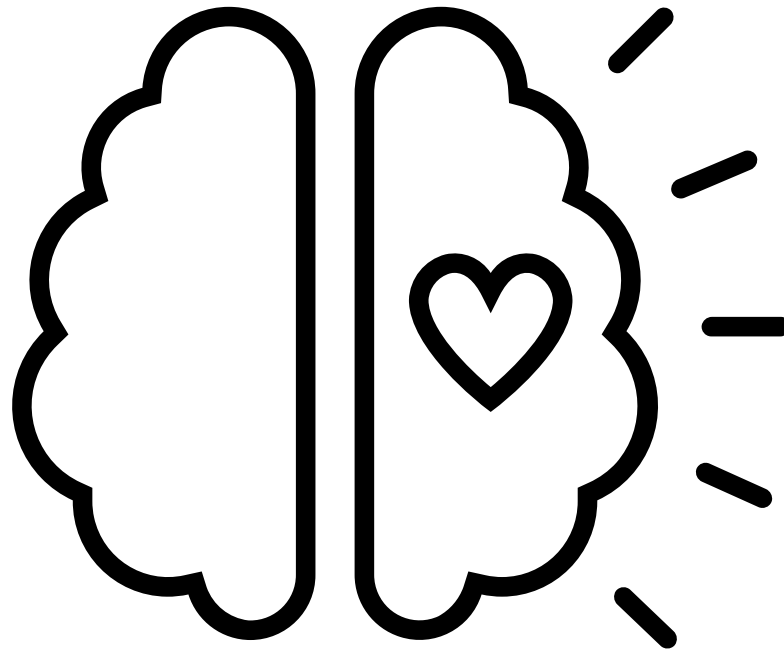


LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES

Freebie



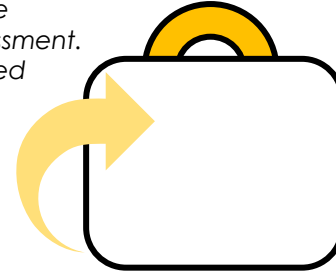
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SCIENCE OF READING KNOWLEDGE IN-A-CLICK DIGITAL SLIDES



KNOWLEDGE IN-A-CLICK DIGITAL TEACHING SLIDES: FREE PREVIEW – Shanté Keys and the New Year's Peas

The Science of Reading KNOWLEDGE "In-a-Click" Digital Teaching Slides resource, developed by Tara West at Little Minds at Work, is a comprehensive approach designed to tackle listening comprehension, vocabulary, and knowledge. The resource's units provide the educator with content for 6 weeks of instruction. All 6 weeks of instruction encompass an overarching theme of study. This free preview covers a realistic fiction theme - NEW YEAR. The week of instruction follows a systematic and robust 5-day approach. This approach is duplicated throughout the unit for ease of instruction and quick skill mastery for students. Day 1- Students will listen to the read aloud with few stops. Students listen to background knowledge and gather new "bits of knowledge" that they learned. Day 2- Students listen to the read aloud for a second time. Educator has specific stop spots to address vocabulary. Students apply the newly learned vocabulary through kid-friendly definitions and whole-body movements. Day 3- Educators will stop on specific key learning moments from the text. Students will be asked to apply the knowledge through Level 1-3 text-dependent questions, all with the goal to add knowledge for the weekly topic. Day 4- Students will review vocabulary and add even more knowledge through real-life examples and making connections through text and themselves. Day 5- Students will once again review vocabulary, submerge themselves in a knowledge review and take an assessment. Additional printable practice available for all Days 1-4. Printable practice sheets are offered but not required. Students will be asked to add "bits of knowledge" to their knowledge case. This is a visual representation for adding information that they store in their long-term memories. It is vital that students understand and have practice with retrieving their previous learnings.



CLICKABLE LINKS

[PDF QUICK LINK](#)[PRINT MATERIAL](#)[GOOGLE SLIDES](#)[VIRTUAL BOOK](#)[PURCHASE BOOK](#)

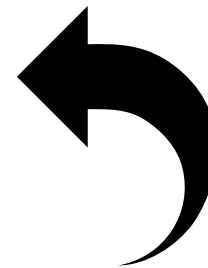
LISTENING COMPREHENSION AND VOCABULARY BASED

SCIENCE OF READING KNOWLEDGE

IN-A-CLICK DIGITAL TEACHING SLIDES

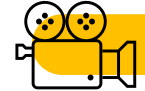
 Holidays	 About Me	 Fall	 Fairy Tales
 Winter	 Characters	 Cycles	 Animals

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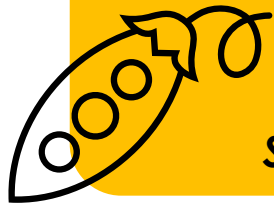
Click to view the
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RESOURCE LINKS

[OVERVIEW](#)[BOOK LIST](#)

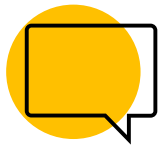
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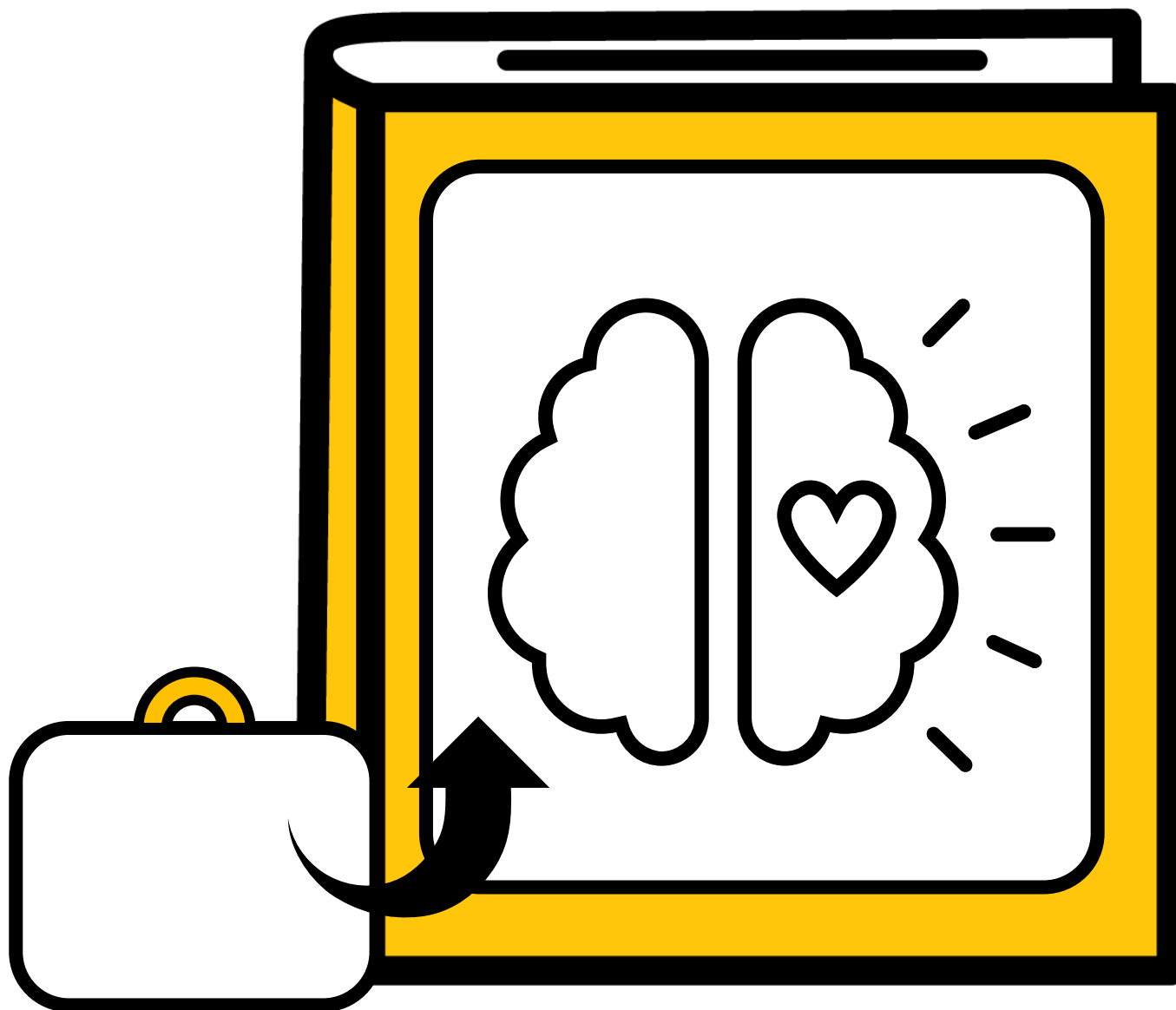


