



# Read Aloud: *The Puddle Pail*

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"> <li>• <i>The Puddle Pail</i></li> <li>• vocabulary word picture cards</li> </ul>	<p><b>collection:</b> a group of similar things</p> <p><b>pail:</b> a round, open container with a handle</p> <p><b>puddle:</b> water on the ground</p> <p><b>reflection:</b> an image that you can see in a mirror, glass, or water</p> <p><b>scooped:</b> to take up</p> <p><b>weird:</b> unusual</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>The Puddle Pail</i> . Elisa Kleven is the author and illustrator.”	<b>Show the front cover. Point to title and author/illustrator.</b>
“A <b>collection</b> is a group of similar things.”	<b>p. 3</b>
“Sol wanted to <b>collect</b> things that he could pick up and put in his <b>pail</b> . Ernst wanted to <b>collect</b> clouds and stars, things that he wouldn’t be able to put in his <b>pail</b> .”	<b>pp. 3-7</b>
“Ernst wanted to collect the <b>puddle</b> - the water on the ground - because he liked the sky’s <b>reflection</b> in it.”	<b>p. 9</b>
“Sol didn’t understand why Ernst wanted to <b>collect puddles</b> .”	<b>pp. 11-12</b>
“Ernst thought the <b>puddles</b> were purple, striped, and flowered because he saw <b>reflections</b> of the purple house, the red striped fence, and the flowers on the tree.”	<b>pp. 13-14</b>

“Ernst pretended that the ‘splish splash’ sound he heard when he <b>scooped</b> them into his <b>pail</b> was the <b>puddles</b> singing.”	p. 16
“Ernst put a lot of <b>puddles</b> in his <b>pail</b> , but they all combined into one.”	
“Sol still didn’t understand why Ernst wanted to have a <b>puddle collection</b> . Sol said it was <b>weird</b> - unusual - because he had never seen a <b>puddle collection</b> before.”	pp. 17-18
“Ernst used the water from his <b>puddle pail</b> to create paintings of all the <b>reflections</b> he had seen.”	pp. 24-28
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• When Ernst said, "I don't know what to collect," what did Sol suggest?</li> <li>• How did Ernst record the reflections that he saw in his puddle pail?</li> </ul>	

## 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, i.e., Ernst wanted to collect clouds, Ernst decided to collect puddles, and Ernst created paintings of the reflections he saw in his puddle pail.

Encourage children to use vocabulary words in context, i.e., collection, puddle, reflection, etc.

**Discussion Question(s):**

- How did Sol feel when Ernst said he was going to start a puddle collection? How do you know?
- What did Ernst think about Sol's ideas about what he could collect? How do you know?

## 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):

- Why did Ernst say to Sol that he would "...go down to the beach by myself and collect real things?"
- Why did Sol think puddles weren't "real" things?

## 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 Sol would say to Ernst the next time he collected puddles?
- Will Sol collect puddles in his pail? Why or why not?