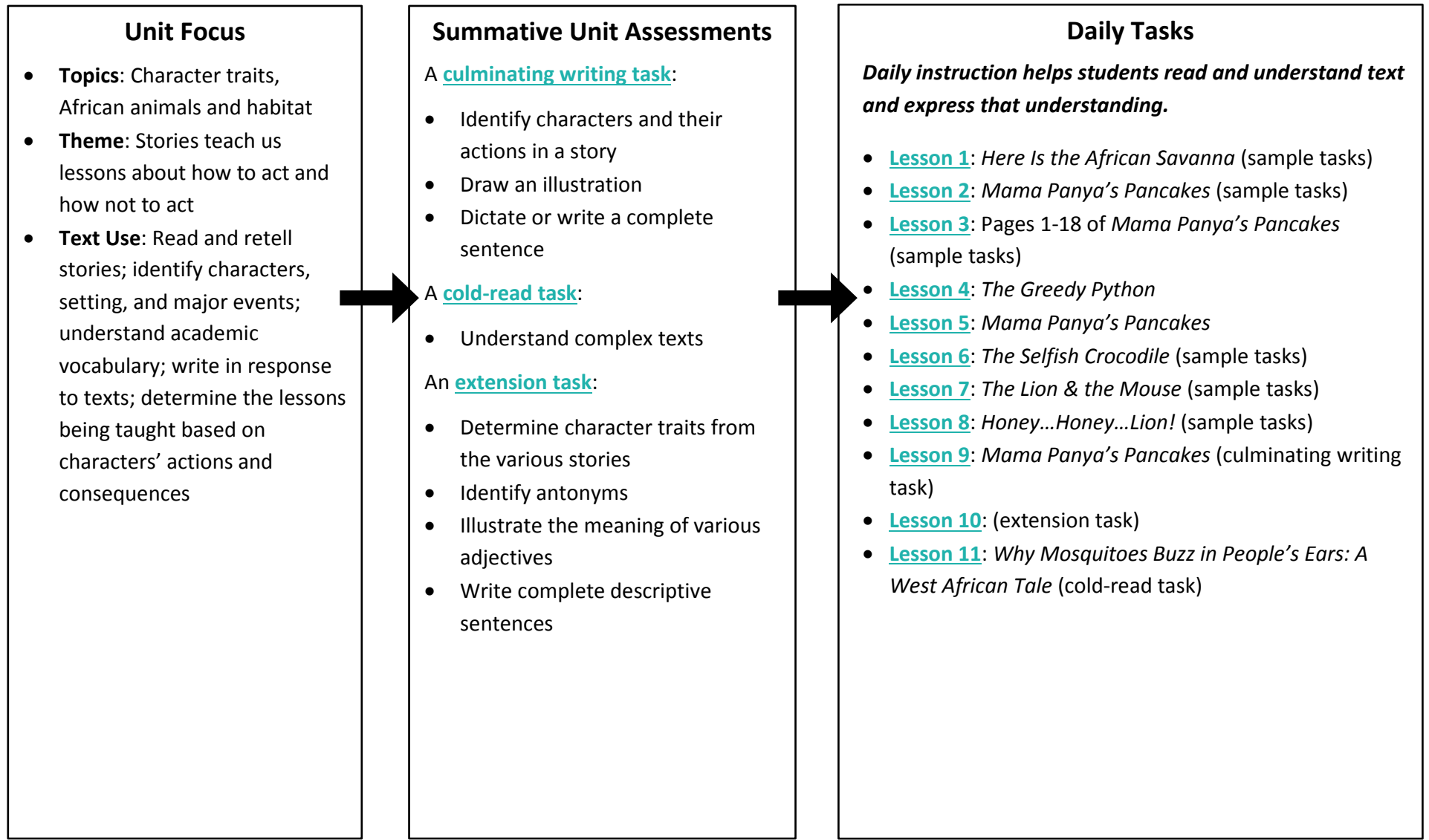


UNIT: MAMA PANYA’S PANCAKES

<p>ANCHOR TEXT</p> <p><i>Mama Panya’s Pancakes</i>, Mary and Richard Chamberlain (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Selfish Crocodile</i>, Faustin Charles • <i>The Greedy Python</i>, Richard Buckley • <i>Honey...Honey...Lion</i>, Jan Brett • <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • <i>Here Is the African Savanna</i>, Madeleine Dunphy <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>The Lion & the Mouse</i>, Jerry Pinkney (Wordless Picture Book) 	<p>UNIT FOCUS</p> <p>Students read and retell stories and fables from Africa to determine how the actions of the characters teach lessons about how to act and how not to act. Students learn about various character traits and their antonyms while keeping track of academic vocabulary throughout the unit. Due to the repetition and rhyme of some of the texts, students work to engage with the reading of the texts while learning about the animals of the African savanna and how they interact. This unit connects to social studies and science.</p> <p>Text Use: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters’ actions and consequences</p> <p>Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.10</p> <p>Reading Foundational Skills:¹ RF.K.1a-c, RF.K.2a, RF.K.3a-c, RF.K.4</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-d, f; L.K.2.a-d; L.K.4a-b; L.K.5.b-d; L.K.6</p> <p>CONTENTS</p> <p>Page 62: Text Set and Unit Focus</p> <p>Page 63: <i>Mama Panya’s Pancakes</i> Unit Overview</p> <p>Pages 64-68: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 69: Instructional Framework</p> <p>Pages 70-86: Text Sequence and Sample Whole-Class Tasks</p>
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¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

Mama Panya's Pancakes Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Have students respond to the following prompt: “The lesson of this story is about friendship and sharing. Review the chart with the characters and think about how they are friends and how they shared with each other in the story. Identify a character from the story. What did this person do to help his or her friends? Draw a picture of the character and what he or she did to help others. Write a sentence about your picture.”

