

Pre-Reading (Building the Scaffold)



Introduce the Concept: Today we are going to read a story about a boy named Taylor who feels big feelings. We will think about feelings and how listening can help.



Vocabulary Preview: Introduce the word **frustrated**. "When you feel frustrated, your body might feel tight because something didn't go the way you wanted. Let's make a frustrated face."



First-Look Prediction: Show the cover: "Look at Taylor's face and all the animals around. What do you think Taylor is feeling? What might the animals want to do?"



During Reading (Deepening the Concepts)

Goal: Avoid just reading the text. Use strategic opportunities to deepen thinking, build language, and make connections.



Note: Do not attempt all four opportunities in a single reading; select one or two per session.



Opportunity 1

After the block tower falls and Taylor is upset.

- **Concept Development:** "How do you think Taylor feels? Why do you think that?"
- **Language Modeling:** "Tell me about a time something you built or made fell apart. How did you feel?"
- **Quality of Feedback (Scaffolding) Dialogue:**

Teacher: "What did Taylor do when the tower fell?"

Child: "He cried."

Teacher: "Yes, Taylor cried and put his head down. Sometimes when we are really sad, we don't want to talk. What do you do when you are that sad?"
- **Real-World Connection:** "Has anyone ever tried to help you when you were upset? What did they do?"



Opportunity 2

When the chicken says "talk about it" and Taylor yells.

- **Concept Development:** "Why didn't Taylor want to talk?"
- **Language Modeling:** "What is something you would rather do than talk when you're upset?"
- **Quality of Feedback (Scaffolding) Dialogue:**

Teacher: "Why did Taylor yell at the chicken?"

Child: "He didn't want to talk."

Teacher: "That's right. Sometimes talking is the last thing we want. What could the chicken have done differently?"
- **Real-World Connection:** "What is a time you wanted someone to just be quiet and sit with you instead of talking?"



Opportunity 3

When the bear says "shout it out".

- **Concept Development:** "Did shouting help Taylor? Why or why not?"
- **Language Modeling:** "When you feel really angry, what helps you feel better?"
- **Quality of Feedback (Scaffolding) Dialogue:**

Teacher: "What happened after Taylor shouted?"

Child: "He got tired."

Teacher: "Yes, shouting might release some energy, but Taylor still felt sad. So what did he need?"
- **Real-World Connection:** "Have you ever tried shouting when you were upset? Did it work?"



Opportunity 4

When the rabbit just sits and listens.

- **Concept Development:** "What is different about what the rabbit did? Why did that finally help Taylor?"
- **Language Modeling:** "How do you know when someone is really listening to you?"
- **Quality of Feedback (Scaffolding) Dialogue:**

Teacher: "What did the rabbit do?"

Child: "Just sat."

Teacher: "The rabbit didn't tell Taylor what to do. He just stayed close and listened. How do you think that made Taylor feel?"
- **Real-World Connection:** "Who is someone who really listens to you? How does that make you feel?"

Post-Reading (Connecting & Creating)



Brainstorming (Creating): Let's think together of ways we can be like the rabbit for a friend who is sad. What can we do to help without giving advice?"



Prompting Thought Processes: "What did Taylor learn at the end of the story?"



Wrap-Up Language Modeling: "When the rabbit listened, Taylor felt **understood**. Let's say that word together: **understood**. When has someone made you feel understood?"



Classroom Tips for CLASS Success



5-Second Rule

After asking a question, wait at least five seconds before calling on a child or rephrasing.



Repeat and Extend

When a child gives a short answer, repeat it and add one more piece of information or a new word.