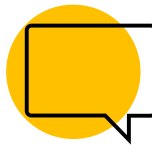
LESSON I

Shanté Keys and the New Year's Peas



Today we are listening to a new story. The title of the book is Shanté Keys and the New Year's Peas. Close your eyes as I read the title again. As your eyes are closed, open your case of knowledge. Listen as I read the title. Do you bring any knowledge that might help with our read aloud? Share with a partner. Visualize the cover. What do you see? **Present the cover of the text for students.**

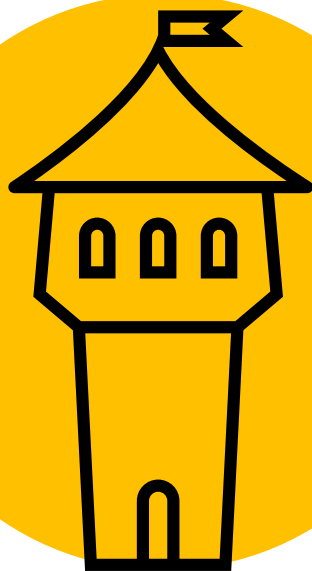


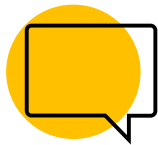


Think about our story, Shanté Keys and the New Year's Peas. We want to decide if this book is a fiction story, nonfiction story, or somewhere in between – a realistic fiction story. Prior to reading this story, we will be making an educated guess based on our knowledge and the book cover. Turn and share with a partner what genre you believe this story is and why you think that. With a show of thumbs, who believes the story is fiction? Nonfiction? Realistic fiction?

fiction

nonfiction

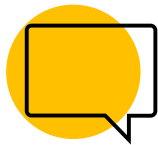




Purpose for learning: Today as I read, I want you to have your knowledge case open. Take bits of knowledge throughout the story to add to your case. There might be times in the story where I will stop and share more. Listen very closely as these will be important bits of knowledge. At the end of the story, we will share our new knowledge and discuss if our prediction about the story being fiction, nonfiction, or realistic fiction was accurate.

Let's Listen to Learn

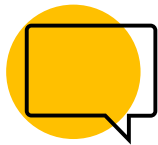




As learners, we can be even more successful learners with background knowledge. This is the information that we may not yet know or understand. If we know a bit more before starting, we can be more successful at what knowledge should be gained. Our story is about a girl named Shanté and her family. Her family is making food for the New Year. Shanté's family makes peas. Shanté will go around to the neighbors' houses. As she visits each one, she will get to experience the food they make for the New Year.

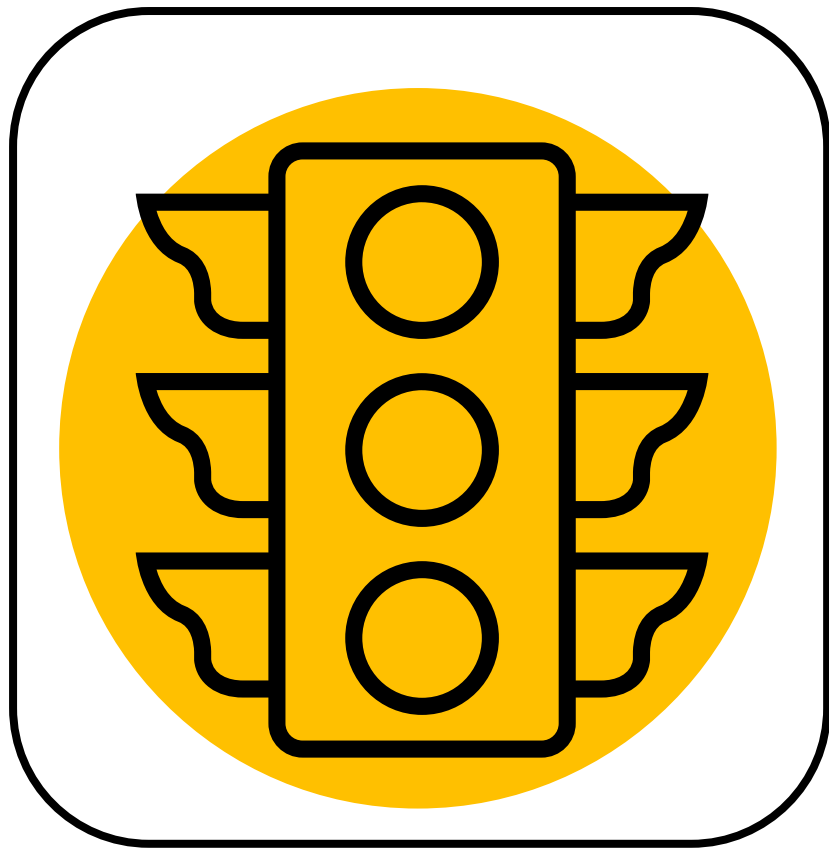
Background Knowledge





Display the **Stop and Think** slide. As you read aloud to students, stop if needed on the following spots. These will be extremely brief without further discussion. **Page 3:** *'I'm weak in the knees.'* This means that Grandma is very nervous/upset. **Page 10:** *Delicacies are rare or special foods that are not easy to come by.* **Page 18:** A *'time squeeze'* means that she needs to hurry. Time is running out.

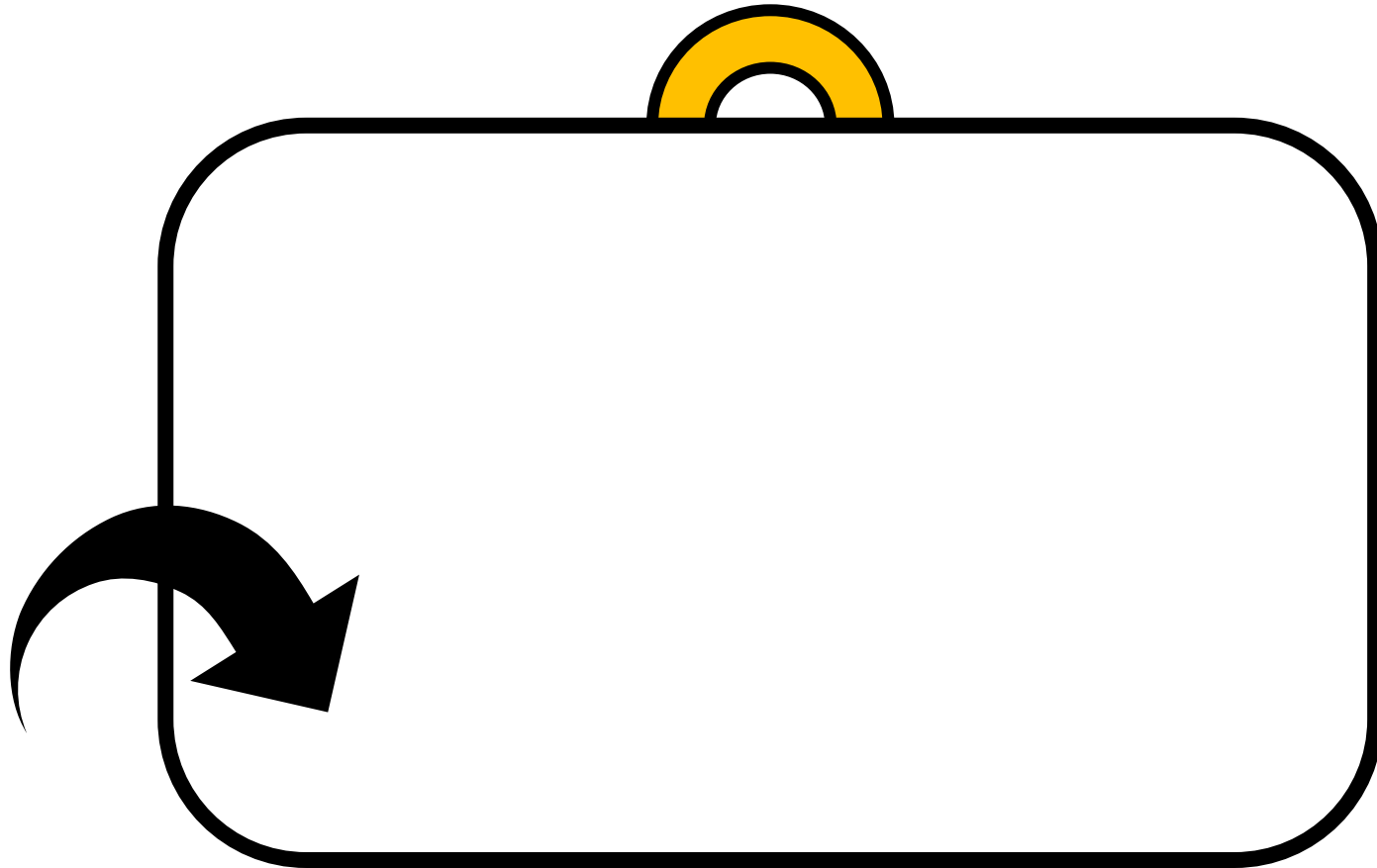
Stop and Think

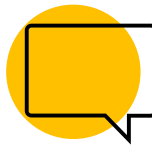




We gained a lot of knowledge from our read aloud. We learned so much knowledge that we needed a much bigger case. Turn and share with a partner what new knowledge you learned. We will chart our new knowledge.

