

<p><b>Lesson:</b> 1 <b>Unit:</b> 1 <b>Module:</b> A</p>	<p><b>Anchor Text:</b> Where Is Home, Little Pip? <b>Objective:</b> Describe the relationship between illustrations and the story in which they appear. RL.K.7, Engage in group reading activities. RL.K.10</p>
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**Essential Questions:** How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?

**READING 30 -40 Minutes**

(Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)

<p><b>Build Understanding</b></p> <p>First Read: Read the entire book.</p>	<p><b>Set the Purpose:</b></p> <p>Readers understand that there is a relationship between illustrations and words. We can use both the words and the pictures in a story to help us understand what the story is about.</p>	<p><b>Engage Children:</b></p> <p>Introduce the book Where Is Home, Little Pip? Display the front and back covers and have children identify them and tell what they see. Point to the title and the author’s and illustrator’s names as you read them aloud.</p>	<p><b>Read:</b></p> <p>Have children look at the illustrations and follow along as you read. In this first reading, children should focus on understanding what the story is about.</p>
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**Turn and Talk:** Whom is the story about? What happens in the story?

<p><b>Close Read</b></p> <p>Second Read: Read the entire book.</p>	<p><b>Cite Text Evidence:</b></p> <ul style="list-style-type: none"> <li>• Look at the front cover of the book. How do the title and picture help readers know whom the story is about? (The title mentions the name Little Pip. The picture shows a little penguin. Readers can use these clues to figure out that the story is about a little penguin called Little Pip.) DOK L2</li> <li>• What causes Little Pip to wander away from her home? (a black feather that the wind keeps blowing) Show me the pages where this happens. Ask children to describe what is happening on pp. 10–13. DOK L3</li> <li>• What is the first animal that Little Pip meets as she looks for her home? (a whale) Point to the picture that shows this animal. Have children find the word whale in the text on p. 14. DOK L3</li> <li>• What do Mama and Papa do when they find Little Pip? (They kiss and hug her. They dance and waddle around her.) How do you know? (The words on p. 29 say so.) Read those sentences aloud with children. DOK L3</li> </ul>
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**Scaffolding Instruction**

<p><b>English Language Learners:</b></p> <p>Help children understand the meaning of the word pebbly on p. 7. Point out the clue on p. 2 where the penguins’ nest is described as “made of pebbles.” Explain that pebbles are small, round, smooth stones. Adding -y to the noun pebble makes the adjective pebbly, which means “having many pebbles; covered with pebbles.”</p>	<p><b>Strategic Support:</b></p> <p>Explain to children that although penguins are birds, they cannot fly. Instead, they use their wings to swim in the southern oceans as they hunt for food to eat. Penguins spend most of their time in the water, but they do come on land to raise their young, as Mama and Papa did with Little Pip in the story.</p>
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## Benchmark Vocabulary

<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Ask and answer questions about unknown words in a text. RL.K.4</li> <li>▪ Use words acquired from texts. L.K.6</li> <li>▪ Identify the author and illustrator of a story and tell what each does. RL.K.6</li> </ul>	<p><b>Text-Based Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• baby, p. 2</li> <li>• home, p. 7</li> </ul> <p><b>Practice:</b></p> <p>Use p. 2 in the Reader’s and Writer’s Journal to show contextual understanding of the Benchmark Vocabulary.</p>
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### Text Analysis

<p><b>AUTHOR AND ILLUSTRATOR ROLES</b></p> <p>Explain to children that authors and illustrators are important to stories. Display the T-Chart on p. TR43 with the headings Author and Illustrator.</p>	<p><b>MODEL</b></p> <p>I know that the person who writes the words in a story is the author, and the person who draws the pictures in a story is the illustrator. I’ll write this information on the chart. Now I’ll look on the title page to find out whom the author and illustrator of Where Is Home, Little Pip? are and add that to the chart. Let’s talk about how the author and illustrator help tell the story.</p>
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**PRACTICE/APPLY**

Read the names of the author and illustrator of another classroom book. Display a page in the book. Have children explain what the author and the illustrator contributed to the page. Use the Small Group Discussion Routine on pp. TR10–TR11 to have children discuss how the author and illustrator help tell the story. Check understanding by asking children to share or by circulating among children or groups. Make sure they are using best practices for speaking and listening as outlined in the routine.

## SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

<p><b>Focused Independent Reading</b></p> <p><b>Today’s Process Focus:</b> Engagement and Identity Have children record their reading in a daily reading log by drawing a picture or dictating or writing a word, phrase, or sentence about their book. Suggest that they also draw pictures of the author and illustrator in their reading log.</p> <p><b>Today’s Strategy Focus:</b> Comprehension Have children point out their sticky notes and help them read the names. Ask them how the author and illustrator helped tell their story. Alternatively, have children log into Pearson Realize and review with you the Independent Reading Activity they completed for their book.</p>	<p><b>Reading Analysis Extension</b></p> <p>Ask children to choose another book from the classroom library. Have them look at the cover and title page and point out the author’s and illustrator’s names. Then have them look in the book to find examples they can use to show what the author and illustrator do. Have children take turns sharing their books and information with the class. Encourage listeners to ask questions about anything they do not understand.</p> <p style="font-size: 1.5em; font-family: cursive;">* Rhyming words</p>
<p><b>Small Group Options</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PHONICS</li> <li><input type="checkbox"/> UNLOCK THE TEXT</li> <li><input type="checkbox"/> CONFERENCE</li> <li><input type="checkbox"/> CLOSE READING SUPPORT</li> <li><input type="checkbox"/> READING ANALYSIS EXTENSION</li> <li><input type="checkbox"/> FLUENCY</li> </ul>	

# WRITING 30 -40 Minutes

(Narrative Writing, Independent Writing Practice)

*Completed with upper group not lower.*

## Writing Focus:

Describe an Animal

## Writing Objectives:

- Recognize details about animal characters in a story. W.K.3
- Participate in a shared narrative writing task. W.K.7

## Set the Purpose:

Tell children that in narrative writing, writers tell a story. A story has certain parts, or elements. One of these elements is characters. Characters are the people or animals that the story is about. Tell children that today they will find details about animal characters and then write their own details about the characters.

## Teach and Model:

Explain that when writing a story, a writer tells details about the characters in the story. The writer uses the details, or small pieces of information, to tell what the characters are like and to make them interesting to readers. These details may appear in the words or in the pictures. By gathering these details and putting them together, readers can create pictures of the characters in their minds. They can figure out what the characters look like, what they do, and how they feel. This will help readers understand not only the characters, but also the story. Help children understand how the writer tells details about the animal characters in *Where Is Home, Little Pip?* Display pp. 2–3 and read aloud the following text. What details does the writer tell about Pip?

### PREPARE TO WRITE

Explain to children that a writer uses describing words, or adjectives, to tell about the characters in a story. An illustrator draws pictures of the characters that support what the author writes. Words and pictures work together to tell readers about the characters. Explain to children that when they begin to write their own stories, they will create characters. But for now, they will choose a character from *Where Is Home, Little Pip?* and tell details about the character by reading the words and looking at the pictures.

### BRAINSTORM WORDS

After children choose their characters, help them brainstorm describing words they can use to tell details about the characters. Remind them to look at the words and pictures to help them.

### WRITE DETAILS

Help children write the words they brainstormed about their characters. You may wish to compile children's words; arrange them in categories, such as Colors, Shapes, and Sizes; and post them in a list for children to refer to as they write.

## INDEPENDENT WRITING PRACTICE

### Writing:

Ask children to draw, dictate, or write a detail about the animal character they chose from *Where Is Home, Little Pip?* Remind them to use one or more of the describing words they brainstormed about the character. Their sentence should tell about what the animal looks like, what it does, or how it feels. Have children write their detail on p. 3 of their Reader's and Writer's Journal.

### Conventions:

If you wish to teach children about printing uppercase and lowercase letters, use the Conventions Mini-Lesson on p. 21. Encourage children to pay attention when they write the letters Aa, Bb, or Cc.

