



Read Aloud Transcript

Language Arts 3B Module 28 Artists

Pablo Neruda: Poet of the People

By: Monica Brown
Book ISBN #:9780805091984

Objectives:

- Students will make predictions.
- Students will demonstrate comprehension after reading by answering comprehension questions.
- Students will identify the story elements in the story.
- Students will identify possessive nouns.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a story about a boy named Pablo who wrote poems. Do you know what poems are?</i>
Call on a few students to hear their answers and then say:	<i>A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader. Do you know what the person who writes the poem is called? Answer: poet</i>
Point to the title of the book and say:	<i>The title of this book is Pablo Neruda: Poet of the People.</i>
Point to the name of the author of the book and say:	<i>The author is Monica Brown. Who can tell me the job of the author of a story? Correct! The author writes the story.</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Julie Paschkis. What is the job of the illustrator of the story? Correct! The illustrator draws the pictures in the story.</i>

Next, show the cover of the book and say:	<p><i>Today, we are going to read Pablo Neruda: Poet of the People. Before reading the story, let's make a prediction. A prediction is when you make a guess about something based on clues you see. When you look at the cover of this book, what do you think this story is going to be about?</i></p>
Call on a few students to hear their predictions. Next, set a focus for the story by saying:	<p><i>Great job with your predictions! Let's read the story to see if any of them are right.</i></p> <p><i>This week our comprehension skill is story elements and the moral or lesson of a story. The story elements are the characters, setting, problem, and solution of the story.</i></p> <p><i>We are also learning about possessive nouns. A possessive noun is a noun that shows ownership of something. Possessive nouns are created with the addition of an apostrophe and an 's' at the end of a noun.</i></p>

During Reading	
Directions	Teacher Script
Open the book to page 7 and say:	<i>Remember, we are listening for the story elements in the story.</i>
Read pages 7-10. Ask the students the following questions, when you ask the third question, point to the sentence in the book.	<p><i>Listen closely to this sentence from the story: "From the moment he could talk, Neftalí surrounded himself with words that whirled and swirled, just like the river that ran near his home in Chile."</i></p> <p><i>Think about the words the author uses. Why do you think she chose to use these words?</i></p>

	<p><i>Answer: The author used poetic images to describe a poet.</i></p> <p><i>What three things did Neftalí love to do as a child? Answer: He loved to play in the forest, ride horseback, and swim in the river with his friends.</i></p> <p><i>In the sentence "Neftalí's father was a train conductor, and sometimes he would take his son with him on the train", what is the possessive noun, and what does it show ownership of?</i></p>
Call on a student to answer, the answer should be Neftalí's and it shows possession of his father. Then ask:	<i>On page 10, do you see another possessive noun? What is it, and what does it show ownership of?</i>
Call on a student to answer and say:	<i>Yes, the possessive noun on page 10 is bird's, and it shows possession of the eggs.</i>
Read the pages 11-14. Ask the students the following questions:	<p><i>When his teacher, Gabriela Mistral, gave him books about faraway places, it caused Neftalí to...? Answer: Want to write books of his own.</i></p> <p><i>What did Neftalí change his name to? Answer: Pablo Neruda.</i></p> <p><i>Why did Pablo write in green ink when he wrote his poems? Answer: Because it was the color of the ferns in the forest and the grass beneath his feet.</i></p>
Read the pages 15-16. Ask the students the following.	<i>What did Pablo write poems about? Answer: He wrote about things he loved.</i>
Turn to pages 17-18. Ask the students the following.	<i>Looking at the pictures on these pages. What do you think Pablo writes about? Answers should relate to what the pictures show.</i>

<p>Read the pages 17-18. Ask the students the following.</p>	<p><i>Pablo sometimes wrote about opposites. Who can tell me what opposites means?</i> <i>What are some opposites Pablo liked to write about? Answer: He wrote about fire and rain and spring and fall. He also wrote about joy and sadness.</i></p>
<p>Read the pages 19-24. Ask the students the following.</p>	<p><i>Pablo wrote about the children who played in the sea foam and the sand, skipping stones and chasing waves. What did he want the children to share in? Answer: Chile's wealth and hope.</i></p>
<p>Read the pages 25-28. Ask the students the following.</p>	<p><i>What was the name of Pablo's home in Spain? Why was it named that? Answer: The House of Flowers because of the red flowers blooming from every corner.</i></p> <p><i>What did Pablo love above all things, even more than words? Answer: He loved people.</i></p> <p><i>Why did Pablo make the leaders angry? Answer: He joined those who fought for justice and wrote poems to honor all the workers who struggled for freedom.</i></p> <p><i>On page 25, do you see another possessive noun? What is it, and what does it show ownership of?</i></p>
<p>Call on a student to answer, the answer should be Chile's, and it shows possession of wealth.</p> <p>Read the pages 29-32. Ask the students the following.</p>	<p><i>What made Pablo brave? Answer: He wasn't afraid to share the story of Chile with the world.</i></p> <p><i>What is unique about the pictures in the book? Answer: Each picture contains a word.</i></p>

After Reading

Directions	Teacher Script
After finishing the story, complete the <i>Pablo Neruda: Poet of the People</i> PowerPoint. Students will be identifying the story elements of the story. Say to the students:	<i>This week we learned the story elements of a story. We are going to practice this by completing an interactive activity.</i>
Pull up the PowerPoint so that the students can see it and say:	<i>Using a whiteboard or a piece of paper, write down the characters, setting, problem, and solution of the story. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the activity on their own, then display the PowerPoint and discuss the answers with the students.	<i>Let's look at the PowerPoint together. Who is the main character in the story? Answer: Neftalí/Pablo Neruda.</i>
After the students answer, type the answer in the character box, then say:	<i>What is the setting of the story? Answer: The forest, city of Santiago, the sea, the House of Flowers.</i>
After the students answer, type the answer in the setting box and say:	<i>What is the problem in the story? Answer: Pablo saw the coal miners working dangerous jobs for little money, and he was angry.</i>
After the students answer, type the answer in the problem box and say:	<i>What is the solution in the story? Answer: Pablo joined those who fought for justice and wrote poems to honor all workers who struggled for freedom. He shared his story of Chile with the world.</i>
After the students answer, type the answer in the solution box and say:	<i>You did a great job identifying the story elements of the story! As you do your independent reading this week, be sure to think about the story elements of the story you are reading.</i>