Teacher Notes:

- Students are asked to identify a character and tell how that character helped other characters in the story. (**RL.K.1, RL.K.3, W.K.2**)
- Students should print many upper- and lowercase letters, use frequently occurring nouns and verbs, spell simple words phonetically, and use words from the word displays. (**L.K.1a, b, c, f; L.K.2c, d; L.K.6**) Students should also write or dictate a complete sentence. Provide [sentence frames](#)³ for students who need help writing a complete sentence (e.g., “_____ [character’s name] brought _____ [object] to _____ [verb] with others at the feast.”). The sentences should be capitalized and punctuated correctly. (**L.K.2a, b**)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (**W.K.5**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Character traits, African animals and habitat • Theme: Stories teach us lessons about how to act and how not to act • Text Use: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters’ actions and consequences 	This task assesses: <ul style="list-style-type: none"> • Identifying characters and their actions in a story • Drawing an illustration • Dictating or writing a complete sentence 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 Express understanding of text: <ul style="list-style-type: none"> • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁴

Read aloud⁵ *Why Mosquitoes Buzz in People's Ears: A West African Tale* by Verna Aardema to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.⁶ Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "What does the mosquito do at the beginning of the text? What do his actions end up doing?" (**RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6**)
2. Ask the student: "How does the iguana respond to the mosquito?" (**RL.K.1, RL.K.2, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6**)
3. Ask the student: "Identify another character in the story other than the mosquito or iguana. What does the character do? Why?" (**RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6**)
4. Ask the student: "Who is the leader of the animal council?" (**RL.K.1, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d**)
5. Ask the student: "Describe the mosquito's actions. What does he teach you to do or not do?" (**RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6**)
6. Ask the student: "Why do mosquitos buzz in our ears?" (**RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6**)
7. Provide the student with index cards with a word from the class character chart created throughout the unit written on each card. Give him or her a large, blank T-chart labeled "Adika" and "Mosquito." Ask the student to select the words that describe each character or his/her actions and place the words in the appropriate column on the chart. He or she can refer to the class chart as needed to support his or her answers. (**RL.K.1, RL.K.9, W.K.8, SL.K.2, L.K.1b, L.K.1d, L.K.5b, L.K.6**)

⁴ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁵ If students are already reading, allow them to read the text. This should be based on individual student ability.

⁶ Ensure that students have access to the printed text while testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topics: Character traits, African animals and habitat • Theme: Stories teach us lessons about how to act and how not to act • Text Use: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding complex texts 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 4 • Lesson 6 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 11 (use this task)

EXTENSION TASK⁷

Create a class character book.

1. Divide the class into groups. Provide each group with a page template for the class book, similar to the following:

_____ was _____.	_____ was not _____.
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2. Assign each group a character from one of the stories read in the unit.
3. Have each group complete the left side of the frame with a character's name and a trait (e.g., selfish, greedy, bossy). **(RL.K.3, W.K.2)** Have them complete the right side of the frame with the same character's name and the opposite trait. **(L.K.5b)**
4. Ask the groups to illustrate the character and the traits. **(SL.K.5)**
5. Provide each student with a similar frame focused on them. Ask the students to replace the blanks with their name and a trait and then its opposite and draw an illustration of each. **(W.K.3)**

⁷ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<p>_____ is _____.</p>	<p>_____ is not _____.</p>
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6. Bind the pages and place the book in the classroom library for students to read. (RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, RF.K.4)

Teacher Note: If time allows, engage students in digitally publishing all or part of the class book. (W.K.6)

- Students should print many upper- and lowercase letters, use frequently occurring proper nouns and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) Students should also write complete sentences. The sentences should be capitalized and punctuated correctly. (L.K.2a, b)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topics: Character traits, African animals and habitat • Theme: Stories teach us lessons about how to act and how not to act • Text Use: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters’ actions and consequences 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Determining character traits from the various stories • Identifying antonyms • Illustrating the meaning of various adjectives • Writing complete descriptive sentences 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 4 • Lesson 5 • Lesson 6 (sample tasks included) • Lesson 7 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁸ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁹</p> <p><i>Here Is the African Savanna</i>, Madeleine Dunphy</p>	<p>TEXT DESCRIPTION: Through rhythm and rhyme, this text teaches how each part of the African savanna is connected to and reliant upon the others. Readers see how life on the savanna begins and ends with the grass that grows on the plain, as each page builds the poem by introducing a new animal or element of life on the savanna. The text reveals how the different animals interact with each other and with the land.</p> <p>TEXT FOCUS: The repetitive pattern of this text makes it suitable for helping students engage in the reading of the text after multiple readings. Students should identify the main topic as the African savanna and retell key details, such as what animals live on the savanna and how animals live on the savanna (RI.K.2). Students can also describe how the animals are all connected to each other and dependent on the grass on the savanna. (RI.K.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Engage students in three readings of the text. As a class define key vocabulary and break apart the meaning of the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students so they can hear the rhythm and repetition. • Second Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) • Third Reading: This text is repetitive. Work with students to read words and phrases that repeat throughout the text. (RI.K.10) <ul style="list-style-type: none"> ○ Divide the class into pairs. ○ Assign each pair one of the following phrases. Write the phrase on a sentence strip for students. <ul style="list-style-type: none"> ▪ “who eats the grass” ▪ “who stalk the zebras” ▪ “who watches the lions” ▪ “which shades the giraffe”

