

Unit: Building Classroom Community for First Grade
Lesson 2: Our Families and Active Listening
and Building on Responses
Read Aloud: *A Morning with Grandpa*
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Day 1: Read Aloud to Understand the Book

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *A Morning with Grandpa* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion (raising hands, waiting patiently, staying on topic) to share information about their families
- Students will practice active listening, as demonstrated by restating others' responses and building on them
- Students will draw their family members doing something they enjoy together and write a sentence and labels
- By learning about one another's families, students will make connections to peers, contributing to the development of a classroom community

Common Core Standards

- RL.1.1, RL.1.2, RL.1.3
- SL.1.1/1-A/1-B, SL.1.4, SL.1.5

NOTE: See the end of this lesson for additional English Language Learner support strategies.

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today. You'll also be practicing the discussion behaviors you'd talked about last time and adding to them. Show a photo of a student engaged in active listening. Label key behaviors such as:
 - "Eyes looking"
 - "Hands in lap" or "Hand raised and waiting"
 - "Feet folded" (or however you ask students to sit)
 - "Ears listening"
 - In a speech balloon, write the behaviors from last time, such as "Talking about the topic."
 - Draw a thought balloon. Give several silly ideas as to what the student should be thinking about (pizza, birthday party, playing at recess, etc.). Then ask students what they *actually* should be thinking about during a class discussion and write "Thinking about the topic" in the balloon. Clarify that *topic* means "the things the class is talking about right now." During a discussion, it is important to think about the topic even when someone else is talking.

2. Introduce the book by saying, ***“This book is called A Morning with Grandpa. A girl named Mei Mei notices that her grandpa (called Gong Gong in Chinese) is doing a special kind of exercise in the yard and goes out to join him. Let’s read to find out how they spend their morning together. We’ll also practice active listening and having a class discussion.”***

During Reading

1. As you read the first several pages, ask simple questions about characters’ actions and comment on active-listening behaviors.
 - ***“What does Gong Gong say he’s doing?”***
 - ***“I see [student] thinking about how Gong Gong is making himself look like a bird spreading its wings.”***
2. Model thinking about the topic across several pages:
 - ***“I’m thinking about tai chi. Gong Gong says he’s doing a martial art called tai chi to send good energy through his body. He keeps showing Mei Mei how to move and breathe slowly and smoothly. She’s being a little wild, and he’s telling her that’s not quite right.”***
3. Ask a few more questions related to tai chi to stay “on topic.” For instance:
 - ***“The topic is still tai chi. What does Gong Gong do for Cloud Hands? What does Mei Mei do?”***
 - ***“What does Gong Gong do for Play the Lute? What does Mei Mei do?”***
4. Continue to compliment behaviors you observe. Then model and ask questions to make sure students understand Mei Mei’s and Gong Gong’s transition to practicing yoga. For instance:

- ***“I’m thinking about how Mei Mei starts talking to Gong Gong about a new topic: yoga.”***
- ***What does Mei Mei look like when she does Downward Dog? What does Gong Gong do?”***
- ***What is Mei Mei pretending to do when she does the Mermaid? Why does Gong Gong say he’s ‘not made for the sea?’”***

After Reading

1. Ask questions to review the topics in the story. Continue to compliment discussion behaviors.
 - ***“What is Gong Gong doing when Mei Mei first finds him outside?”***
 - ***“What is hard for Mei Mei about tai chi?”***
 - ***“What does Mei Mei teach Gong Gong?”***
 - ***“What is hard for Gong Gong about yoga?”***
 - ***“What happens at the end?”***
2. Explain that you’ll read this book again another day. You’ll talk more about what students do with their families.

Day 2: Discuss and Respond to the Book

Before Reading

1. Explain that today you’ll reread *A Morning with Grandpa*. You’ll continue to practice the listening and discussion behaviors you’ve been talking about, but you’ll add a new topic to your discussion: what students do with their own families.