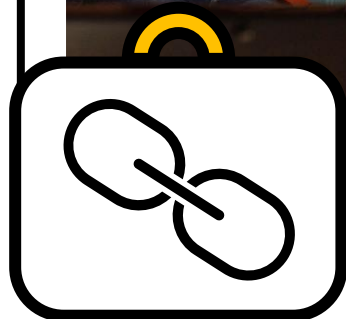
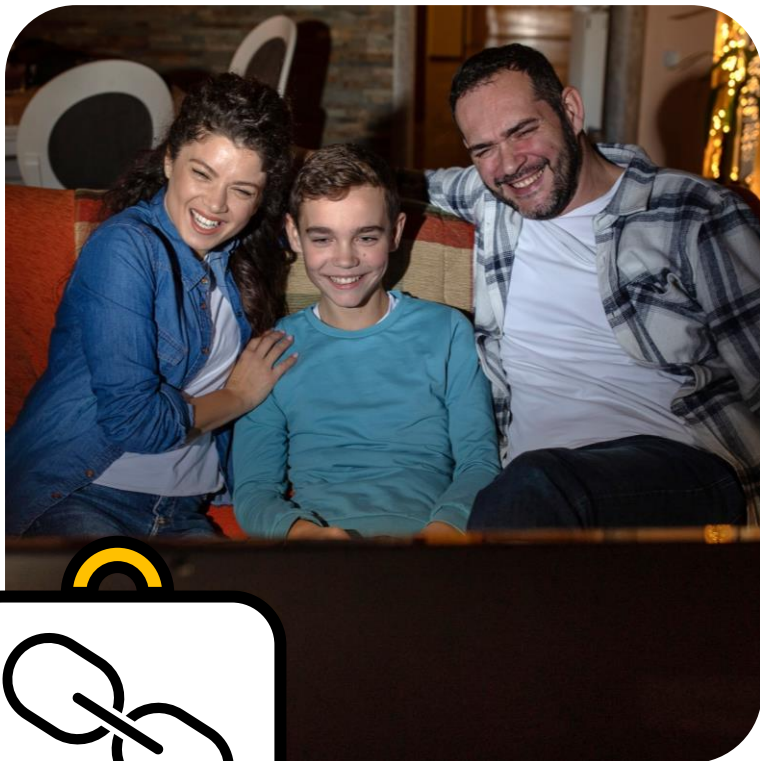
Knowledge Building

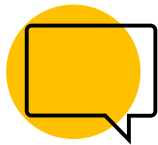




Now that we have listened to our story, we can make connections to it. Look at the first image. Can you make a connection to watching the New Year ball drop on the TV? Respond with a thumbs up or down. Look at the second image. Can you make a connection to dressing up with hats, masks, or horns for New Year? Respond with a thumbs up or down. Turn and share your connection with a partner.

Knowledge Building



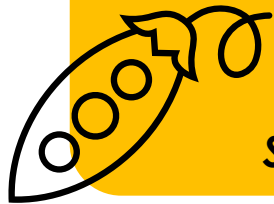


Wrap Up: This story is a realistic fiction story. Turn and share with a partner if your prediction about the genre was accurate. Let's find a specific example in the read aloud that proves the text is realistic fiction. Could this story be true? Yes, you could easily be the main character in this story, Shanté.

fiction

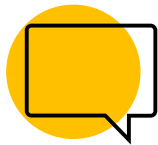
nonfiction



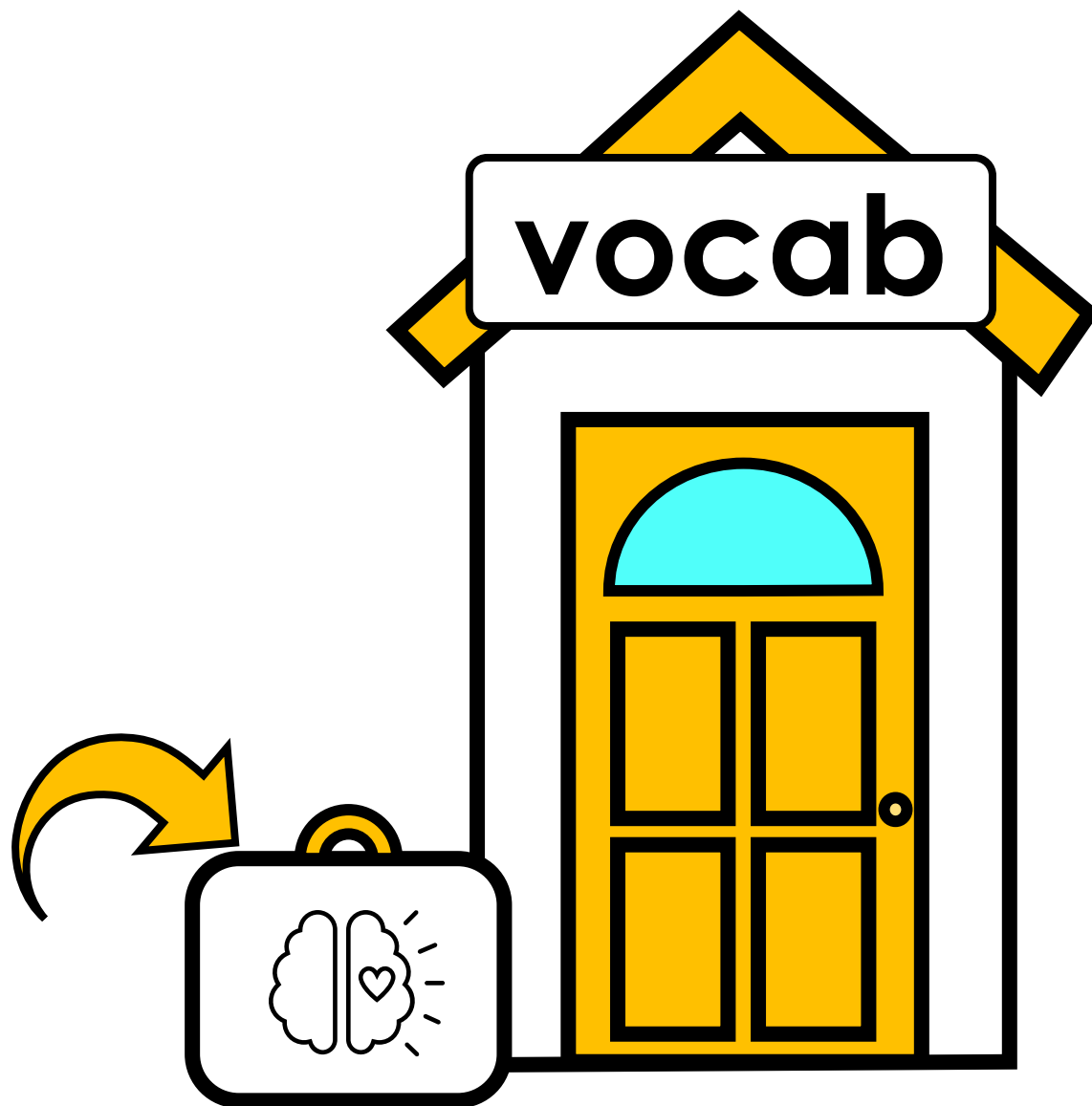


LESSON 2

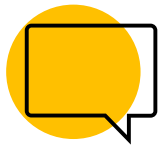
Shanté Keys and the New Year's Peas



Purpose for learning: Today we will visit vocabulary and expand our knowledge using words from our story. Listen. **Borrow** and **crisp**. Think about these two words. Now share with your partner what bits of knowledge you bring for these two words. Show me with a thumb up or down if you bring any bits of knowledge for the word **frantic**. Now think about the word **pinch**. This is a multiple meaning word. We will discuss it more next. Proceed with reading the text, stopping as needed, but primarily at the stop spots.



