a dog who brings things to people- wouldn't leave her side. No, Roy! Down, boy!' Look at Roy's face now. He looks happy as he gives Baby her sheep."	p. 24 **Point** to the woolly sheep.
"'Baby reaches for her toy, a white and ***woolly*** little sheep. The sheep has fine, soft, curly, or wavy hair."	p. 25 **Point** to baby in her crib.
"Baby smiles, then falls asleep. Baby finally has her ***woolly*** sheep. She just needed her sheep to go back to sleep!" "'***Quiet*** Baby...what a ***joy***!' She is falling asleep. Her eyes are closed. Everyone is tiptoeing away. What a ***joy***! They are feeling happy that Baby has stopped crying." "Good boy, Roy! Now everyone is going back to sleep, even Roy! I think everyone is relieved that Baby is no longer crying and is finally back to sleep. It is ***quiet*** again!"	p. 26 **Read** very quietly, **model** a joyful face, and tiptoeing.

Discussion Questions(s):

- Why do you think Baby stopped crying when Roy gave her the white and **woolly** little sheep?
- Some children have favorite toys they like to sleep with. What are some toys you think children would sleep with? Why do some children like to sleep with toys? Do you have a favorite toy for bedtime?

Second Read

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from the First Read and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We read this book before, and I know you remember the title is...*Crybaby*. We remember Baby is crying very loudly in her crib. Her family members are trying different things to figure out how to comfort her- to ***quiet*** her so she can go back to sleep. Let's read the story once more."	pp. 13-14 **Read** only a few pages, stopping on the notated pages. **Show** cover, **pointing** to the title as children chime in. **Re-orient** children to the book.
"Mother and Father ***hurried*** to the baby. "***Rush, rush***!" Mother and Father want to take care of Baby. When Baby cries, they quickly go to Baby to help her to find out what she needs."	p. 6
"Here Roy tries to give Baby the toy sheep. Mother and father don't think that Baby wants the sheep from the dog."	p. 8
"Look at the faces of the family members on these pages. They have all been trying to help Baby. I see frowns on their faces. I think they are feeling pretty sad that Baby isn't happy with what they are doing for her. It looks like they are wondering- thinking about what else to try."	pp. 13-14
"There are no words on this page, but everyone is trying a different thing to try and **quiet** Baby. Look at the tricks again...hula hoops, pulling a rabbit out of a hat, juggling balls, blowing bubbles, and playing music with maracas…. Baby isn't crying in this picture, but maybe she is wondering what they are doing."	pp. 21-22

"Still that old ***retriever*** wouldn't leave her side. A ***retriever*** is a dog that gets things for people. Roy gave Baby her sheep and I think he is happy that he could help her."	p. 23
"Finally, Roy gives Baby her white and ***woolly*** little sheep. Baby stopped crying and falls back asleep, just as the sun is rising."	pp. 24-25
"***Quiet*** Baby...what a ***joy***! Everyone is happy that Baby stopped crying. They can all go back to sleep too."	p. 26

Discussion Questions(s):

- Why were Baby's family and neighbors not able to quiet Baby, but Roy was?
- How do you think all the people were feeling in the story when they couldn't quiet Baby? Why?

After the questions, summarize children's responses: When Baby cries, everyone tried to help stop her tears. Her family may have felt worried, frustrated, or sad because she wouldn't stop crying. They want to take care of her. Finally, Roy gives her the woolly little sheep and she stops crying. She wanted her sheep and goes to sleep. Everyone is happy and relieved that Baby stops crying. Everyone goes back to bed.

Third Read

Children will:

- reconstruct parts of the story with the teacher.
- practice saying and using story-related vocabulary words.
- recall main events and characters in the story when prompted.

Teacher will:

- jointly reconstruct the story with children.
- expand, clarify, or add more information to children's responses.
- address misunderstandings.
- define words, as necessary.
- deepen comprehension asides.
- model analytical thinking.

"We have read this book twice and today we are going to talk about and tell the story together." We'll do motions for each time someone tries to help and when Baby cries."	**Read** only a few pages, focusing on the vocabulary words, main events, and characters. **Underline** the title with your finger as you read. **Use phrases** such as "We remember…." or "What is happening here?" as you **point** to the action on the pages. Your comments will be mostly in response to what children say.
"We remember what happened here…"	Begin reconstruction by **reading** pages 2-4 to the children.
"What's happening here?"	pp. 5-6 As students tell what Father and Mother do, **make the following motions**: pump arms for "Rush, rush!" finger to lips for "Hush, hush!"
"We remember what happens here with Roy!"	pp. 7-22 pp. 24-28 **Read** these pages slowly to keep the flow of the story.

Discussion Questions(s):

- Everybody tried to get Baby to stop crying. Why didn't they just let her cry?
- What are other reasons a baby might cry? (hunger, pain, fear, boredom, messy diaper, too cold/hot, teething, missing someone)

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- If you had been Baby's big brother or sister, what would you have tried to get her to stop crying? What other things might you try?