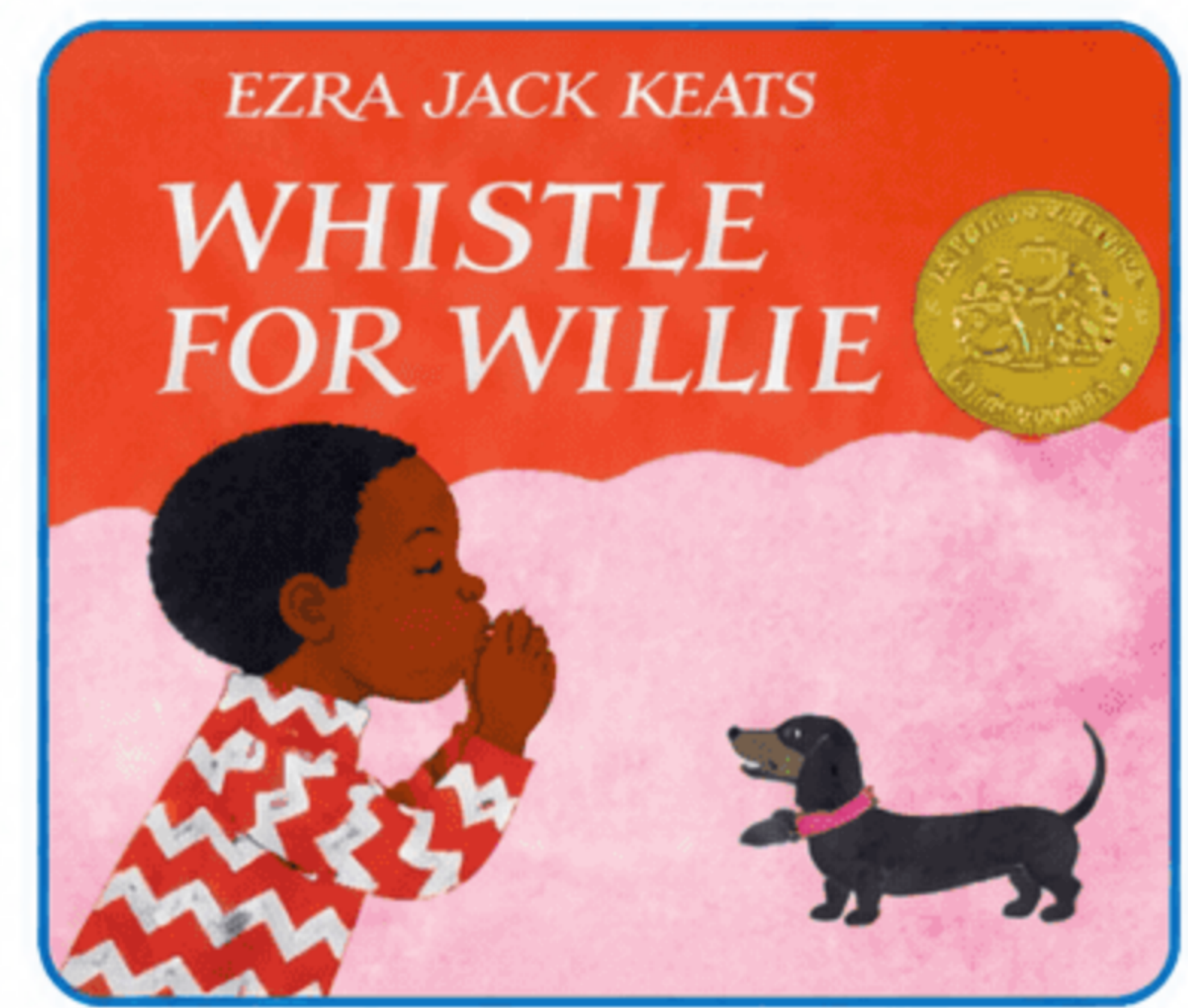


[TCCC] The Child Care Company

Interactive Read-Aloud Lesson Plan:

Whistle for Willie



Target Age:
Pre-K / Kindergarten

CLASS Focus Area:
Instructional Support &
Social-Emotional Development

Book:
Whistle for Willie
by Ezra Jack Keats

Pre-Reading (Building the Scaffold)

- Introduce the Concept:** "Today we are going to read a story about a boy named Peter who wants to learn how to whistle so he can call his dog, Willie. We will talk about how hard it can be to learn something new and what we can do when we feel like giving up."
- Vocabulary Preview:** Introduce the word **perseverance**. "When you use **perseverance**, it means you keep trying to do something even when it is hard or doesn't work the first time. Have you ever tried to learn a new trick or game that was tough at first?"
- First-Look Prediction:** Show the cover: "Look at Peter blowing out his cheeks on the cover. Do you think whistling is easy or hard? What do you think will happen when Peter tries to whistle for his dog?"

