



Read Aloud Transcript

Language Arts IB Module 32: Phonics
Long Ee

The Carrot Seed

By: Ruth Krauss

Book ISBN #: 0-06-023350-8

Objectives:

- Students will make predictions.
- Students will make text-to-self connections.
- Students will listen for the long e sound in words.
- Students will look for sight words.
- Students will practice comprehension through answering questions.
- Students will identify the parts of a story.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a little boy who has an idea. Do you ever have an idea of something you want to do?</i>
Call on a few students to hear their ideas. Say:	<i>Well, just like you, the main character in this book has an idea. His idea is to grow a carrot, but everyone around him thinks it won't grow! Do you ever have an idea and people around you say that it won't work?</i>
Call on a few students to hear their ideas. Say:	<i>If you have a good idea of something you want to try, and other people tell you it won't work, what should you do?</i>

Call on a few students to hear their answers. Say:	<i>I'm so glad you wouldn't give up on your idea! Maybe other people have ideas that can help your idea along, but I'm glad that you will keep trying. Let's make a prediction. Do you think the boy in the story is going to give up or keep trying? Give me a thumbs up if you think he will keep trying. Give me a thumbs down if you think he will give up.</i>
Look over the students' responses and comment that you see [this many] students think he will keep trying and [this many] students think he will give up. Hold up the cover of the book and say:	<i>There's only one way to find out. We can read the story! The title of this story is The Carrot Seed. The author is Ruth Krauss. She wrote the _____. (Cup your hands to your ear to encourage student response.) The illustrator is Crockett Johnson. He drew the _____. (Cup your hands to your ear to encourage student response.) Great thinking! As we read, track the words along with me because there may be quite a few familiar sight words! You can read some of the words in the story in your head right along with me!</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story. Point to the words with a pointer/mouse as you read. Read pages 1-2. Say:	<i>Are you seeing some sight words? We can use the picture clues to help us with words as we read, too! We can see that the boy is planting a seed. Can you find the word "seed" in the sentence? (Pause) It's the last word! What do you see in the middle of the word?</i>

Call on a student to answer. Say:	<i>Right! We see not one, but 2 e's! We are learning this week that when two e's are together, they make the long e sound. Listen for that long e sound in the middle of the word "seed" as we read. You may even hear it in the middle of another word, too! Make sure your ears are awake! (Gently tap your ears in a motion to wake them up.) So, this little boy's idea is to plant a carrot seed. Let's see what happens next.</i>
Read pages 3-4. Ask the students the following:	<i>Why do you think his mom said that?</i>
Call on a few students to answer. Say:	<i>Those are good ideas. Maybe she isn't sure if the seed is good. Maybe she has never grown a carrot before, so she thinks it's very difficult. Do you think anyone else is going to tell him that it won't grow?</i>
Call on a few students to hear their ideas. Say:	<i>Let's keep reading to find out. Remember to keep your eyes on the words to spot those sight words!</i>
Read pages 5-8. Say:	<i>Who else told him that the carrot seed won't grow? Answer: His father and his big brother</i>
Say:	<i>We don't know exactly why they think it won't come up, but what do you think the little boy will do next? Three people have told him the carrot won't come up! What's your prediction about what the boy will do?</i>
Call on a few students to hear their answers. Say:	<i>We will have to keep reading to find out. I sure hope he doesn't give up!</i>
Read pages 9-10. Ask:	<i>What did the little boy do next?</i>