- ❑ borrow
- ❑ crisp
- ❑ frantic
- ❑ pinch



Page 5 (borrow): Grandma asks Shanté to go **borrow** some peas. Turn and share what knowledge you bring for the word **borrow**. **Borrow** means to take something with the promise that you will return it. This boy will borrow a book. He promises to return it.

borrow

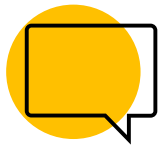




Look at this image of these two girls. Is this similar to the knowledge you bring for the word **borrow**? What is the definition of **borrow**? **Borrow** means to take something with the promise that you will return it. The boy will ___ the book. The friend is letting her ___ the notebook. I can ___ a crayon from my friend.

borrow

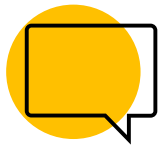




Page 7 (crisp): Miss Lee shares that she makes **crisp** golden dumplings for the New Year. Display the **crisp** slide. **Crisp** in this book is a largely food related meaning - firm but easily breakable. This image is of crisp dumplings. Open your personal knowledge case with a show of your thumb. Have you eaten a crisp dumpling?

crisp

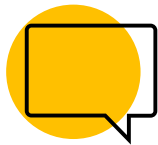




Look at this image. What does the kid have? How could we use our vocabulary word to describe the fries. What about **crisp** or **crispy** fries? Open your knowledge case and show me with a thumb if you've had **crispy** fries. What is the definition of **crisp**? **Crisp in this book is a largely food related meaning - firm but easily breakable.** The kid had some ___ fries. My fresh crackers are nice and ___. I will have some ___ toast for breakfast.

crisp

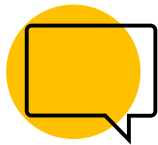




Page 18 (frantic): Shanté is **frantic** when she cannot get the peas. Why might the boy be feeling frantic? Is there concern? **Frantic** is a feeling. Sometimes feeling **frantic** might cause you to feel pain, happiness, or fear. Which of those **frantic** feelings match Shanté? Close your eyes and open your knowledge case.

frantic





Close your eyes and open your knowledge case. Think of a time you might have felt a sense of being **frantic** with fear. Share with your partner. Chart those ideas below. What is the definition of **frantic**? **Frantic is a feeling.** Sometimes feeling **frantic** might cause you to feel pain, happiness, or fear. The pup's leash got loose, and the kid is _____. I was _____ when I was late for school. I could not find my mom in the store, and I was _____.

frantic

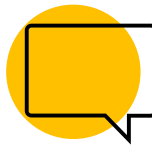




Page 22 (pinch): Shanté's auntie adds in a **pinch** of bay leaves. Display **pinch**. This is a multiple meaning word. Your case of knowledge might pull something out that doesn't quite match our story. **Pinch** in our text means the amount of an ingredient that can be taken between just two fingers.

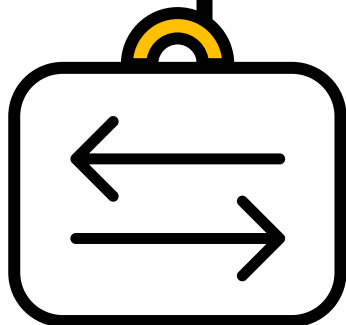
pinch

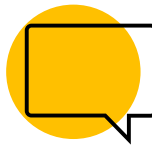




When you think of **pinch**, what comes to mind? Is Auntie **pinching** anyone or is it something for the peas? Chart the ideas. What is the definition of **pinch**? **Pinch** in our text means the amount of an ingredient that can be taken between just two fingers. The girl put a ___ into the bowl. The soup only needs a ___ of salt.

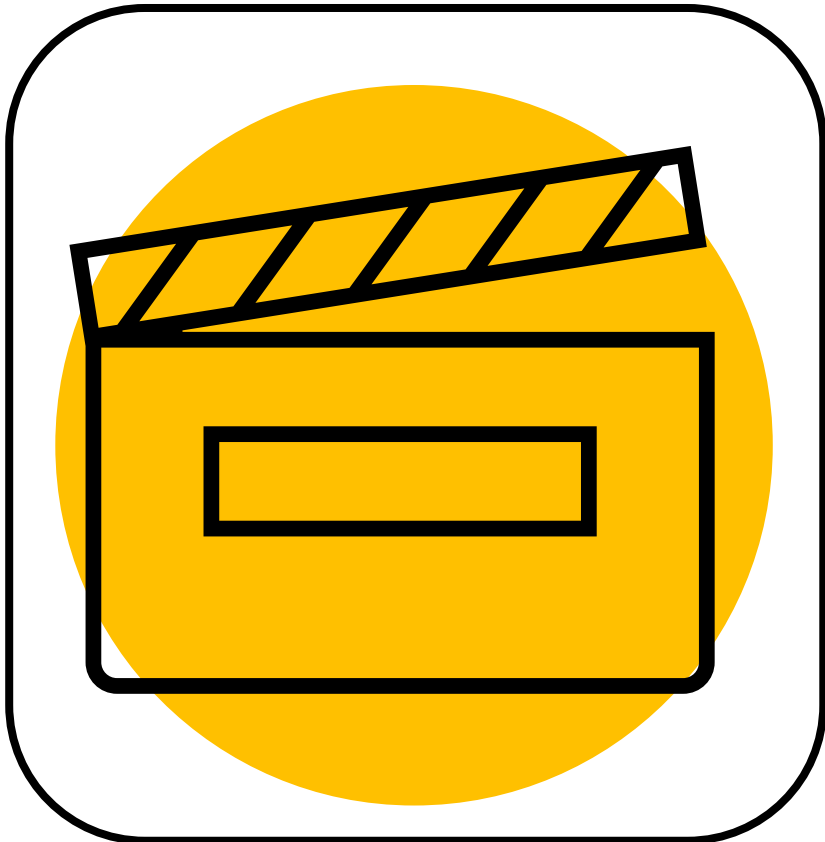
pinch





Wrap Up: Review all 4 words by definition. We will create an action for each word. Movement builds...memory!
Borrow: Pretend to take a book, read it, and place it back. **Crisp:** Retrieve a pretend piece of crisp food, break it into two pieces, and take a bite. **Frantic:** Put your hands to your face with fright. **Pinch:** Place your two fingers together as you sprinkle in an ingredient.

act

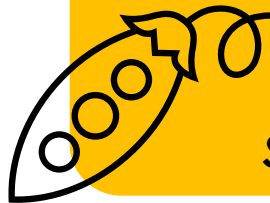


borrow

crisp

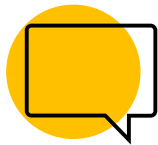
frantic

pinch

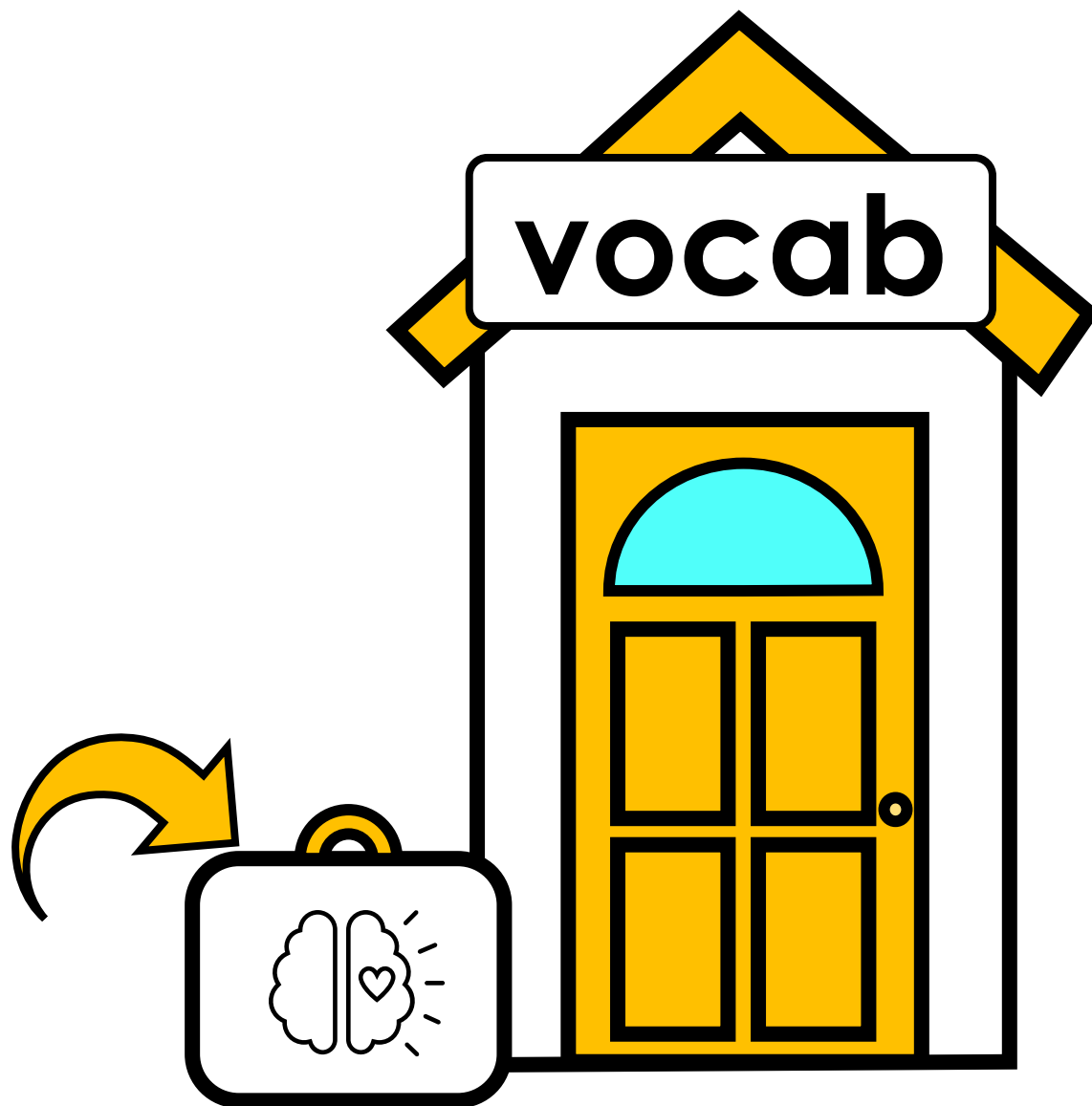


LESSON 3

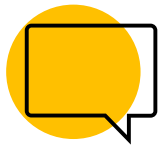
Shanté Keys and the New Year's Peas



Today we will begin by visiting vocabulary once again. Let's review our actions for **borrow**, **crisp**, **frantic**, and **pinch**. Show me the action for how my fries could taste. What is the action for how I could feel if I got lost from my mom? Show me the action for taking something with the promise that I'll give it back. What is the action for placing just a bit of something in food?