During Reading (Deepening the Concepts)

Goal: Avoid just reading the text. Use strategic opportunities to deepen thinking, build language, and make connections.
Note: Select one or two opportunities per reading session.

1 Opportunity 1: When Peter spins around and tries to whistle, but nothing happens.

- Concept Development:** "Why do you think Peter tried spinning in circles? Did spinning help him whistle?"
- Language Modeling:** "Peter felt a little disappointed when no sound came out. Tell me about a time you tried to do something and it didn't work right away."
- Quality of Feedback (Scaffolding) Dialogue:**
Teacher: "What happened when Peter tried to whistle?"
Child: "Nothing came out."
Teacher: "That's right! Nothing came out except air, and spinning around just made him dizzy. Learning a new skill takes time. What could Peter do next instead of quitting?"
- Real-World Connection:** "What is something you couldn't do when you were smaller that you can do now because you practiced?"

2 Opportunity 2: When Peter puts on his father's hat in front of the mirror.

- Concept Development:** "Why do you think Peter put on his dad's big hat? How did wearing it make him feel inside?"
- Language Modeling:** "Peter is pretending to be grown up. What does it feel like when you dress up or pretend to be an adult?"
- Quality of Feedback (Scaffolding) Dialogue:**
Teacher: "Why did Peter look in the mirror?"
Child: "To see the hat."
Teacher: "Yes! He put on his dad's hat to feel big and brave so he could try whistling again. Sometimes doing something fun helps us get ready to try a hard task again."
- Real-World Connection:** "When you feel frustrated while trying something new, what helps you feel brave enough to try again?"

3 Opportunity 3: When Peter hides in the box and finally whistles!

- Concept Development:** "What made Willie stop and look around? How did Peter's hard work finally pay off?"
- Language Modeling:** "Look at Willie's ears perking up! How would you describe how Peter feels right now after trying for so long?"
- Quality of Feedback (Scaffolding) Dialogue:**
Teacher: "What did Willie do when he heard the noise?"
Child: "He ran over."
Teacher: "He ran right over because Peter finally blew a real whistle! Peter was so proud because his practice worked."
- Real-World Connection:** "How does your body feel when you finally accomplish something you have been working hard to learn?"

4 Opportunity 4: When Peter shows his parents he can whistle and runs an errand.

- Concept Development:** "How did Peter's parents react when he whistled for them? Why were they so proud?"
- Language Modeling:** "Peter whistled all the way to the grocery store and all the way back home. Let's describe how his feeling changed from the beginning of the story to the end."
- Quality of Feedback (Scaffolding) Dialogue:**
Teacher: "What did Peter's parents ask him to do?"
Child: "Go to the store."
Teacher: "Yes, they asked him to run an errand because he showed he was growing up and determined. He felt proud carrying out his job while whistling."
- Real-World Connection:** "Who is someone you like to show when you learn a brand-new skill?"

Post-Reading (Connecting & Creating)

- Brainstorming (Creating):** "Let's brainstorm a list of strategies we can use when something is hard to do. What can we say to ourselves when we want to give up?"
- Prompting Thought Processes:** "Why didn't Peter give up when he couldn't whistle the first time? What taught him to keep trying?"
- Wrap-Up Language Modeling:** "Peter used **determination** to reach his goal. Let's say that word together: determination. Determination means sticking with something until you succeed!"

Classroom Tips for CLASS Success

- 5-Second Rule:** After asking a question, wait at least 5 seconds before calling on a child or rephrasing to allow processing time.

- Repeat and Extend:** When a child gives a short answer, repeat it back and add a new descriptive detail (e.g., Child: "He hid." -> Teacher: "Yes, Peter hid inside the big carton to surprise his dog, Willie!").