### Digital Options:

Have children use computers or tablets, if available, to draft their details. If they have access to a printer, have them print out their details, add drawings to show the details, and share their work with family and friends.

### Share Writing:

Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Ask the class to identify the character being described and the describing words the writer uses.

<p><b>Lesson:</b> 2 <b>Unit:</b> 1 <b>Module:</b> A</p>	<p><b>Anchor Text:</b> Where Is Home, Little Pip? <b>Objective:</b> Identify characters, settings, and major events in a story. RL.K.3, Engage in group reading activities. RL.K.10</p>
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**Essential Questions:** How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?

### READING 30 -40 Minutes

(Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)

<p><b>Build Understanding</b></p> <p>First Read: pp. 2-7</p>	<p><b>Set the Purpose:</b></p> <p>Learners understand that home is an important concept to all living things. The importance of home is a theme, or big idea, of the story Where Is Home, Little Pip? The characters tell how they feel about their homes.</p>	<p><b>Engage Children:</b></p> <p>Display the front cover of Where Is Home, Little Pip? Have children use the title and illustration to recall details about the book.</p>	<p><b>Read:</b></p> <p>Have children follow along as you read. Have them repeat each line of the poem on p. 7 after you. In this first reading, children should focus on the characters, setting, and beginning events.</p>
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**Turn and Talk:** Where do Pip and her parents live? What do they do every day?

<p><b>Close Read</b></p> <p>Second Read: pp. 2-7</p>	<p><b>Cite Text Evidence:</b></p> <ul style="list-style-type: none"> <li>• Characters are the people or animals a story is about. Who are the main characters in Where Is Home, Little Pip? (Pip, Mama, and Papa) Have children point to the characters on pp. 2-3 and name them. DOK L1</li> <li>• What is the setting of the story? Where does the story take place? (on the cold Antarctic shore) Help children find and read the phrase on p. 2. DOK L1</li> <li>• What does Pip do when she plays every day? (She slides down a snowy hill.) How do you know? (The picture on pp. 4-5 shows this.) Let's read the sentences on those pages. Encourage children to read p. 3 with expression. DOK L3</li> <li>• What do Mama and Papa do every night? (They sing.) What is their song about? (their home) Reread the poem with children joining in on the last line. DOK L2</li> </ul>
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### Scaffolding Instruction

<p><b>English Language Learners:</b></p> <p>Help children understand the meaning of the simile as fluffy as new-fallen snow on p. 2. Explain that as part of her description the author compares Pip to something readers may know: new-fallen snow, or snow that has just fallen to the ground. This snow would be soft and light. It would be fluffy, just like Pip.</p>	<p><b>Strategic Support:</b></p> <p>Explain to children that Antarctica is a continent at the South Pole that is surrounded by ocean. Antarctica is the coldest, windiest, driest place on Earth. Only a few people, mostly scientists, live there. The many animals that live there, mostly in the ocean, have adapted to the harsh conditions and extreme weather.</p>
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## Benchmark Vocabulary

### Objectives:

- Ask and answer questions about unknown words in a text. RL.K.4
- Use words acquired from texts. L.K.6
- Identify characters, settings, and major events in a story. RL.K.3

### Text-Based Vocabulary:

- hatched, p. 2
- nest, p. 2
- wander, p. 6

#### Practice:

Use p. 4 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary.

## Text Analysis

### CHARACTERS, SETTINGS, EVENTS

Explain that characters are who or what a story is about, setting is where and when the story takes place, and events are what happens in the story. Display the Three-Column Chart on p. TR44 with the headings Characters, Setting, and Events. Read aloud the headings.

### MODEL

I know that the story is about Pip, so Pip is one of the characters in the story. I'll write Pip in the first column under Characters. What are some other characters in the story? Let's write them on the chart too.

### PRACTICE/APPLY

Have children work together to identify the setting and beginning events on pp. 2–7 of *Where Is Home, Little Pip?* Write these on the chart. Use the Small Group Discussion Routine on pp. TR10–TR11 to have children discuss why it is important to identify the story's characters, setting, and events. Check understanding by asking children to share or by circulating among children or groups. Make sure they are using best practices for speaking and listening as outlined in the routine.

## SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

### Focused Independent Reading

#### Today's Process Focus:

Engagement and Identity

Have children record their reading in a daily reading log by drawing a picture or dictating or writing a word, phrase, or sentence about their book. Suggest that they also draw pictures of the author and illustrator in their reading log.

#### Today's Strategy Focus:

Decoding and Word Recognition

Have children point out places where they marked the words I and am. Read the sentences with the words and have children repeat. Alternatively, have children log into Pearson Realize and review with you the Independent Reading Activity they completed for their book.

### Small Group Options

- PHONICS
- UNLOCK THE TEXT
- CONFERENCE
- CLOSE READING SUPPORT
- READING ANALYSIS EXTENSION
- FLUENCY

### Reading Analysis Extension

Have pairs of children work together to identify and describe other characters, settings, and major events in the story *Where Is Home, Little Pip?* Partners can continue to fill out the Three-Column Chart begun earlier in Reading Analysis, or they can draw and label pictures of the characters, settings, and events and sort them into categories.

Remind children to use these questions to help them remember what they are looking for.

## WRITING 30 -40 Minutes

(Narrative Writing, Independent Writing Practice)

### Writing Focus:

Describe a Character

### Writing Objectives:

- Recognize details about story characters. W.K.3
- Participate in a shared narrative writing task. W.K.7

### Set the Purpose:

Remind children that in narrative writing, writers tell a story. A story has certain parts, or elements. One of these elements is characters. Characters are the people or animals that the story is about. Tell children that today they will find details about the characters in *Where Is Home, Little Pip?* and then write details about their own animal characters.

### Teach and Model:

Explain that when writing a story, a writer tells details, or small pieces of information, about the characters in the story. These details may appear in the words or in the pictures. The details tell what the characters look like, what they do, and how they feel. Readers read the words and look at the pictures in the story. They use the details they read and see to find out what the characters are like and to understand them. Help children understand how the writer gives details about the characters in *Where Is Home, Little Pip?* Display pp. 4–5 and read aloud the text. What does Pip do? How does Pip feel about what she is doing?

### PREPARE TO WRITE

Explain to children that characters are an important part of a story. Writers work hard to create interesting characters. They want readers to know about the characters, so writers tell about what the characters look like, what they do, and how they feel.

### CHOOSE AN ANIMAL

Tell children that they will choose an animal to use as a character and later they will write details about their character. Ask children to choose an animal that interests them and that they can describe using some of the describing words from the class list.

### TELL WHAT IT LOOKS LIKE

Explain that telling what the animal looks like is an important part of describing it. I can say that the cat is big, gray, and fluffy. Those words help you picture what the cat looks like. Help children look for words on the list that they can use to describe their animal characters.

### TELL WHAT IT DOES AND HOW IT FEELS

Explain that when you describe your animal character, you can also tell what it does and how it feels. Again help children look for words on the list that they can use to describe their animal characters' actions and feelings. They can also think of new describing words.

## INDEPENDENT WRITING PRACTICE

### Writing:

Ask children to draw, dictate, or write a detail about their animal character. Remind them to use one or more of the describing words they chose. Their sentence should tell about what their animal character looks like, what it does, or how it feels. Have children write their detail on p. 5 of their Reader's and Writer's Journal.

### Conventions:

If you wish to teach children about printing uppercase and lowercase letters, use the Conventions Mini-Lesson on p. 31. Encourage children to pay attention when they write the letters Dd, Ee, or Ff.

### Digital Options:

Have children use computers or tablets, if available, to draft their narrative writing. If they have access to a printer, have them print out their writing, add drawings to show their descriptive detail, and share it with family and friends.

### Share Writing:

Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Ask the class to identify the animal character and the describing words the writer uses.

# Ready Gen

Grade: K

<b>Lesson:</b> 3 <b>Unit:</b> 1 <b>Module:</b> A	<b>Anchor Text:</b> Where Is Home, Little Pip? <b>Objective:</b> Ask and answer questions about key details in a text. RL.K.1, Engage in group reading activities. RL.K.10
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**Essential Questions:** How do readers use both words and illustrations to understand stories? How do writers use both illustrations and words about events to tell a story?