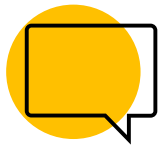
- ❑ borrow
- ❑ crisp
- ❑ frantic
- ❑ pinch



Borrow means to take something with the promise that you will return it. This boy will **borrow** a book. He promises to return it. Show the action. **Borrow:** Pretend to take a book, read it, and place it back.

borrow

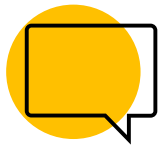




Crisp in this book is a largely food related meaning - firm but easily breakable. This image is of **crisp** dumplings. Show the action. **Crisp:** Retrieve a pretend piece of crisp food, break it into two pieces, and take a bite.

crisp

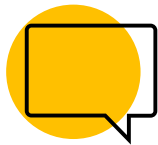




Frantic is a feeling. Sometimes feeling **frantic** might cause you to feel pain, happiness, or fear. The boy is **frantic** because he lost the leash to his dog. Show the action. **Frantic:** Put your hands to your face with fright.

frantic

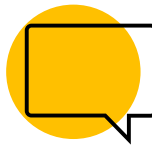




Pinch in our text means the amount of an ingredient that can be taken between just two fingers. The girl is putting just a small **pinch** of food into the soup. Show the action. **Pinch:** Place your two fingers together as you sprinkle in an ingredient.

pinch





Next, we will make our vocabulary words sticky. You will help me complete these sentences using our words. I like my chips __, not soggy. __ dumplings are tasty. I will __ a book. Shanté did __ some peas. He was __ when he lost his book. Shanté was __ when no one had peas to borrow. I will add a __ of salt to my soup. Auntie did put a __ of bay leaves in the peas.

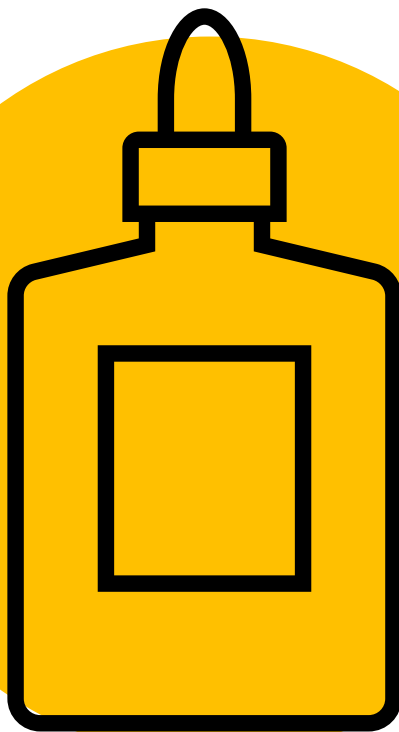
sticky

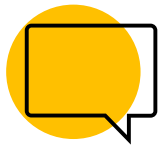
borrow

crisp

frantic

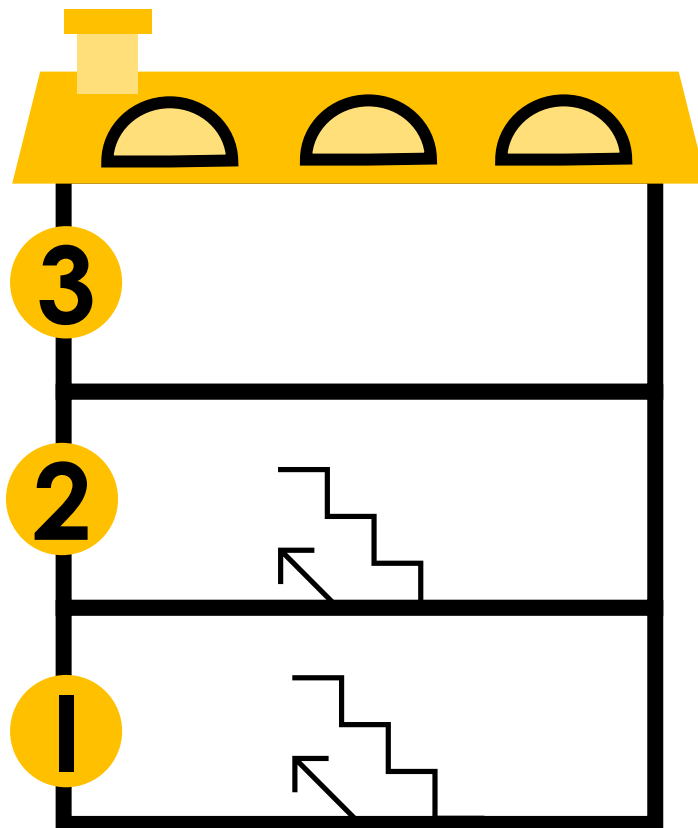
pinch

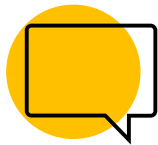




Purpose for learning: Today we will discuss Shanté Keys and the New Year's Peas in more detail. We will have 3 levels of learning. The questions at the bottom level will be quick for us to recall. As we progress up levels, we will have to really dig into our own personal knowledge but largely the knowledge that we gained from the read aloud.

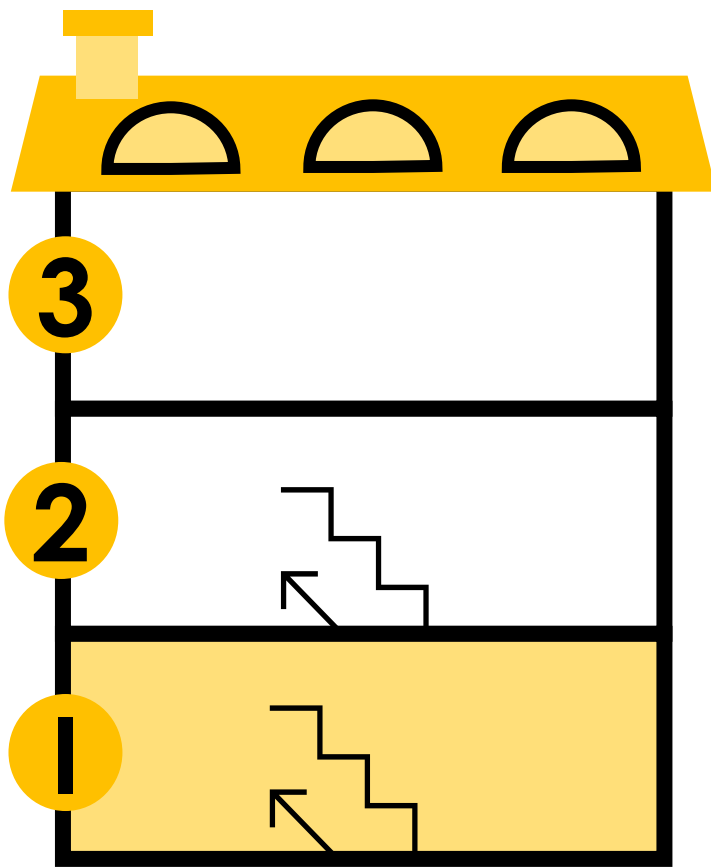
Levels of Learning





We are on level 1 of learning. These will be quick questions for us to answer. Who was in our story? Where were they? When did the story take place? Why did Shanté need to borrow the peas?

Stop and Think

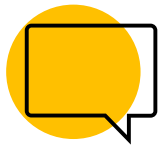


Who?

Where?

