

Dialogic Reading Lesson Plan - Day 1

**Theme or Concept:** Ocean

**LEARNING GOALS:** The goal is to increase children’s vocabulary while further developing overall language skills. While reading a children’s book, the adult-child interaction develops into a conversation or a “dialog” about the book.

**Book Title:** *Water Habitats* by Molly Aloian & Bobbie Kalman; Illustrations from various sources

**STANDARDS:**

ELA.K.F.1.1.g - Recognize that print conveys specific meaning and pictures may support meaning.  
ELA.K.R.2.1 – Use titles, headings, and illustrations to predict and confirm the topic of texts.  
ELA.K.C.4.1 – Recall information to answer a question about a single topic.  
ELA.K.V.1.2 – Ask and answer questions about unfamiliar words in grade-level content.  
SC.K.L.14.3 – Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**Words to teach throughout the week:** Choose the most realistic illustration. Habitat introduction page and throughout; reflection pgs. 6, 20, 28; camouflage pg. 11; shore pg. 12; tide pool and sea star pgs. 13 & 15; antlers pg. 16; lake pgs. 16 - 19; reaching pg. 17; migrate pg. 19; balancing pg. 20; peeking pg. 21 & 30; nest pg. 23 & 29; waterfall pg. 24; herd pg. 26; swamp pg. 28

**Day 1:**

Introduce the book by reading the title, author, and illustrator. Make connections to the theme or concept. Read the entire book with enthusiasm! Introduce a few vocabulary words but not too many; the children need to understand the storyline.

**Day 1 words:**

habitat, reflection, migrate, nest

**Day 1 prompts:**

Focus on labeling pictures to build vocabulary. Ask “wh” type questions related to the illustrations in the storybook. Point to the picture as you ask the question.

- This is where these birds live (pg. 6). Do you know what this area is called? (habitat) A habitat is the home of an animal or plant.
- Look, you can see the birds in the water. Do you know what that is called? (reflection) A reflection is an image of something. We can see it because it bounces off a shiny surface like a mirror or calm water.
- All these birds are flying away to a warmer place. Do you know what that is called? (migrate/migration) Migration is when animals move from one place to another place. It happens when seasons change.
- The parent egrets built a home for their babies. Do you know what that is called?

- (nest) Nests can be made from little branches, straw and leaves. It is where birds raise their babies.

**Guidelines:** If no one answers when you ask a "What is this?" question, provide two seconds of wait time and then provide the answer; "This is a \_\_\_\_\_."

Then have all the children repeat the word. "Everyone say \_\_\_\_\_."

After the children repeat the new word, provide a child friendly definition.

"A \_\_\_\_\_ is \_\_\_\_\_ (see child friendly definitions on the last page).

**Example:**

T: What's this area called?

C: water

T: It is water. This is where these birds live. We call the place where they live their habitat. Everyone say habitat.

C: habitat

T: A habitat is the place where an animal or plant lives. It is their home.

### Dialogic Reading Guide

**Day 1:** Read through the book and use labeling questions.

**Day 2:** Labeling questions.

**Day 3:** Labeling questions with follow-up questions about different attributes of the object.

**Day 4:** Labeling questions and open-ended questions with expansions.

**Day 5:** Labeling questions, open-ended questions with expansions, and recall questions and questions about personal experiences.

### Child friendly definitions for *Water Habitats* by Molly Aloian and Bobbie Kalman.

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<b>HABITAT</b>	p. 6 and many others	A habitat is the natural environment of an animal or plant. It is their home.
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<b>SHORE</b>	p. 12	The land along the edge of a large body of water such as the ocean or a lake.
<b>TIDE POOL</b>	p. 13 - 15	A small pool of shallow water on the shore.
<b>SEA STAR</b>	p. 13	A sea star is also called a starfish. It's a marine animal with five arms.
<b>ANTLERS</b>	p. 16	The horns on the head of the animal, usually the male. The antlers branch out and are made of bone.