## READING 30 -40 Minutes

(Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis)

<b>Build Understanding</b>  First Read: pp. 8–12	<b>Set the Purpose:</b> Writers understand that pictures and words about events help tell a story. The key details that a writer puts in a story's pictures and words help us understand what the writer is telling us in the story.	<b>Engage Children:</b> Display pp. 2–7 of Where Is Home, Little Pip? and have children use the illustrations to recall what has happened so far.	<b>Read:</b> Encourage children to read along silently, following the words from left to right and top to bottom. Ask them what you should do when you read the last word on each page (go on to the next page). In this first reading, children should focus on what Pip does next.
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**Turn and Talk:** What do Mama and Papa always say to Pip? What does Pip do that she should not do?

<b>Close Read</b>  Second Read: pp. 8–12	<b>Cite Text Evidence:</b> <ul style="list-style-type: none"><li>• What does Pip eat? (fish) How do you know that? (The text says Mama and Papa fished. When you fish, you are catching fish.) Have children describe what they see in the picture on pp. 8–9. DOK L2</li><li>• Why do Mama and Papa tell Little Pip not to wander far? (They want her to stay safe by staying close to them.) Have children find what Mama and Papa say on p. 8 and read it aloud together. DOK L2</li><li>• What does Pip do when she sees the black feather? (She chases after it.) Do you think this is a good idea? (Possible response: No. She is wandering away from her parents. She won't be safe.) DOK L3</li><li>• Why can't Pip catch the feather at first? (The wind blows it away.) What sound does the wind make? (POOF!) Read p. 11 with children, emphasizing all the sound words. DOK L1</li></ul>
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## Scaffolding Instruction

<b>English Language Learners:</b> Help children understand that sound words are words that sound like the sounds they name. Point to and say the sound words flap, slap, and poof on p. 11. Name other sound words, such as pop, quack, and buzz. Ask children to name sounds various animals make (dog, cow, horse, lion, bear, and so on). Note that children may offer sound words from their home languages.	<b>Strategic Support:</b> Explain to children that all living things need food. Young animals, such as Pip, need a lot of food because they are growing all the time. Their bodies use the food to make them taller, bigger, and stronger. Like all parents, Mama and Papa bring food to Pip because she cannot get food for herself. In time, Pip will be able to go fishing in the cold ocean and get her own food.
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## Benchmark Vocabulary

### Objectives:

- Ask and answer questions about unknown words in a text. RL.K.4
- Use words acquired from texts. L.K.6
- Ask and answer questions about key details in a story. RL.K.1

### Text-Based Vocabulary:

- glittered, p. 10
- fluttered, p. 11

### Practice:

Use p. 7 in the Reader's and Writer's Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.

## Text Analysis

### KEY DETAILS

Explain to children that good readers ask and answer questions about key details when reading a story to help them understand and clarify the details. Display the Web A graphic organizer on p. TR48.

*DO ON BOARD*

### MODEL

I will ask and answer questions about the key details on pp. 8–12 and then record the answers on the web. I ask, "Why does Pip need more food?" I use the text to find the answer, "Pip is growing." I write that on the web. Here's another question: "How does Pip get food?" Answer: "Mama and Papa fish constantly." Let's ask and answer more questions about these pages.

### PRACTICE/APPLY

Help children ask and answer questions about key details on pp. 8–12. Record their answers on the web. Use the Small Group Discussion Routine on pp. TR10–TR11 to have children discuss how their answers help them understand those pages. Check understanding by asking children to share or by circulating among children. Make sure they are using best practices for speaking and listening as outlined in the routine.

## SMALL GROUPS 30 -40 Minutes

(Focused Independent Reading, Small Group Options, Reading Analysis Extension)

### Focused Independent Reading

#### Today's Process Focus:

Engagement and Identity

Have children record their reading in a daily reading log. They can choose their favorite picture in the book and reproduce it in their log. They can write a word, phrase, or sentence to describe it. Suggest that they copy the title of their book into their reading log.