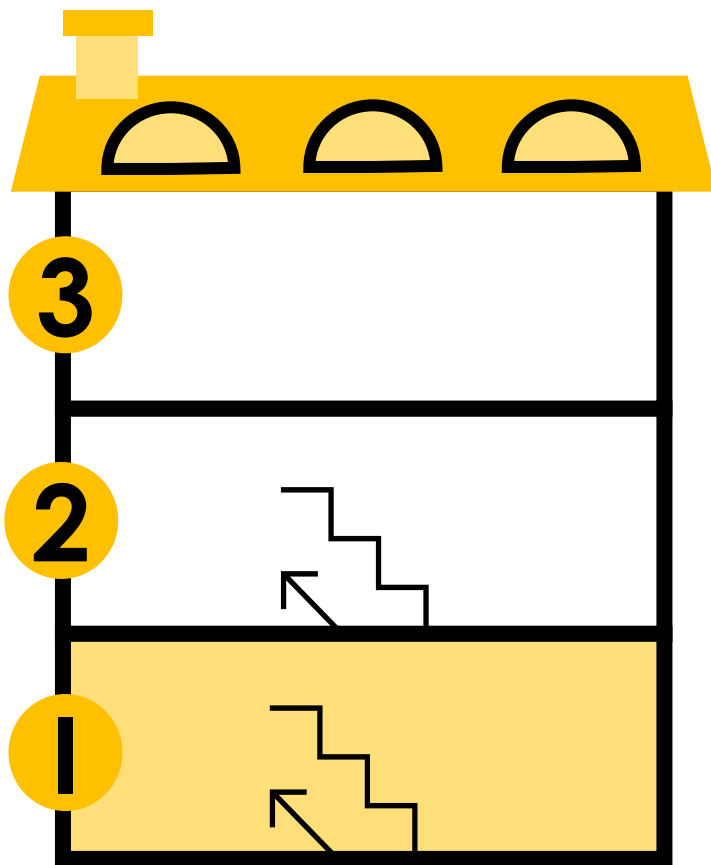
When?

Why?



Recalling the sequence of events of our story is important. Let's think about how we can break the story down into three parts. Turn and share with a partner the sequence of events. Use your fingers to signal 1 for the beginning, 2 for the middle, and 3 for the ending. By understanding these quick recall questions for our story, you show that you have packed a lot of knowledge throughout the week.

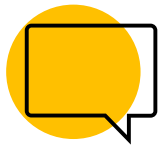
Stop and Think



B

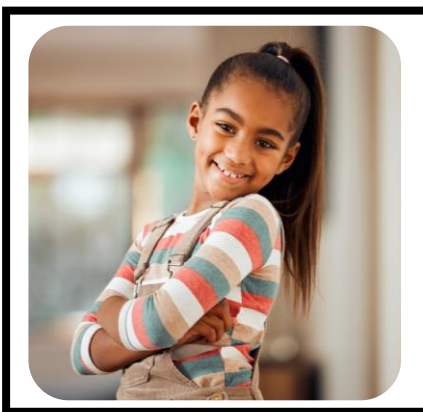
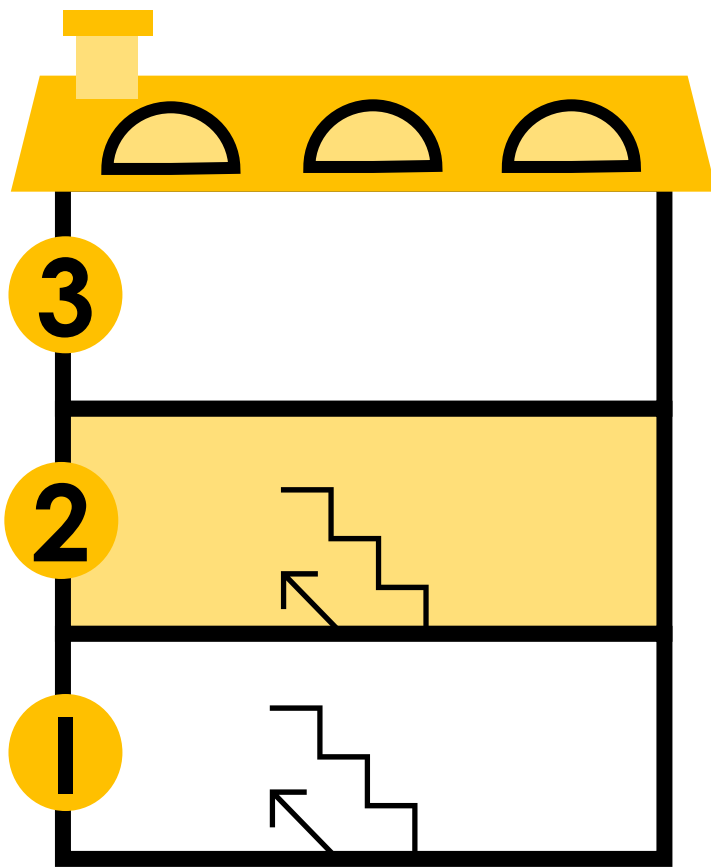
M

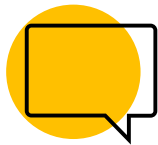
E



We are moving up to our level 2 questions. These questions require a lot of knowledge and some inferencing. An inference is something that is likely true and based on clues from our story. Which image would likely be Shanté when she was frantic when trying to borrow some peas? Turn and share with a partner. Now think about Shanté at the end of the story. Which image matches? What can we infer about Shanté's feelings throughout the story? What clues do we have? Can your emotions change throughout a short period of time? That is knowledge you bring.

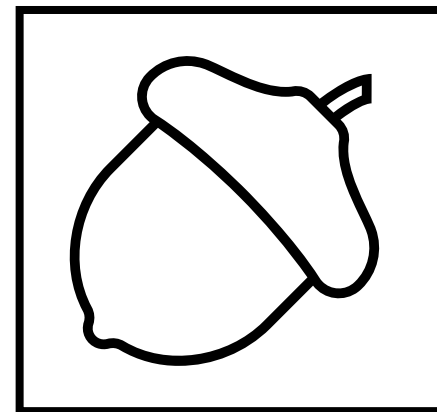
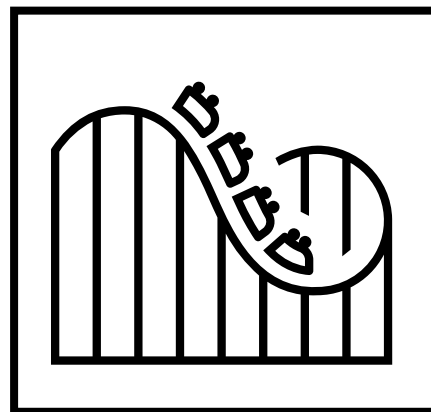
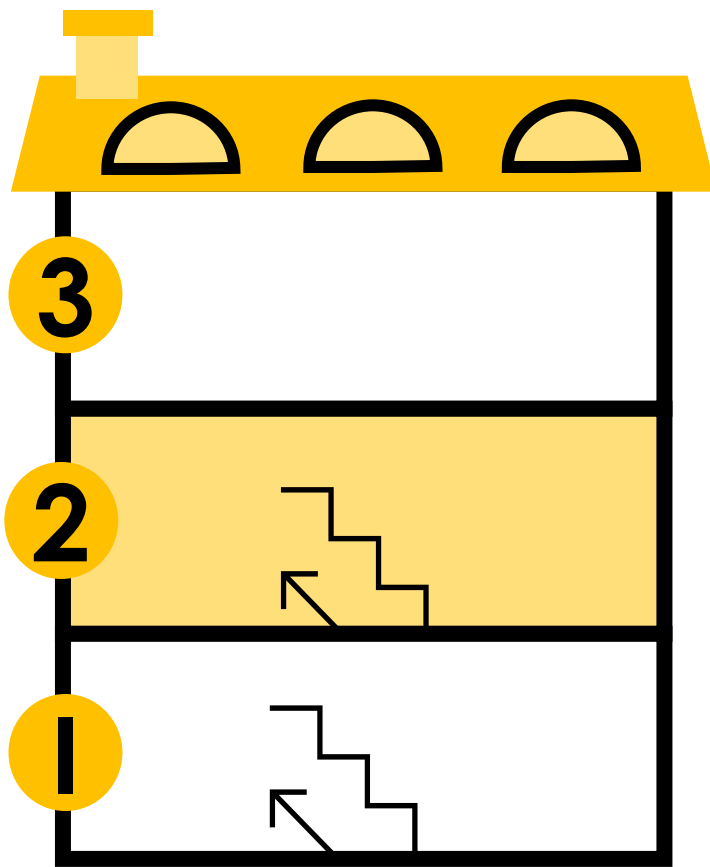
Stop and Think

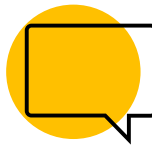




An author will write a story for many reasons. I would like to think that this author really wanted you to add to your knowledge case with bits of information. What is one of the most important bits of knowledge that you can take away from this read aloud? Turn and share with a partner.