⁹ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ “who sit in a tree” ▪ “dropped by the baboons” ▪ “who eat the pods” ▪ “who perch on the impalas” ▪ “who are groomed by the tick birds” ▪ “which is home to the hippos” ▪ “who drinks from the river” ▪ “that is food for the elephant” <ul style="list-style-type: none"> ○ Read pages 1-4 to students. Ask students, “What does the grass do on the plain? What causes it to change colors? What does the change in colors mean?” (RI.K.1, RI.K.2, RI.K.3, RI.K.8, SL.K.1b, SL.K.2, L.K.1d) ○ Read page 5 to students. Ask students, “Who eats the grass? Describe what you see in the illustration. Let’s practice reading the phrase, ‘who eats the grass.’” (RI.K.1, RI.K.2, RI.K.7, SL.K.1b, SL.K.2, L.K.1d) ○ Project or display the phrase, “who eats the grass” for students. Point to each word as you read it aloud. (RF.K.1a, c) Have the students read the phrase chorally with you. Practice reading it again together. Then ask which pair has the matching phrase on their sentence strip. Ask the pair to practice reading the phrase aloud. (RF.K.3a, b, c; RF.K.4) Support the pair as needed. ○ Reread page 5 and prompt the pair with the statement, “who eats the grass” to read aloud their statement. ○ Turn to page 7. Ask students, “Look at the illustration. What animal do you think the text is going to talk about next?” (RI.K.1, RI.K.7) Then read aloud page 7. Ask students, “What do the lions do on the African savanna? What does <i>stalk</i> mean?” Support students in understanding the meaning of the word in context by using the illustration and any prior knowledge about lion behavior. (RI.K.4, L.K.4a, L.K.5c, SL.K.1b, SL.K.2, L.K.1d) Refine student understanding of the word by asking them to act out the difference between <i>walk</i> and <i>stalk</i>. (L.K.5d) Add <i>stalk</i> to a vocabulary display¹⁰ that students can rely on in their writing. (L.K.6) ○ Repeat the process used for “who eats the grass” with the statement “who stalk the zebras.” Then reread page 7 aloud and have the pairs with “who stalk the zebras” and “who eats the grass” read aloud their statement.

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Continue this process for the remaining pages in the book until all pairs have had a chance to practice their part several times. ● <u>Fourth Reading</u>: Read aloud the text as student pairs read their statements. Invite all students to read the last phrases (“that grows on the plain which turns green or brown depending on rain: Here is the African savanna”) chorally. ● <u>Word Work</u>: Build a high-frequency vocabulary display¹¹ throughout the unit. Add new high-frequency words in a similar format to the one described in the <i>Chrysanthemum</i> unit. Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1b, L.K.1e, L.K.2c, L.K.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● <u>Class Discussion</u>: Understand the connections between the various animals and their surroundings and engage students in a visual retelling of the text. (RI.K.2, RI.K.3) Create a chart of illustrations based on the book. (SL.K.5) <ul style="list-style-type: none"> ○ Create or locate several pictures of the animals mentioned in the text. ○ In the center of a large sheet of white paper (e.g., chart paper, white board, bulletin board paper, etc.), draw a picture of grass. Ask students, “Who eats the grass on the African savanna? Who can come up here and place a picture of the animals that eat the grass?” As needed, reread and project the last page of the text to remind students of the two animals mentioned in the text (elephants and zebras). Ensure that students select the appropriate animals. ○ Draw a river next to the grass. Ask, “What animals stay in or near the river? Who can come up and place a picture of the animals that stay in or near the water?” Reread and project the last page of the text to remind students of the two animals mentioned (elephants and hippos). Ensure that students select the appropriate pictures. ○ Draw a picture of a tree below the grass and the river. Ask students, “What animals use the tree?” Who can come up and place a picture of the animals that use the tree on the African savanna?” As needed, reread and project the last page of the text to remind students of the two animals mentioned in the text (baboons and giraffes). Ensure that students select the appropriate pictures. ○ Draw a picture of the pods on the ground underneath the tree. Ask students, “What animals eat the pods? Where do the pods come from? How do they get there? Who can come up here and place a picture of the animals that eat the pods and cause the pods to fall to the ground?” Reread and project the last page to remind students of the two animals mentioned (baboons and impalas). Ensure that students select the appropriate pictures.

