



Read Aloud: *Play with Me*

Standard Connection:
 ELA.RL.PK.4.1-7,9-10
 ELA.SL.PK.4.1-4,6
 ELA.L.PK.4.1,1c,4,6

Enduring Understanding(s):

- Light comes from natural and artificial sources.
- Shadows and reflections are products of light.

Essential Question(s):

- What are sources of light?
- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Play with Me</i> • vocabulary word picture cards 	<p>bough: large branch</p> <p>dew: drops of water on the grass</p> <p>jabber: make sounds quickly</p> <p>meadow: large, grassy area</p> <p>nibbling: taking small bites</p> <p>plopped: a sound made in the water</p> <p>shelling: taking the cover off</p> <p>sneaking: moving quietly</p> <p>trail: a mark left in the water</p>	

First Read

Preparation: *Set up materials*

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

“The title of this book is <i>Play with Me</i> . The author and illustrator, the person who wrote the story and created the pictures, is Marie Hall Ets. She wrote and illustrated <i>Gilberto and the Wind</i> .”	Underline the title, author, and illustrator as you say them.
“ Dew is drops of water on grass and leaves. A meadow is a large grassy area.”	Show illustrations.
“A <i>weed</i> is a wild plant. The <i>grasshopper</i> made a huge jump - a <i>leap</i> - into the air.”	p. 2 Model.
“A <i>pond</i> is a small lake.”	p. 4
“Turtles sit on logs and swim in water. This turtle plopped - made a sound when he went into the water!”	p. 7 Model.
“The <i>chipmunk</i> is shelling - taking the covering off - the acorn. An acorn is a seed of an oak tree.”	p. 8

"A bough is a large branch on a tree. The blue jay jabbered - made sounds quickly - and did not make sense."	p. 10
"This rabbit is nibbling - taking small bites - just like the rabbits in <i>Rabbits and Raindrops</i> ."	p. 12 Model.
"The snake is sneaking - moving quietly so no one can see or near him."	p. 14
"The little girl played with milkweed - a plant with milky sap inside. The insects left trails - marks - in the water."	pp. 16-17 Model.
"The <i>grasshopper</i> and frog came back! The turtle is a <i>slowpoke</i> - he walks very slowly."	p. 19 Model.
"The girl is sitting <i>still</i> - not moving or making any noise. A fawn is a young deer."	pp. 22-23
"The girl held her breath - she stopped breathing. She did not want to scare the fawn away."	p. 24
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • Why did the little girl sit quietly by the pond? • Did the animals come play with the little girl at the end of the story? Why or why not? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (when she asks each animal to play with her, when she decides to sit still next to the pond).

Encourage children to use vocabulary words in context (*plopped, jabbered, nibbled, etc.*)

Discussion Question(s):

- What reflections did the girl see in the pond? How do you know?
- How is seeing a reflection in a pond similar to or different from looking at a reflection in a mirror?

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):

- How are the animals in *Play with Me* similar to or different from the animals in *Rabbits and Raindrops*?
- Why did the girl want the animals to play with her?

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):

- How is the girl similar to or different from the bird in *The Lion and the Little Red Bird*?
- If the girl returned to the pond, would the animals play with her? Why or why not?