



WEEK 6 Day 2

Read Aloud
Big Al and Shrimpy
 Read 2 of 3

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Why is collaboration and working together important? When is it important to work in a group or independently?
Content Objective	I can act out and retell the key events in <i>Big Al and Shrimpy</i> . (RL.K.2)
Language Objective	I can demonstrate an understanding of key dialogue and actions by acting out the story (L.K.5, L.K.5d).
Vocabulary	clever: smart lonely: alone and sad stuck: unable to get out collaborate: to work together
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Big Al and Shrimpy</i>, Andrew Clements ● <i>Big Al and Shrimpy</i> vocabulary cards ● Think, Pair, Share chart <p>On the whiteboard write: What was the problem in the story and how was it resolved?</p>
Opening 1 minute	Introduce the text. <i>Today we are going to reread Big Al and Shrimpy.</i> Set a purpose for the read.

	<p><i>Today we'll act out the story and then retell the most important events. We'll have to pay close attention to what the characters say and do in order to act them out!</i></p> <p><i>What characters will we need? [Big Al, Shrimpy, other fish]</i></p> <p><i>We can also act out the setting.</i></p> <p>Turn through a few pages and point out elements of the physical setting.</p> <p><i>What parts of the setting can we act out? [waves, rocks, the big deep]</i></p>
<p>Text and Discussion 14 minutes</p> <p>page 6</p>	<p>Gather children in a circle to read and dramatize <i>Big Al and Shrimpy</i>. As in Story Acting, invite children onto the stage to dramatize as the story is read aloud.</p> <p><i>Remember, Shrimpy is lonely. How should the actor's face look if he is lonely?</i></p>
<p>page 12</p>	<p><i>What does it mean that Shrimpy could "fly through the water?"</i></p> <p><i>How can our actors show the meaning of that phrase?</i></p> <p>Invite children on the perimeter of the stage to provide suggestions to the actors.</p>
<p>page 18</p>	<p><i>Big Al is stuck! And he is tumbling into the Big Deep! How could Big Al act as if he is stuck?</i></p>
<p>page 26</p>	<p>Invite several children or the whole class to act out the fishes' collaboration with Shrimpy leading them.</p> <p>Read and continue acting until the end of the story.</p>
<p>Key Discussion 4 minutes</p>	<p>Invite children to retell the sequence of events, including the problem and resolution, in a Think, Pair, Share.</p> <p><i>What was the problem in the story and how was it resolved?</i></p> <p>Support pairs of children to take turns retelling the story in sequence.</p> <p>During the share, highlight the role of the community in the story's resolution.</p> <p><i>I heard many of you point out that Shrimpy didn't save Big Al alone; he worked with his community and they all collaborated—they worked together!</i></p>
<p>Closing</p>	<p><i>Next week in the Writing Station you'll complete your own Story Elements chart for this book, since we did not collaborate as a class to make one.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

	<p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children demonstrate understanding of key actions and dialogue by acting out the story? Do children accurately and effectively retell the sequence of events? How do children co-construct the retelling through back and forth exchanges in the partner discussion?

Notes