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Ask students, “What do the tick birds do? What do the lions do?” Have students act out the actions of those two animals, and then add their pictures to the class illustration in the appropriate place (e.g., tick birds on the impalas and the lions near the zebras). (RI.K.4, L.K.5d) ○ Once the illustration is done, ask students questions about the details. Use similar questions to the ones asked during the creation of the illustration. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, SL.K.1b, SL.K.4, SL.K.6, L.K.1d) ○ Display the illustration throughout the unit. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Conduct a shared writing¹² task in which the class answers the question, “Why is the grass important on the African savanna?” (RI.K.1, RI.K.2, RI.K.3, W.K.2, W.K.7, W.K.8) <ul style="list-style-type: none"> ○ Have the class identify the topic and supply some information. ○ Guide the writing process while students write the parts they know using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer). (W.K.6) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example, the first sentence may be: “The grass is important because zebras eat it.” Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying “Period.” (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word <i>it</i> on the display, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire response simultaneously with the students. ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students’ names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ● Note for Small-Group Writing: If students need additional writing or grammar support, provide during small-group time.

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 2:</p> <p><i>Mama Panya’s Pancakes,</i> Mary and Richard Chamberlain</p>	<p>TEXT DESCRIPTION: This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success.</p> <p>TEXT FOCUS: This text provides opportunities for students to identify characters and settings in the story. (RL.K.2, RL.K.3).</p> <p>MODEL TASKS¹³</p> <p>LESSON OVERVIEW: Students listen to the text read aloud, and then retell the story. They then explain how the characters change over the course of the text and respond in writing to a teacher-provided prompt.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the entire book without interruption. Only pause briefly to translate the words in Kiswahili. • Second Reading: Reread pages 1-4 to allow students to identify the setting and characters. Prompt students to look at the illustrations while you reread pages 1 and 2, and ask them to describe what they learn about the story from the illustrations. (RL.K.10) Sample questions: <ul style="list-style-type: none"> ○ Think about the title of the story and look at the illustrations or pictures on the first two pages of our story. What is the setting of this story? Where does it take place? (RL.K.1, RL.K.3, L.K.1d) ○ What do you see in the illustrations that gives you the evidence or proof that this story is set in a village in the country? What do you NOT see? How do you know by looking at the picture? (RL.K.7, L.K.1d) ○ Listen as I reread the first page of the story. What are the names of the first two characters in the story? Who are they? (RL.K.1, RL.K.3, L.K.1d) ○ How does Mama Panya feel at the beginning of the story? Think about the words in the story and look at the illustration. How do you know your answer is correct? (Teacher Note: If scaffolding is needed, first ask students: “How did Mama call Adika? What is the expression on her face?”) (RL.K.1, RL.K.3, RL.K.7, L.K.1d, L.K.6) ○ What is Mama Panya doing when she <i>douses</i> the fire? How does she <i>douse</i> the fire? How do you know your answer is correct from the words in the story and the illustration? (RL.K.1, RL.K.4, RL.K.7, L.K.1d, L.K.6) ○ Why does Mama Panya have to hurry? What does it mean that Adika is <i>one step ahead</i> of her? (RL.K.1, RL.K.2, RL.K.4, L.K.1d, L.K.6)

¹³ The lessons for *Mama Panya’s Pancakes* are adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE																
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Class Discussion:</u> Create a class chart of all the characters studied throughout the unit. Leave room to describe/draw pictures about the characters. Fill in the first two rows for <i>Mama Panya’s Pancakes</i>. <table border="1" data-bbox="499 370 1824 602"> <thead> <tr> <th data-bbox="499 370 831 428">Character</th> <th data-bbox="831 370 1161 428">Text Title</th> <th data-bbox="1161 370 1493 428">Drawing or Description</th> <th data-bbox="1493 370 1824 428">Action(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 428 831 487">Mama Panya</td> <td data-bbox="831 428 1161 487"></td> <td data-bbox="1161 428 1493 487"></td> <td data-bbox="1493 428 1824 487"></td> </tr> <tr> <td data-bbox="499 487 831 545">Adika</td> <td data-bbox="831 487 1161 545"></td> <td data-bbox="1161 487 1493 545"></td> <td data-bbox="1493 487 1824 545"></td> </tr> <tr> <td data-bbox="499 545 831 602"></td> <td data-bbox="831 545 1161 602"></td> <td data-bbox="1161 545 1493 602"></td> <td data-bbox="1493 545 1824 602"></td> </tr> </tbody> </table>	Character	Text Title	Drawing or Description	Action(s)	Mama Panya				Adika							
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<p>LESSON 3:</p> <p>Pages 1-18 of <i>Mama Panya’s Pancakes</i>, Mary and Richard Chamberlain</p>	<p>TEXT DESCRIPTION: This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success.</p> <p>TEXT FOCUS: This subsequent reading of the text provides students with the opportunity to ask and answer questions about key events (e.g., when Mama Panya sits on the way to the market and when Adika and Mama Panya are at the market). Students can identify how the characters interact with each other and what traits can be used to describe the characters during the various events. (RL.K.1, RL.K.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will listen to the text read aloud, and then retell the story. They then explain how the characters change over the course of the text and respond in writing to a teacher-provided prompt.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Third Reading:</u> Reread pages 1-18 of <i>Mama Panya’s Pancakes</i> aloud to students. • <u>Class Discussion:</u> Lead a sequencing activity using illustrations from the text. (RL.K.2) <ul style="list-style-type: none"> ○ Divide the class into pairs and provide each pair with a set of the illustrations from pages 1-18 of the text. ○ Ask the pairs to place the illustrations in the order they happen in the text. (SL.K.1a) ○ Prompt each pair to combine with another pair to form a group of four. Ask them to compare their orders and determine the correct order. (SL.K.1b) Reread the text aloud for the groups to check their illustrations. (RL.K.7) 																