2. You'll also learn an important new discussion behavior today. Before you read, you'll practice this behavior while you get started thinking about the topic of "families."
3. Ask a student to pretend to be the teacher so you can pretend to be a student. Have him or her ask the class, **"Who is in your family?"**
4. Have the "teacher" call on one student. Model actively listening to the student answer.
5. Raise your own hand. Model restating what the student said and building on the response. For instance, **"Carlos said he has a mom, dad, and big brother. I also have a mom and dad, but I have two sisters. I also have a daughter."**
6. Ask students to notice what you did. Add "Build on others' responses" to the speech balloon on your photo from Day 1.
7. Let a few more students respond about who is in their family and continue to practice building on responses.
8. Say, **"Today when we read, we'll stop to talk about the topic of our families. Let's listen to each person carefully and practice building on one another's responses."**

During Reading

1. After reading a few pages, explicitly introduce a transition in topic: **"We've been reading about Mei Mei and Gong Gong doing tai chi in their yard. Let's change the topic a little. Please think about what you like to do outside with your family (pause). Who would like to share what he or she is thinking?"**

2. After a student responds, model building on that response: **"Alma said she likes to go to the playground with her family. I'm going to build on that response. I also like to go to a park with my daughter. We play on the playground, but we also let our dog run around on a big field."**
3. Ask for a few more responses and encourage building on others' responses as relevant.
4. Pause several more times to discuss what students like to do with their families, using the same process as above. For instance:
 - **"Gong Gong is trying to teach Mei Mei to do tai chi. Has someone in your family taught you to do something?"**
 - **"Mei Mei is teaching her grandfather how to do yoga. Have you taught someone in your family something?"**
 - **"Mei Mei and Gong Gong are being silly together pretending to be cats. When are you silly with your family?"**

After Reading

1. Compliment students on active listening and building on one another's responses. Give a few specific examples from your discussion.
2. To help prepare students for the Extension, share another example of something you like to do with your family. Ask a student to build on your response, and model going back and forth a few times, sharing additional examples as you continue to build on the responses given. (e.g., "You said _____, and that reminds me that I also _____ with my family. Did our ideas give anyone else an idea?")

Extension

1. Explain that you'll be making a class book (or display) on the topic of "What We Do with Our Families." Finding out about one another's families will help everyone get to know all the other students.
2. Show the student sheet and model completing it using one of the ideas you shared during the discussion. Model filling in the sentence frame and deciding which details to include in the drawing. Also model labeling each person.
3. While students work, circulate around the room and model commenting on the topic of each student's work. Encourage building on students' responses by adding an additional sentence after the sentence frame or adding more to the picture.
4. When completed, read each student's work aloud. Comment on connections between and among students.
5. Continue to emphasize appropriate participation and building on others' responses during other discussions.

ELL Support Strategies

1. Preview/review vocabulary around the active-listening photo.
2. Show photographs of the objects referenced in the tai chi and yoga poses (e.g.: clouds, lute, guitar, a dog stretching, a cat arching, a mermaid, a pretzel, a palm tree). Picture cards available at end of lesson plan.
3. Provide sentence frames during the discussion of families on Day 2, such as "In my family, I have ____." "My ____ taught me." "I taught my ____ to ____." etc.)

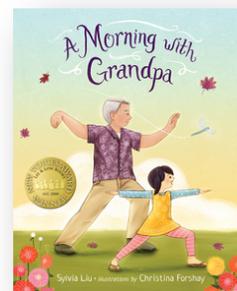
4. Provide extra practice and modeling around building on one another's comments in small group settings, perhaps using picture supports for family members and/or activities.

***Note: This book lends itself to having students try out tai chi and yoga poses. Since this lesson focuses on discussion behaviors, suggestions for trying various poses are not**

BOOK INFORMATION

A Morning with Grandpa

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RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at <https://www.leeandlow.com/collections/279>

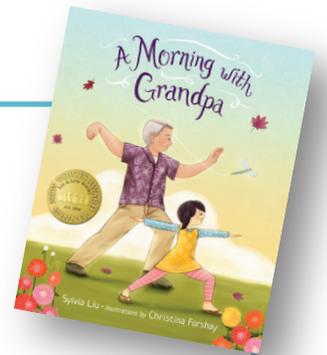
Learn more about *A Morning with Grandpa* at www.leeandlow.com/books/2923

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My family



I _____ with my

family. _____

lute



guitar



clouds



dog stretching



cat arching



mermaid



pretzel



palm tree



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