<b>LAKE</b>	p. 16 – 19	A lake is a large body of water surrounded by land.
<b>REACHING</b>	p. 17	To stretch out your arm or leg (or talon) in order to touch or grasp something.
<b>MIGRATE</b>	p. 19	To move from one region or habitat to another during the change of seasons.
<b>BALANCING</b>	p. 20	To stay in a steady position without falling.
<b>PEEKING</b>	p. 21 & 30	To look at something quickly in a secretive way; so no one sees you looking.
<b>NEST</b>	p. 23 & 29	A place where birds lay their eggs and take care of their offspring.
<b>WATERFALL</b>	p. 22	A steep flow of water from up high.
<b>HERD</b>	p. 22	A large number of animals traveling or feeding together.
<b>SWAMP</b>	p. 28	An area of wet, spongy land that supports a variety of animal and plant life.

Dialogic Reading Lesson Plan - Day 2

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ELA.K.C.2.1 - Present information orally using complete sentences.  
SC.K.L.14.3 – Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**Words to teach throughout the week:** Choose the most realistic illustration. Habitat introduction page and throughout; reflection pgs. 6, 20, 28; camouflage pg. 11; shore pg. 12; tide pool and sea star pgs. 13 & 15; antlers pg. 16; lake pgs. 16 - 19; reaching pg. 17; migrate pg. 19; balancing pg. 20; peeking pg. 21 & 30; nest pg. 23 & 29; waterfall pg. 24; herd pg. 26; swamp pg. 28

**Day 2:**

Remember, you will not be reading the entire book today. You will page through the book stopping on pages that have good illustrations; ones that will encourage the children to use the vocabulary of the book and talk about the story.

**Day 2 words:**

shore, tide pool, sea star, balancing  
(occasionally review previously introduced words)

**Day 2 prompts:**

Focus on labeling pictures to build vocabulary. Ask “wh” type questions related to the illustrations in the storybook. Point to the picture as you ask the question:

- What part of the land is this where the water ends? (shore) The shore is where the water meets the land.
- See all these little areas of water? Do you know what they are called? (tide pools) Tide pools are small, shallow pools of water on the shore.
- What ocean animal is this? (sea star/starfish) Sea stars are marine animals with five pointy arms. Some people call them star fish because they look like stars.
- Look at these geese standing on one leg. Do you know what it’s called? (balancing) Balancing is when you stay in one position without falling.

Follow children's answers with questions about different aspects of the object such as shape, color, or function:

- Is the shore wet or dry? (wet)
- Where are the tide pools? (on the shore)
- How many arms does the sea star have? (five)
- What does the goose do with the other leg? (hold it up)

**Guidelines:**

If no one answers when you ask a "What is this?" question, provide two seconds of wait time and then provide the answer; "This is a \_\_\_\_\_."

Then have all the children repeat the word. "Everyone say \_\_\_\_\_."

After the children repeat the new word, provide a child friendly definition.

"A \_\_\_\_\_ is \_\_\_\_\_ (see child friendly definitions on the last page).

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**Day 3:** Labeling questions with follow-up questions about different attributes of the object.

**Day 4:** Labeling questions and open-ended questions with expansions.

**Day 5:** Labeling questions, open-ended questions with expansions, and recall questions and questions about personal experiences.

**Child friendly definitions for *Water Habitats* by Molly Aloian and Bobbie Kalman.**

<b>Word</b>	<b>Page Reference</b>	<b>Child friendly definition</b>
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<b>SHORE</b>	p. 12	The land along the edge of a large body of water such as the ocean or a lake.
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<b>SEA STAR</b>	p. 13	A sea star is also called a starfish. It's a marine animal with five arms.
<b>ANTLERS</b>	p. 16	The horns on the head of the animal, usually the male. The antlers branch out and are made of bone.
<b>LAKE</b>	p. 16 – 19	A lake is a large body of water surrounded by land.
<b>REACHING</b>	p. 17	To stretch out your arm or leg (or talon) in order to touch or grasp something.