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Rotate around the room, asking each group to take turns retelling the events of the story based on the illustrations. (SL.K.6) For each illustration presented, have the groups identify the characters, setting, and event. (RL.K.3) Prompt the other groups to support any groups who need help or may have the illustrations out of order by asking them questions such as, “Is this the next event in the text? How do we know the illustration is (or is not) correct?” (SL.K.2, SL.K.3) ● Word Work: Work with the language of the text for students to understand the meaning of the academic vocabulary. (RL.K.1, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d, L.K.6) <ul style="list-style-type: none"> ○ Project the phrase “a little bit and a little bit more.” Work with students to read the phrase and discuss what it means. (RL.K.2, RL.K.4, RF.K.1a-c, RF.K.3c) ○ Reread sections of <i>Mama Panya’s Pancakes</i> that contain the phrase. Ask students: “Why does Adika keep saying ‘a little bit and a little bit more’? What is the problem? Why is Mama Panya worried? Why does Mama Panya frown when she thinks about the two coins she is bringing to the market? What does Adika keep doing?” (RL.K.2) ○ Select academic vocabulary in the text (e.g., <i>bare, storing, spotted, whisking, stretch, and feast</i>). Display the words on individual cards, sentence strips, a white board, or by highlighting or circling the word in the projected text. ○ Ask students questions about the academic vocabulary in the text: <ul style="list-style-type: none"> ▪ “A zebra is <i>striped</i>. A cheetah is <i>spotted</i>. What does the following sentence mean? ‘Adika spotted his school friend Gamila at her plantain stand.’ Does it mean that Adika placed spots on Gamila? Let’s look at the illustration. Where is Adika? Where is Gamila? What is Adika doing? How else can you use the word <i>spotted</i>? Let’s use the word in our own sentence.” Prompt students to create a sentence with <i>spotted</i> related to their real life. (RL.K.4, RL.K.7, L.K.4a, L.K.5c) ▪ “When Adika spots Gamila, why does Mama Panya ‘shoot a stare’ at Adika? How does Mama Panya feel? Show me how Mama looks. What does it mean that she <i>whisks</i> Adika away?” (RL.K.4, L.K.5c, L.K.5d) ▪ “<i>Stretch</i> can mean to ‘make do’ when you don’t have enough of something. What did Adika tell Mama to stretch? Why does Mama have to stretch the flour? What else can <i>stretch</i> mean? How are the meanings similar and different?” (RL.K.2, RL.K.4, L.K.4a, L.K.5c, L.K.5d) ○ Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) ● Fourth Reading: Reread pages 1-18 of <i>Mama Panya’s Pancakes</i> aloud to students. <ul style="list-style-type: none"> ○ Add characters introduced in these pages to the class chart begun in Lesson 2. (RL.K.1, RL.K.3, L.K.1b)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Ask students: “How does the setting change on page 13? Where are Mama and Adika now? What do we see in the illustration, and what did we read in the story to give us clues about the place?” (RL.K.3, RL.K.7, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ After reading pages 15-16, ask students: “Why do you think Mama told Adika to sit down while she went to get flour?” (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ Ask students: “What ingredients does Mama Panya place in her pancakes? Why do you think Bwana Zawenna give Mama an extra cup of flour?” (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ After reading page 18, ask students: “When Adika says, ‘Leave it to me Mama; I’ll get a good one.’ and Mama replies, ‘No Adika!’ what do you think Mama expects Adika to do?” (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Shared Writing</u>: Conduct a shared writing¹⁴ task in which the class answers the question, “What is the problem in <i>Mama Panya’s Pancakes</i>? How do you think Mama Panya and Adika will solve their problem?” (RL.K.1, RL.K.2, W.K.1, W.K.7, W.K.8) <ul style="list-style-type: none"> ○ Guide the writing process while students write the parts they know. Using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. (L.K.6) ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students’ names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ● <u>Student Writing</u>: Have students independently create an illustration to support the shared writing response. (SL.K.5)