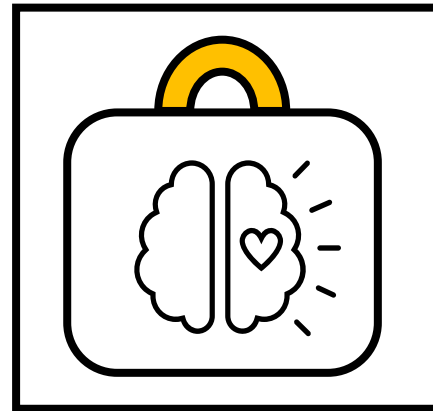
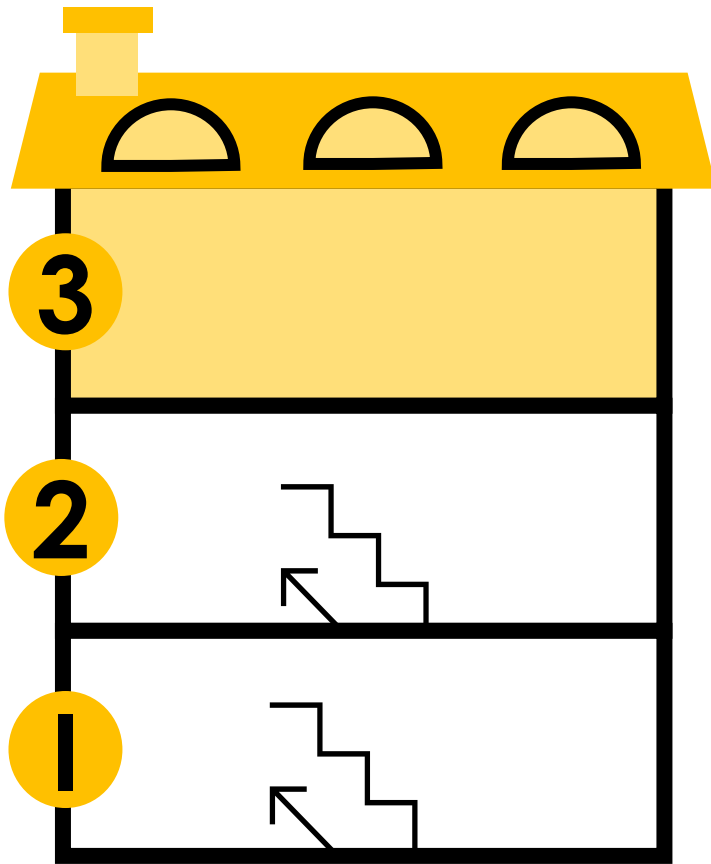
Stop and Think

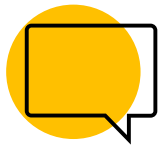




Let's make another inference with a Level 3 Stop and Think. Shanté borrowed peas for Grandma. Will Shanté be able to give these exact peas back to Auntie Marie? What could Shanté's grandma do for the borrowed peas? Share with a partner. This is an inference as you use clues from the story and your life. Give me a thumbs up if you think Shanté's grandma could borrow the peas by going to the store and buying a new bag of peas for Auntie Marie.

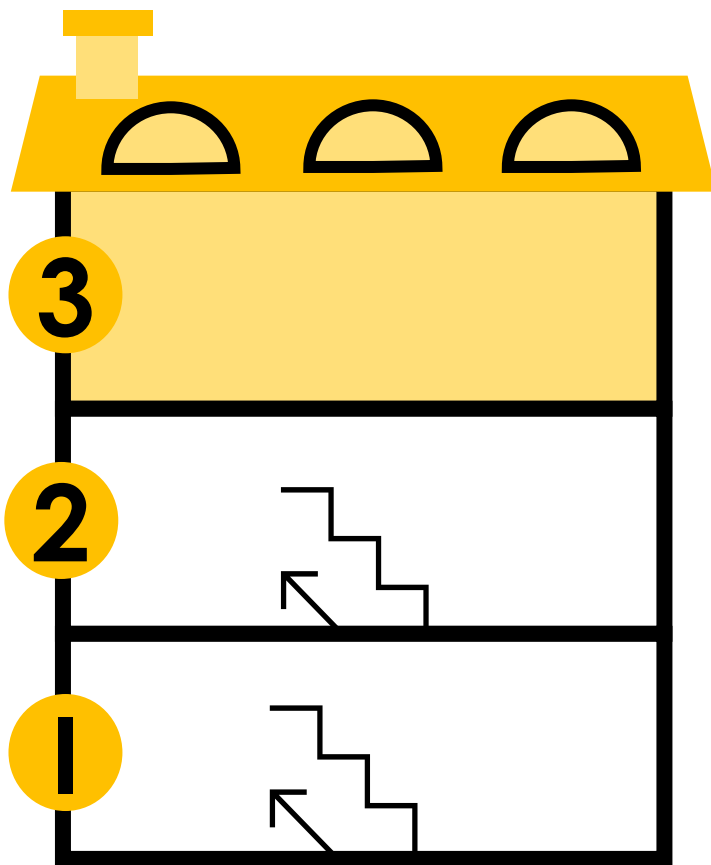
Stop and Think

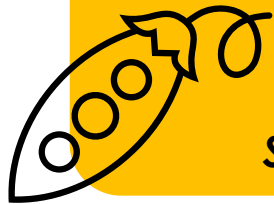




An author will write a story for many reasons. I would like to think that this author really wanted you to add to your knowledge case with bits of information. What is one of the most important bits of knowledge that you can take away from this read aloud? Turn and share with a partner.

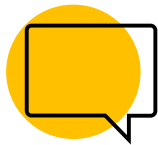
Stop and Think



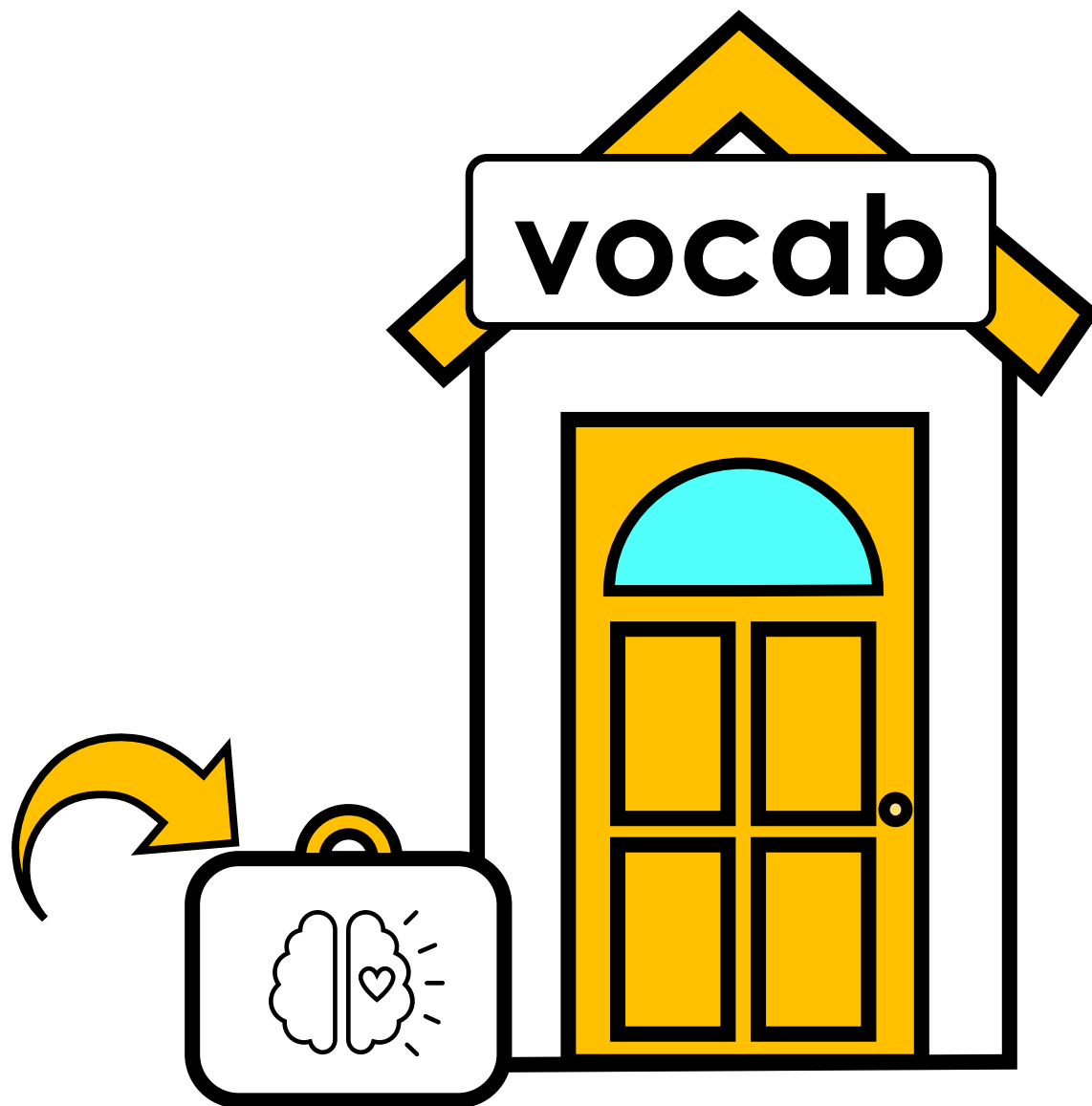


LESSON 4

Shanté Keys and the New Year's Peas



Today we will begin by visiting vocabulary once again. Let's review our actions for **borrow**, **crisp**, **frantic**, and **pinch**. Show me the action for how my crackers could taste. What is the action for how I could feel if I got lost at the park? Show me the action for asking to use something and then you'll give it back. What is the action for adding a small ingredient into your cooking?