<b>MIGRATE</b>	p. 19	To move from one region or habitat to another during the change of seasons.
<b>BALANCING</b>	p. 20	To stay in a steady position without falling.
<b>PEEKING</b>	p. 21 & 30	To look at something quickly in a secretive way; so no one sees you looking.
<b>NEST</b>	p. 23 & 29	A place where birds lay their eggs and take care of their offspring.
<b>WATERFALL</b>	p. 22	A steep flow of water from up high.
<b>HERD</b>	p. 22	A large number of animals traveling or feeding together.
<b>SWAMP</b>	p. 28	An area of wet, spongy land that supports a variety of animal and plant life.

Dialogic Reading Lesson Plan - Day 3

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**STANDARDS:**

ELA.K.V.1.2 - Ask and answer questions about unfamiliar words in grade-level content.

ELA.K.C.2.1 - Present information orally using complete sentences.

ELA.K.C.4.1 - Recall information to answer a question about a single topic.

ELA.K.R.2.2 - Identify the topic of and multiple details in a text.

SC.K.L.14.3 – Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**Words to teach throughout the week:** Choose the most realistic illustration. Habitat introduction page and throughout; reflection pgs. 6, 20, 28; camouflage pg. 11; shore pg. 12; tide pool and sea star pgs. 13 & 15; antlers pg. 16; lake pgs. 16 - 19; reaching pg. 17; migrate pg. 19; balancing pg. 20; peeking pg. 21 & 30; nest pg. 23 & 29; waterfall pg. 24; herd pg. 26; swamp pg. 28

**Day 3:**

Remember, you will not be reading the entire book today. You will page through the book stopping on pages that have good illustrations; ones that will encourage the children to use the vocabulary of the book and talk about the story.

**Day 3 words:**

camouflage, antlers, waterfall, swamp

(occasionally review previously introduced words)

**Day 3 prompts:**

Focus on labeling pictures to build vocabulary. Ask “wh” type questions related to the illustrations in the storybook. Point to the picture as you ask the question:

- The stonefish is blending in with the coral making it difficult to see. Do you know what that is called? (camouflage) When something is camouflaged it blends in with the background.
- What are these called on the moose’s head? (antlers) Antlers are made of bone and come out of the animal’s head. It’s usually male animals.
- What is this moving water called? (waterfall) The water is up high and falls over the edge of the land.

- What is this water habitat called? (swamp) A swamp is an area of wet, spongy land. It has rich soil at the bottom and some trees can grow and live in the water.

Follow children’s answers with questions about different aspects of the object such as shape, color, or function:

- Is it easy or difficult to see something that is camouflaged? (difficult)
- What are the antlers made of? (bone)
- What kind of water makes the waterfall? (fresh water)
- What grows in swamps? (trees)

**Guidelines:**

If no one answers when you ask a “What is this?” question, provide two seconds of wait time and then provide the answer; “This is a \_\_\_\_\_.”

Then have all the children repeat the word. “Everyone say \_\_\_\_\_.”

After the children repeat the new word, provide a child friendly definition.

“A \_\_\_\_\_ is \_\_\_\_\_ (see child friendly definitions on the last page).”

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**Day 1:** Read through the book and use labeling questions.

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**Day 4:** Labeling questions and open-ended questions with expansions.

**Day 5:** Labeling questions, open-ended questions with expansions, and recall questions and questions about personal experiences.

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<b>SEA STAR</b>	p. 13	A sea star is also called a starfish. It’s a marine animal with five arms.



<b>ANTLERS</b>	p. 16	The horns on the head of the animal, usually the male. The antlers branch out and are made of bone.
<b>LAKE</b>	p. 16 – 19	A lake is a large body of water surrounded by land.
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**STANDARDS:**

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.K.R.3.2.b - Retell a text orally; Use topic and details for an information text.