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4: <i>The Greedy Python,</i> Richard Buckley</p>	<p>TEXT DESCRIPTION: Through rhythm and rhyme, the story tells about a python living in a jungle who eats everything he comes across, including a leopard, a buffalo, and an elephant. When the animals begin to move around in his stomach, the python gets sick, and he coughs all the animals out. The python does not learn his lesson, and in the end, eats himself when he thinks his own tail is lunch.</p> <p>TEXT FOCUS: Have students work to recognize and produce rhyming words by projecting the text and covering the second word in a rhyming pattern with a sticky note or an index card. Pause before reading the word and prompt students to say, spell, and write the rhyming word. (RF.K.1b, d; RF.K.3a, b, d) Read the word aloud as a class, identify its rhyming word in the text, and reread the sentences that contain the full rhyming pattern. (RF.K.2a) Use this text for students to work collaboratively to identify characters and settings, and retell the major events of the story. (RL.K.2, RL.K.3, W.K.2). Have students ask and answer questions about unknown words, phrases, and key events (e.g., when Python is described as having a monstrous appetite, when he eats the elephant, when he coughs up the animals, and when he begins to eat himself) and record Python and his actions on the chart begun in Lesson 2. (RL.K.1, RL.K.3, RL.K.4) By engaging with this text, students gain an understanding of greed and its negative consequences. Students can compare and contrast Adika’s actions (e.g., inviting everyone he sees to join them for dinner) with the python’s actions (e.g., being so greedy he disappeared) and work to describe their actions using antonyms that can be added to the vocabulary display.¹⁵ (RL.K.9, RL.K.10, L.K.5b, L.K.6)</p>
<p>LESSON 5: <i>Mama Panya’s Pancakes,</i> Mary and Richard Chamberlain</p>	<p>TEXT DESCRIPTION: This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success.</p> <p>TEXT FOCUS: This subsequent reading of the text provides students with the opportunity to ask and answer questions about key events (e.g., when the villagers come to Mama Panya’s house). Students can identify how the characters interact with each other and what words can be used to describe the characters and their actions during the various events by recording information on the chart begun in Lesson 2. (RL.K.1, RL.K.3) Students should understand and describe through drawing, dictating, or writing how sharing was the reason that Mama Panya was able to feed everybody. (L.K.6)</p>
<p>LESSON 6: <i>The Selfish Crocodile,</i> Faustin Charles and Michael Terry</p>	<p>TEXT DESCRIPTION: This story tells about a crocodile who does not allow any animals to be at the river, saying it is all his. He scares all the other animals away so that they never come near him. The crocodile then has a toothache, and no animal will come to help except a little mouse. The mouse helps the crocodile by taking out his tooth, and the crocodile brings him a nut as a thank-you. In the end, the crocodile and mouse become best friends, and the crocodile lets other animals come to the river.</p>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>TEXT FOCUS:</u> Use this text for students to work collaboratively to identify characters and settings, and retell the major events of the story. (RL.K.2, RL.K.3, W.K.2). Students will ask and answer questions about key events (e.g., when the crocodile scares all the animals away, when the animals do not want to help the crocodile, when the mouse comes to the crocodile’s aid, when the crocodile gives the mouse the nut, and when the crocodile invites the other animals to the river). By engaging with this text, students can gain an understanding of selfishness and its consequences. (RL.K.1, RL.K.3, L.K.6)</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students listen to the text read aloud, and then ask and answer questions about the setting, characters, and events of the text. Students retell the text with a partner, and then complete the character chart begun in Lesson 2. Finally, students engage in a shared writing task and then in paired writing in response to the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading:</u> Read the text to students without interruption. Allow students to view the illustrations while reading. • <u>Second Reading:</u> Reread the text and stop at various points for students to ask and answer questions. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) Sample questions: <ul style="list-style-type: none"> ○ Where does this story take place? (RL.K.3, RL.K.7) ○ How is the crocodile selfish? What could he do differently not to be selfish? (RL.K.4, L.K.5b) ○ How do the animals respond to the crocodile’s selfishness? (RL.K.2, RL.K.7) ○ What happens to the crocodile? (RL.K.2) ○ Why don’t the animals “get too close” to or try to help the crocodile when he is in pain? (RL.K.2) ○ “What causes the crocodile to change his mind about letting other animals in the river? (RL.K.2) • <u>Third Reading:</u> Have students work collaboratively to retell the major events of the story using the illustrations. <ul style="list-style-type: none"> ○ Divide the class into pairs. ○ Reread the first page of the text and display the illustration. ○ Project the next illustration and have pairs take turns sharing what happens in the story. (SL.K.1a-b, SL.K.4, SL.K.6) ○ Reread the text after students have had a chance to share with their partner. ○ Ask each pair to discuss how well they retold each event based on the illustrations. (SL.K.3, SL.K.4)

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Class Discussion</u>: Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the crocodile and the mouse in this text. Then discuss the various traits that describe the characters and their actions (e.g., selfish, scared, generous, brave, clever, helpful) (RL.K.3, RL.K.9) Focus students on understanding how the crocodile learned his lesson, which resulted in a change in his behavior/actions. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Shared Writing</u>: Conduct a shared writing¹⁶ task in which the class answers the question, “How are the python and the crocodile alike and different?” <ul style="list-style-type: none"> ○ Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, RL.K.9, W.K.2, W.K.7, W.K.8) ○ Guide the writing process. Using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. (L.K.6) ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students’ names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) • <u>Student Writing</u>: Have students write independently or in pairs (depending on the developmental level of the students) using a combination of drawing, dictating, and writing. <ul style="list-style-type: none"> ○ Ask students to compose a response to the following prompt: “Describe how the crocodile is at the beginning of the story and how he is at the end of the story. What causes him to change?” (W.K.1) ○ Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters, use frequently occurring noun and verbs, and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) The sentences should be capitalized and punctuated correctly. (L.K.2a, b)

