



# Read Aloud: *Gilberto and the Wind*

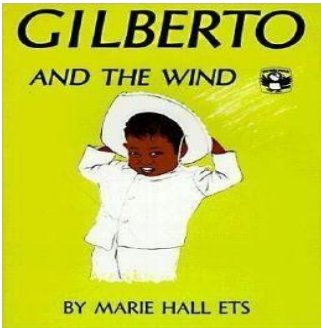
Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4,6  
ELA.L.PK4.1,1c,4,6

## Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <li>• <i>Gilberto and the Wind</i></li> <li>• Vocabulary word picture cards</li> </ul>	<p><b>blur:</b> blend together</p> <p><b>clothespins:</b> clips for hanging wash on a line</p> <p><b>gentle:</b> soft, mild</p> <p><b>gust:</b> quick burst of wind</p> <p><b>howling:</b> making a long, loud cry</p> <p><b>jerk:</b> a sudden tug</p> <p><b>kite:</b> a toy that flies in the air, lifted by wind</p>	<p><b>pinwheel:</b> a toy that spins in the wind</p> <p><b>ripe:</b> ready to eat</p> <p><b>sail:</b> a cloth attached to the mast of a boat</p> <p><b>sombrero:</b> a hat with a wide brim</p> <p><b>storm:</b> bad weather with wind</p> <p><b>unlatched:</b> not fastened, unlocked</p> <p><b>whispering:</b> speaking softly</p>
Books		
		

First Read	
Preparation: Set up materials	
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	
"The title of this book is <i>Gilberto and the Wind</i> . Marie Hall Ets is the author and illustrator - she wrote the words and drew the pictures."	Show front cover.
"The wind <b>whispered</b> - it was saying 'You-ou-ou' very softly."	p. 1
" <b>Jerk</b> means to tug or pull suddenly."	pp. 2-3
"The <b>clothespins</b> were holding the sheets on the clothesline. When the wind pulled off the <b>clothespins</b> , the sheets started to blow away."	p. 5

"The gate was <b>unlatched</b> . It wasn't fastened - it was unlocked."	<b>p. 8</b>
"The apples are <b>ripe</b> - they're ready to be eaten."	<b>p. 16</b>
"When something is a <b>blur</b> , it is hard to see it clearly."	<b>p. 21</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>How was the wind helpful to Gilberto?</li> <li>How was the wind not helpful to Gilberto?</li> </ul>	

Second Read	
<b>Children will:</b> <ul style="list-style-type: none"> <li>recall some main events when asked</li> <li>link characters' basic emotions to their actions</li> <li>use their own experiences to understand the characters' feelings and motivations</li> <li>express the main idea of a story or other text in a way that shows increasing understanding</li> </ul>	
"We read this story once before, so you know the title of the book is... <i>Gilberto and the Wind</i> ."	<b>Show the front cover.</b>
"At first, the wind was not very helpful to Gilberto. What did the wind do?"	<b>Show illustrations. pp. 2-9. Children respond.</b>
"Finally, the wind did something fun with Gilberto. What happened?"	<b>Show illustrations on pp. 10-11. Children respond.</b>
"What other helpful things did the wind do for Gilberto?"	<b>Show illustrations. Children respond.</b>
"What other things did the wind do that Gilberto didn't like?"	<b>Show illustrations. Children respond.</b>
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>In <i>Gilberto and the Wind</i>, the wind grabbed Gilberto's balloon. In <i>A Letter to Amy</i>, the wind also grabbed something from someone's hand. What happened?</li> <li>Why do you think Gilberto's balloon blew all the way up in a tree, but Amy's letter dropped back to the ground? Guide children to understand that a letter is heavier than a balloon, and that the balloon also got stuck in the tree.</li> </ul>	

### Third Read

**Children will:**

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

**Discussion Question(s):**

- What are some things you think Gilberto liked best about playing with the wind?
- What are some things you think Gilberto disliked about playing with the wind?

### 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 Question(s):**

- Gilberto seems to be treating the wind like it's his friend. People can learn how to be better friends - do you think the wind can learn how to be a better friend?