ELA.K.C.4.1 - Recall information to answer a question about a single topic.

SC.K.L.14.3 – Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**Words to teach throughout the week:** Choose the most realistic illustration. Habitat introduction page and throughout; reflection pgs. 6, 20, 28; camouflage pg. 11; shore pg. 12; tide pool and sea star pgs. 13 & 15; antlers pg. 16; lake pgs. 16 - 19; reaching pg. 17; migrate pg. 19; balancing pg. 20; peeking pg. 21 & 30; nest pg. 23 & 29; waterfall pg. 24; herd pg. 26; swamp pg. 28

**Day 4:**

Remember, you will not be reading the entire book today. You will page through the book stopping on pages that have good illustrations; ones that will encourage the children to use the vocabulary of the book and talk about the story. The children should be doing most of the talking now.

**Day 4 words:**

lake, reaching, peeking, herd and review previously introduced words

**Day 4 prompts:**

Focus on open-ended questions and expansion but you will still be asking labeling questions. Open-ended questions get the child to say more about the picture beyond just labeling the object. These questions allow the child to talk about what interests them which means they will talk more.

What’s happening on this page? What do you see here? Can you tell me more about that?

**Guidelines:**

Follow answers with expansions of 1 - 3 words and have children repeat. Note: Your response will always depend on what the children say. As the conversation goes back and forth between yourself and the children, guide them to use the vocabulary words.

**This is an example for page 16.**

T: What's happening here?

C: moose in water

T: Right, the moose is in the lake. Everyone say the moose is in the lake.

C: The moose is in the lake.

T: A lake is a large body of water surrounded by land. Tell me more about the moose.

C: no response

T: What's on his head?

C: antlers.

T: Good remembering. The moose has antlers on his head. Everyone say that with me.

C: The moose has antlers on his head.

**This is an example for page 17.**

T: What do you see on this page?

C: The bird is trying to catch a fish.

T: Yes, it is. It is reaching into the lake. Everyone say reaching.

C: Reaching

T: Reaching is when you have to stretch in order to get something. Tell me more.

C: Its wings are out.

T: The eagle's wings are spread out. Can you tell me more?

**This is an example for page 21.**

T: What's going on in this picture?

C: The frog is in the water.

T: Yes, the frog is in the pond. Tell me more about the frog in the pond.

C: It's looking at something.

T: You're right, we called that type of looking something special; do you remember the word?

C: peeking

T: Yes!! The frog is peeking! He is sneaking a peek at something. Maybe he is trying to catch his dinner and doesn't want to be seen.

**This is an example for page 26.**

T: What's happening on this page?

C: hippos in the water.

T: Yes, there are a lot of hippos in the water. Do you remember what we call it when there are a lot of hippos all together?

C: no response

T: It's called a herd. There is a herd, a large number, of hippos. Everyone say herd.

C: herd

T: This is a herd of hippos in the river. Can you tell me more?

**Note:**

Open ended questions are hard at first. If there is no response after you ask an open-ended question, provide two seconds of wait time and then provide a model.

T: What do you see on this page?

C: no response

T: I see \_\_\_\_\_. Can you tell me what you see?

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**Day 5 words:**

review words as they naturally come up during book time

**Day 5 prompts:**

Labeling, open-ended questions will still be used. You may include some personal experiences and recall questions related to the story events, plot, characters, setting, or sequence. These decontextualized types of questions are built upon labeling questions and open-ended questions and should be used only occasionally.

**This is an example for page 13.**

T: What do you see on this page?

C: a boy with a bug in his hand.

T: Do you remember where he found that bug?

C: In the water

T: In the tide pool, that is right. Everyone say tide pool.

C: tide pool

T: What else do you see?

Here are more examples of questions relating to personal experiences and recalling the story plot.

What type of water habitat do alligators live in?

What grows in swamps?

What did the birds build for their babies?

Have you ever gone to the seashore? What did you do there? What did you see there?

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