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Provide sentence frames¹⁷ for pairs who need help writing complete sentences (e.g., “At the beginning of the story, the crocodile is _____. At the end of the story, the crocodile is _____. _____ makes the crocodile change. The mouse is _____.”). ○ Ask students to share their sentences with the class. (SL.K.4, SL.K.6) <ul style="list-style-type: none"> ● Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
<p>LESSON 7:</p> <p><i>The Lion & the Mouse,</i> Jerry Pinkney</p>	<p>TEXT DESCRIPTION: The classic Aesop’s Fable, “The Lion and the Mouse” is told through detailed illustrations and onomatopoeia. Without using text, this story tells how a lion decides to not eat a mouse one day. The mouse saves the lion’s life later in the story, when the lion is caught in a net by hunters. At the heart of this story is the idea that somebody little can help somebody big.</p> <p>TEXT FOCUS: Use this text for students to identify characters, the setting, and events such as a problem and a solution. (RL.K.3, RL.K.5) Students can ask and answer questions about key events (e.g., when the lion decided not to eat the mouse and how the mouse helped the lion) to understand how being clever and helpful can be more valuable than being strong, big, or powerful. (RL.K.1, RL.K.2, RL.K.7).</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students “read” the text by using the illustrations to describe the events of the text. Then they work with a partner to retell the events of the text and illustrate the beginning, middle, and end of the text. Students discuss the traits of the characters and compare the mouse to the mouse from <i>The Selfish Crocodile</i>. The lesson concludes with students reviewing the text to locate evidence to support their understanding of onomatopoeias in the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Pre-Reading: Ask students, “How can pictures tell a story? What can we learn by looking at a picture?” ● First Reading: Have students view the illustrations in the text. Ask students to describe what is happening in each illustration. Prompt them to look for clues in the illustrations and explain what is happening in the story. Tell the story as a whole class. ● Second Reading: Divide the class into pairs. Have students retell the story to a partner while displaying the illustrations. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6, L.K.1d)

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE						
	<ul style="list-style-type: none"> ○ If pairs need help, prompt their thinking by asking questions, such as:¹⁸ <ul style="list-style-type: none"> ▪ When does this story take place? How do you know? (RL.K.3, RL.K.7) ▪ What problem does the mouse get into at the beginning of the story? (RL.K.2) ▪ How does the mouse feel when the lion catches him? How do you know? What does the lion do? Why do you think the lion lets the little mouse go? (RL.K.3, RL.K.7, L.K.1b, L.K.6) ▪ Where does the mouse go after he is let go? What do you think the mouse tells his friends? (RL.K.2, L.K.1b, L.K.6) ▪ What happens to the lion? What does the mouse do? Why do you think the mouse helps the lion? (RL.K.2) ▪ How does the lion feel when the mouse rescues him? How do you know? (RL.K.3, RL.K.7, L.K.1b, L.K.6) ▪ Why do you think the mouse keeps a rope knot? ▪ What can we learn from reading <i>The Lion & the Mouse</i>? (RL.K.2) ● <u>Student Practice</u>: Ask students to draw pictures to summarize the events in the story. <table border="1" data-bbox="499 852 1822 1027" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="499 852 940 894">Beginning</th> <th data-bbox="940 852 1381 894">Middle</th> <th data-bbox="1381 852 1822 894">End</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 894 940 1027" style="height: 80px;"></td> <td data-bbox="940 894 1381 1027"></td> <td data-bbox="1381 894 1822 1027"></td> </tr> </tbody> </table> ● <u>Class Discussion</u>: Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the lion and the mouse in this text. Then discuss the various traits that describe the characters and their actions (e.g., powerful, scared, kind, helpful, proud, etc.) (RL.K.3, RL.K.9, L.K.1b, L.K.6) Focus students on comparing and contrasting the actions of the mouse in <i>The Selfish Crocodile</i> and the mouse in <i>The Lion & the Mouse</i>. How are their actions similar or different? What traits do the mice share? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Independent Writing</u>: Ask students how they know what the illustrator “says” without using words. Then explain how there are a few words on the pages to represent sounds in the text. Ask students to use their copy of the text to locate 	Beginning	Middle	End			
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¹⁸ Questions adapted from http://www.hachettebookgroup.com/assets/books/educatorguides/PR1245_%20TheLion&theMouse_EG.pdf

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	<p>and draw a picture of the animal or object that makes the sound. (RL.K.3; RF.K.1b, d; RF.K.3a-b; SL.K.5)</p> <table border="1" data-bbox="548 332 1776 1049"> <thead> <tr> <th data-bbox="548 332 989 370">Sound</th> <th data-bbox="995 332 1776 370">Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 375 989 467"><i>Who Who Whoooo</i></td> <td data-bbox="995 375 1776 467"></td> </tr> <tr> <td data-bbox="548 472 989 565"><i>Screeeech</i></td> <td data-bbox="995 472 1776 565"></td> </tr> <tr> <td data-bbox="548 570 989 662"><i>Grrr</i></td> <td data-bbox="995 570 1776 662"></td> </tr> <tr> <td data-bbox="548 667 989 760"><i>Squeak</i></td> <td data-bbox="995 667 1776 760"></td> </tr> <tr> <td data-bbox="548 764 989 857"><i>Putt-putt-putt</i></td> <td data-bbox="995 764 1776 857"></td> </tr> <tr> <td data-bbox="548 862 989 954"><i>Roarrrrr</i></td> <td data-bbox="995 862 1776 954"></td> </tr> <tr> <td data-bbox="548 959 989 1049"><i>Scratch scratch</i></td> <td data-bbox="995 959 1776 1049"></td> </tr> </tbody> </table>	Sound	Source	<i>Who Who Whoooo</i>		<i>Screeeech</i>		<i>Grrr</i>		<i>Squeak</i>		<i>Putt-putt-putt</i>		<i>Roarrrrr</i>		<i>Scratch scratch</i>	
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<p>LESSON 8: <i>Honey...Honey...Lion!</i>, Jan Brett</p>	<p>TEXT DESCRIPTION: This story is based on truth and legend and comes from an oral tradition. In Africa, the honeyguide bird and the honey badger are partners. The honeyguide finds the honeycomb, the honey badger opens it with its strong claws, and together they enjoy the sweet treat. On the day that honey badger changes his mind about sharing, the honeyguide teaches him a lesson he will never forget.</p> <p>TEXT FOCUS: Through the use of descriptive words, onomatopoeia, and other literary techniques, the author entertains while conveying a lesson about selfishness and greed.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Engage students in two readings of the text. Students build in their class character chart. Have students order the events of the text. Complete the lesson with a writing prompt having students describe the actions of the main character.</p>																