Call on a few students to answer the question. Say:	<i>He didn't give up! The author told us that he took care of the seed every day. Even though he couldn't see anything yet, the boy still remembered to take care of the ground around the seed by pulling the weeds and watering the ground. Why did he need to pull the weeds?</i>
Call on a few students to answer. Say:	<i>Weeds are not helpful to plants. He is taking good care of his seed! Let's find out what happens next.</i>
Read pages 11-16. Say:	<i>How do you think the boy is feeling now? Answers: Sad, disappointed, disheartened, questioning if the others were right, and it won't grow</i>
Call on a few students to answer. Say:	<i>Let's make another prediction. Now what do you think he is going to do?</i>
Call on a few students to hear their ideas. Say:	<i>I like your ideas. Let's find out what happens!</i>
Read pages 17-18. Say:	<i>This little boy is showing great perseverance! He is still caring for this little seed. It would have been easy to give up, but he didn't. Perseverance is when we keep trying even when things are difficult. Do you think his hard work will pay off?</i>
Call on a few students to answer. Say:	<i>Let's see what happens in the end.</i>
Read pages 19-24. Say:	<i>How did the story end? Answer: A very large carrot grew, just like the little boy knew it would.</i>

Call on a student to answer. Say:	<i>That little boy never gave up hope and never stopped trying. His hard work and perseverance paid off in the end! This is a great lesson for us. Even when things are hard, we can keep trying. Our hard work will pay off. What is something that is hard for you right now?</i>
Call on a few students to hear their responses. Say:	<i>Even though it is tricky now, it won't always be. Remember the boy in the story when you feel frustrated. If you give up, you won't be able to do the new thing you are trying to learn. But if you keep at it, you will get it!</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete The <i>Carrot Seed</i> story map interactive activity with the students. They will be identifying the characters, setting, theme, problem, and solution of the story. Say to the students:	<i>We are going to complete a story map together. A story map is a way to see a lot of important parts of the story. When you do your story retells each week, you are giving me a story map of the module story! What kinds of things do you tell me in your retellings?</i>
Call on a few students to answer. Say:	<i>Right! You tell me the characters, the setting, the story events, and the ending. A story map is very similar!</i>
Pull up the interactive story map so that students can see it. Say:	<i>This story map has a place for the characters, the setting, and the problem and solution. The problem and solution are like the story events and the ending.</i>

	<p><i>Those are the parts of the story that you tell me in your retells! There is one more part on this story map, and that is called the theme. A theme is the main idea or lesson in a story. We will talk about this more when we get to it. Let's start with the characters. Who are the characters in the story? Answer: little boy, mother, father, big brother</i></p>
<p>Call on students to answer and type the answers in the text box under Characters. Say:</p>	<p><i>We're off to a great start! Next is the setting. The setting is where the story takes place. Can you tell from the pictures in this story where it takes place? Possible Answers: Outside, in a garden</i></p>
<p>Call on a student to answer and type the answer in the text box under Setting. Say:</p>	<p><i>Great! Let's hop over to the problem in the story. This story has an easy problem to identify. Who can tell me what it is? Answer: The little boy wants to grow a carrot from a seed, but everyone around him tells him it won't come up.</i></p>
<p>Call on a few students to fully answer the problem of the story. Type the answer in the text box under Problem. Say:</p>	<p><i>What was the solution to the problem? Answer: The little boy kept weeding the ground and watering the seed. Eventually, a huge carrot grew!</i></p>
<p>Call on a few students to fully answer the solution of the story. Type the answer in the text box under Solution. Say:</p>	<p><i>Excellent thinking! Now let's think about the theme of the story. The theme is the main idea or the lesson that we can take away from this story. Sometimes it's a lesson that we can apply to our own lives, too. What do you think the theme of this story is?</i></p>

	<i>Answer: Even when things are difficult, don't give up! Your hard work and perseverance will help you succeed with your ideas.</i>
Call on a few students to hear their ideas. Ask prompting questions to help them recognize the theme. Type the answer in the text box under Theme. Say:	<i>Well done! You have helped to create a story map for The Carrot Seed. Story maps are helpful because they let us see all of the parts of the story in one place. As you continue retelling the module stories each week, remember to include the characters, setting, and the problem/solution or events. You learned a new part of the story, too! Sometimes stories don't have a clear theme, but if your module stories do, feel free to tell me what it is in your retellings! Keep up the good work!</i>