



Read Aloud: *Dreams*

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):

- Shadows and reflections are products of light.
- Light affects people, animals, and things.

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>Dreams</i> • vocabulary word picture cards 	<p>brushed: touched very gently</p> <p>cast: made</p> <p>dash: run quickly</p> <p>dream: the thoughts and images in someone's head while they sleep</p> <p>gasp: when someone breathes in very quickly, usually when surprised</p> <p>snarl: to growl/show teeth</p> <p>trapped: cannot get away</p> <p>windowsill: the edge of the window</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 an understanding of main events

"The title of this book is <i>Dreams</i> . Ezra Jack Keats is the author and the illustrator."	Show the front cover. Point to title and author/illustrator.
"The windowsill is the edge of the window."	p. 2
"A dream is the thoughts and images in your head while you sleep. One person was still awake."	pp. 6-8
"A gasp is when you breathe in very quickly, usually when you are surprised by something."	p. 12 Model.
"The cat was trapped - it could not get away from the snarling dog."	p. 13 Model.
"Roberto's sleeve brushed the paper mouse - he touched it very gently."	p. 16 Model.

"The paper mouse cast - made - a shadow."	p. 11
"The scared dog howled ."	p. 21 Model.
" Dashed means the cat ran quickly."	p.24
"People yawn when they are tired."	p.24 Model.
"One person was still asleep."	p. 26
Discussion Question(s): <ul style="list-style-type: none"> What did Roberto do when he couldn't sleep? Why did the dog run away? 	

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 (people in the apartment going to sleep, Roberto saw the dog run away from the cat, the paper mouse fell off the windowsill, etc.)

Encourage children to use vocabulary words in context (windowsill, brushed, dashed, etc.)

Discussion Question(s):

- How did Roberto feel when he knocked his paper mouse off the windowsill? Why?
- How did Ezra Jack Keats' depict people's dreams?

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):

- At the beginning of *Dreams*, Amy asked Roberto if his paper mouse did anything, and he said he didn't know. How would he answer her question at the end of the story? Why?
- What are Roberto's neighbors dreaming about? How can you tell?

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):

- What do you think Roberto will dream about the next night? Why?
- What do you think would have happened if the dog saw the paper mouse instead of its shadow?