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Have students read the title and author of the story. (RL.K.6) Then read aloud the story. Prior to the climax when the lion is revealed, ask students what they think is behind the flap. (RL.K.10) Then read the remaining portion of the story without interruption. • <u>Second Reading</u>: Divide the students into small groups and assign each group one of the sounds made by honeyguide and the honey badger (e.g., pitter, patter, splish, splash, sprong, boom, clickety-clack, swish). <ul style="list-style-type: none"> ○ Write the word(s) on a sentence strip. ○ Project the words and ask which group has the sound. Work as a class to read the words aloud. Then have the group practice reading the word(s) on their own. (RF.K.1b, d; RF.K.3a-b, RF.K.4) ○ Read aloud the story and prompt each group to recite their sound at the appropriate place. Students may also use a gesture or motion to accompany their word. ○ At the climax of the story, prompt all groups to read “Lion, Lion, Lion!” with expression. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Class Discussion</u>: Reread the text, stopping at various points for students to ask and answer questions. (RL.K.1, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) <ul style="list-style-type: none"> ○ Ask students: “When the text says, ‘Together they share the sweetness,’ what is the <i>sweetness</i>?” (RL.K.4, L.K.4b) ○ Ask students: “Describe how the honeyguide and the honey badger are partners.” (RL.K.1, RL.K.3) ○ Ask students: “What causes the honeyguide to be in a major rage?” (RL.K.2, RL.K.4) ○ Choose a character trait that describes the honey badger. Explain why you chose that character trait using an event from the story. (RL.K.3, L.K.6) ○ Demonstrate the differences between the various ways the honeyguide and the honey badger travel across the African savanna (e.g., <i>zigzagged, paddled, glided, scrambled, bounced, stomped, flitted, traipsed, charged, dashed</i>). (L.K.5d) ○ Add the words to a vocabulary display¹⁹ for students to use in their writing. (L.K.6)

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • <u>Student Practice</u>: Ask students to work to understand the text through speaking and writing. <ul style="list-style-type: none"> ○ Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the honey guide and the honey badger in this text. Discuss with students: “How are the honey badger’s actions similar to or different from those of the crocodile and the python? How is what happens to each character similar? What does this teach us about how we should or shouldn’t act?” (RL.K.1, RL.K.2, RL.K.3, RL.K.9) ○ Explain that the book uses descriptive words to help readers “see” how the honey badger is feeling. Project or display the following phrases: “his tummy almost touching the ground,” “his tummy flat as a pancake,” “snoring and hiccupping from his big meal.” Ask students to act out and discuss phrase meanings. (RL.K.4, SL.K.4, L.K.5d) ○ Make a set of cards with action steps. Mix them up and ask student pairs to arrange them in the correct order of the text. Display the illustrations to support students in sequencing the events. (RL.K.2, SL.K.1a-b) (Teacher Note: Prompt students to recognize that the order reverses when the lion is chasing the honey badger.) <ul style="list-style-type: none"> ▪ Badger in burrow ▪ Pitter patter over roots ▪ Splish splash through water hole ▪ Sprong over termite mounds ▪ Boom boom along log ▪ Clickety-click through papyrus ▪ Swish swish through grass ▪ Lion! <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing</u>: Have students use a combination of drawing, dictating, and writing to respond to the following prompt: “Identify a character in the story. What is one thing this character does in the text?” (RL.K.3, W.K.2) <ul style="list-style-type: none"> ○ Ensure use of words from the vocabulary display, frequently occurring nouns and verbs, and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) Sentences should be capitalized and punctuated correctly. (L.K.2a, b)

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	<ul style="list-style-type: none"> ○ Provide sentence frames²⁰ for pairs who need help writing complete sentences (e.g., “A character in <i>Honey...Honey...Lion!</i> is _____. _____ [character’s name] _____ [action] in the story.”). ● Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
<p>LESSON 9:</p> <p><i>Mama Panya’s Pancakes,</i> Mary and Richard Chamberlain</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 10:</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 11:</p> <p><i>Why Mosquitoes Buzz in People’s Ears: A West African Tale,</i> Verna Aardema</p>	<p><u>TEXT DESCRIPTION:</u> This West African Tale explains why mosquitoes buzz. The tale starts with the mosquito annoying an iguana, who then puts sticks in his ears so he doesn’t have to listen to the mosquito anymore. This sets off a chain of events as different animals react to each other, ending with one of Mother Owl’s owlets falling from the nest and dying. In Mother Owl’s grief, she will not wake the sun. A council, headed by King Lion, is called to figure out who is responsible for killing Mother Owl’s owlet. As the story is traced back, the mosquito is found to be responsible. Now, the mosquito buzzes in ears because he is asking to see if everyone is still mad at him.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>