#### Today's Strategy Focus:

Vocabulary Knowledge

Have children review with you any colored tabs they placed in their book. Discuss how each thing might glitter or flutter. Alternatively, have children log into Pearson Realize and review with you the Independent Reading Activity they completed for their book.

### Small Group Options

- PHONICS
- UNLOCK THE TEXT
- CONFERENCE
- CLOSE READING SUPPORT
- READING ANALYSIS EXTENSION
- FLUENCY

### Reading Analysis Extension

#### SLEUTH WORK

Read aloud "Riding Mr. Frank's Bus" on p. TR3 in this Teacher's Guide as children follow or read along. Discuss the following questions with the group. Ask children to use text evidence to support their answers.

#### LOOK FOR CLUES

How does the author feel at the beginning of the story? How can you tell?

#### MAKE YOUR CASE

What other feelings do you think the author shows in the story?

#### ASK QUESTIONS

If you could meet the author, what would you ask her about writing this story?

#### PROVE IT!

Have children draw a picture of the author and the other riders on Mr. Frank's bus, focusing on how they feel about riding on his bus. Ask children to dictate or write feeling words or details from the text.



# WRITING 30 -40 Minutes

(Narrative Writing, Independent Writing Practice)

## Writing Focus:

Describe a Setting

## Writing Objectives:

- Recognize details about a story setting. W.K.3
- Participate in a shared narrative writing task. W.K.7

## Set the Purpose:

Remind children that in narrative writing, writers tell a story. A story has certain parts, or elements. One of these elements is the setting. The setting is when the story happens (the time) and where the story happens (the place). Tell children that today they will find details about the setting of *Where Is Home, Little Pip?* Then they will create a setting for their animal character and write details about the setting.

## Teach and Model:

Explain that in a story, the writer uses words to tell details about the setting of the story, and the illustrator uses pictures to show details about the setting. A story may have one setting, or it may have several settings. The setting can change depending on what happens in the story. Readers read the words and look at the pictures in the story. They use the details they read and see to find out what the setting is. Help children understand how the writer and illustrator give details that describe, or tell about, the setting of *Where Is Home, Little Pip?* Display p. 7 and read aloud the following text.

### PREPARE TO WRITE

Explain to children that the setting of a story can be a general place, such as a desert or a park, or it can be a specific place, such as the Empire State Building or the author's home. Remind children that they used describing words to tell about a character. Now they will use describing words to tell about a setting. Display the list of describing words from Lessons 1 and 2, or make a new list.

### CHOOSE A SETTING

Ask children to recall the animal character they described in Lesson 2. Tell them that they will choose a setting for their animal character and later they will draw a picture and write details about the setting. Ask children to choose a setting that is suitable for their animal character.

### TELL WHAT IT LOOKS

**LIKE**  
Remind children that describing the setting means telling what it looks like. My aunt lives in a big, old, white house across from a park. Those words help you picture what the house looks like. Help children look for words on the list that they can use to describe their settings. They can also think of new describing words.

### ADD DETAILS

Explain that when you describe the setting, you want to use vivid words and details so that readers can "see" exactly what the setting looks like. My aunt's house has big windows with wide windowsills. The house has many soft, comfy chairs and sofas. Help children think of additional details they can use to describe the setting for their animal character.

## INDEPENDENT WRITING PRACTICE

### Writing:

Ask children to draw a picture of their setting and dictate or write details about it. Remind them to use one or more of the describing words and details they chose. Their setting should be suitable for the animal character they created in Lesson 2. Have children write their details on p. 8 of their Reader's and Writer's Journal.

### Conventions:

If you wish to teach children about printing uppercase and lowercase letters, use the Conventions Mini-Lesson on p. 41. Encourage children to pay attention when they write the letters Gg, Hh, or Ii.

### Digital Options:

Have children use computers or tablets, if available, to draft their narrative writing. If they have access to a printer, have them print out their writing and add it to their pictures. Scan children's work and combine the pages to make a class book of story settings.

### Share Writing:

Take a few minutes to wrap up today's writing with children. Ask volunteers to share their pictures and writing with the class. Ask the class to identify each setting and describe what it looks like, speaking audibly.