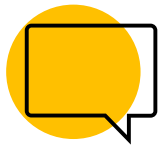
- ❑ borrow
- ❑ crisp
- ❑ frantic
- ❑ pinch



Borrow means to take something with the promise that you will return it. This boy will **borrow** a book. He promises to return it. Show the action. **Borrow:** Pretend to take a book, read it, and place it back.

borrow

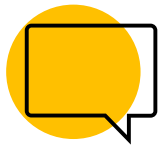




Crisp in this book is a largely food related meaning - firm but easily breakable. This image is of **crisp** dumplings. Show the action. **Crisp:** Retrieve a pretend piece of crisp food, break it into two pieces, and take a bite.

crisp

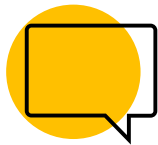




Frantic is a feeling. Sometimes feeling **frantic** might cause you to feel pain, happiness, or fear. The boy is **frantic** because he lost the leash to his dog. Show the action. **Frantic:** Put your hands to your face with fright.

frantic

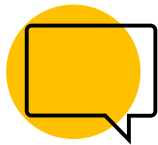




Pinch in our text means the amount of an ingredient that can be taken between just two fingers. The girl is putting just a small **pinch** of food into the soup. Show the action. **Pinch:** Place your two fingers together as you sprinkle in an ingredient.

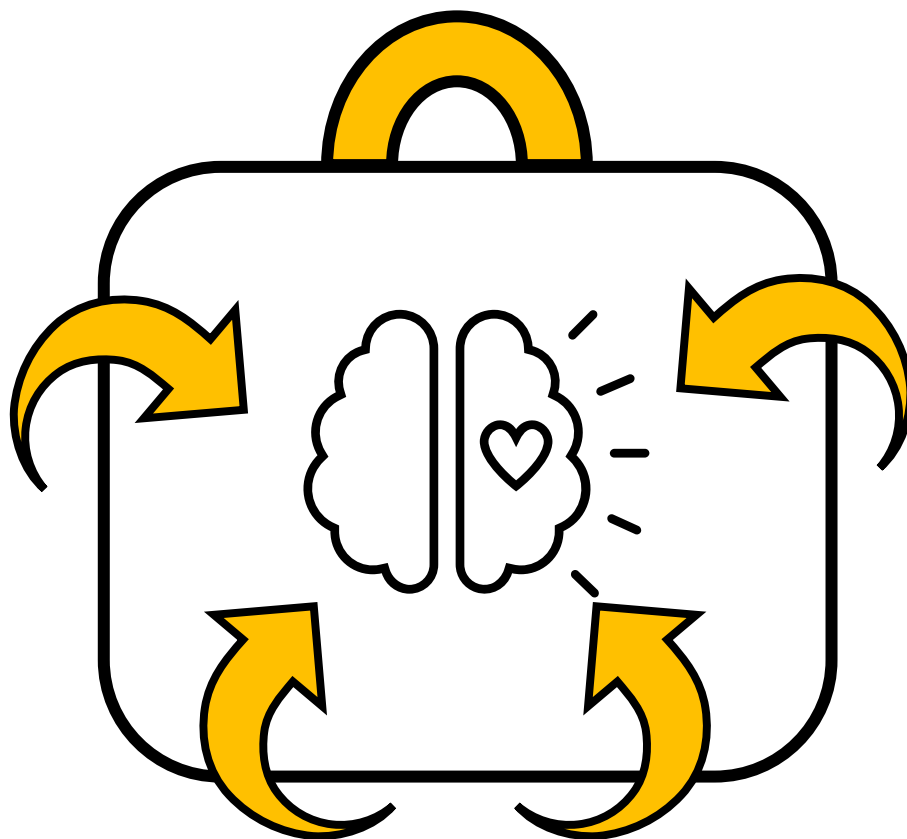
pinch

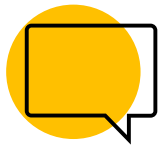




Purpose for learning: Today we will expand our knowledge. We already learned a lot about how Shanté celebrated the New Year with her family. Today we will learn more about how others celebrate the New Year around the world. Let's start with sharing our New Year celebrations with a partner.

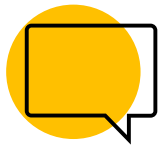
Expand Knowledge





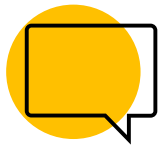
We know that Shanté went first to see Miss Lee. Miss Lee shared that she celebrates The Chinese New Year which is based on the lunar calendar. Miss Lee's New Year can start between late January and the middle of February. Miss Lee's family will clean their homes to make sure they have good luck for the New Year. Let's make a connection. Turn and share with a partner. Does your family clean or remove decorations around the start of the New Year?





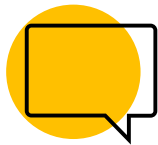
Next, Shanté went to see Mr. MacGhee. He shared that back home in Scotland, his family makes a big toast for the New Year. This celebration is called Hogmanay (hog-muh-nay). During this celebration, all the family members make a toast to the New Year by raising their glasses and clinking them together. The family eats cold meats, cakes, cheese, and scones. Let's make a connection. Does your family make a cheer for the New Year? Turn and share.





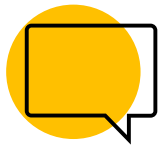
Shanté went to see Chef Ortiz next. Chef Ortiz said that he is from Mexico. In Mexico, families will eat 12 grapes at the stroke of midnight. Families might also throw out buckets of water into the streets to symbolize a clean start to the New Year. On New Year's Day in Mexico, families will make noise using firecrackers and fireworks. Let's make a connection. Turn and share with a partner. Does your family celebrate the New Year with fireworks?





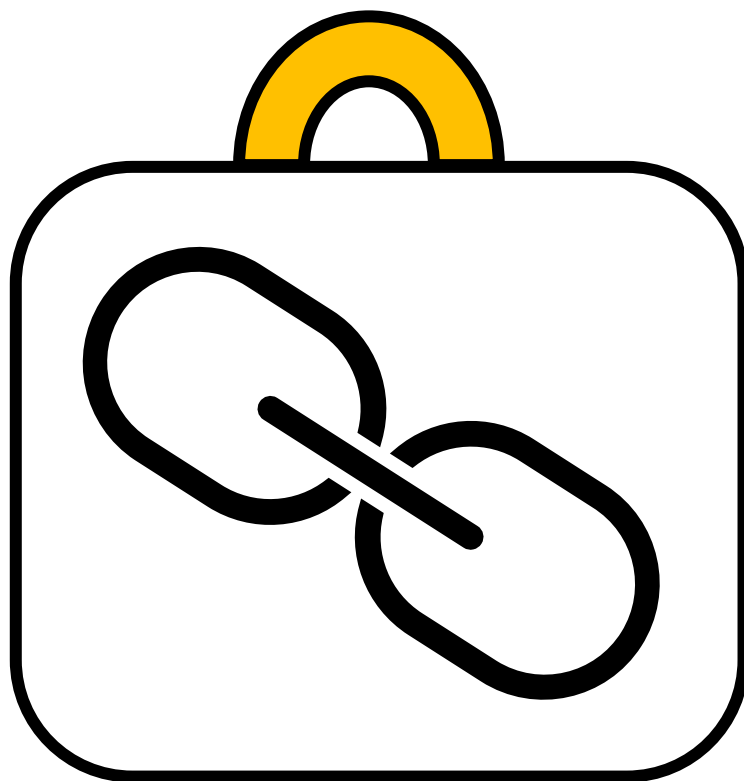
Shanté went to see her friend Hari. Hari shared that his family celebrates Diwali. Diwali takes place during a different time of the year but still has a lot of amazing cheer. Diwali starts with the Festival of Lights in October or November. It is celebrated for five days. Houses are lit up with lamps and string lights, and fireworks light up the sky. Let's make a connection. Does your family use light to celebrate the New Year?

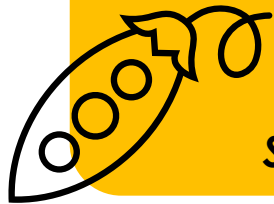




Today we expanded our knowledge for how families celebrate the New Year. It's important to make connections to our read aloud. Each connection we make helps us build more knowledge. Close your eyes and picture your family celebrating the New Year. Take an imaginary marker and circle how your New Year is the same as some of the other families we learned about.

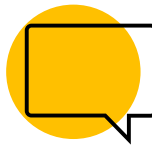
Expand Knowledge



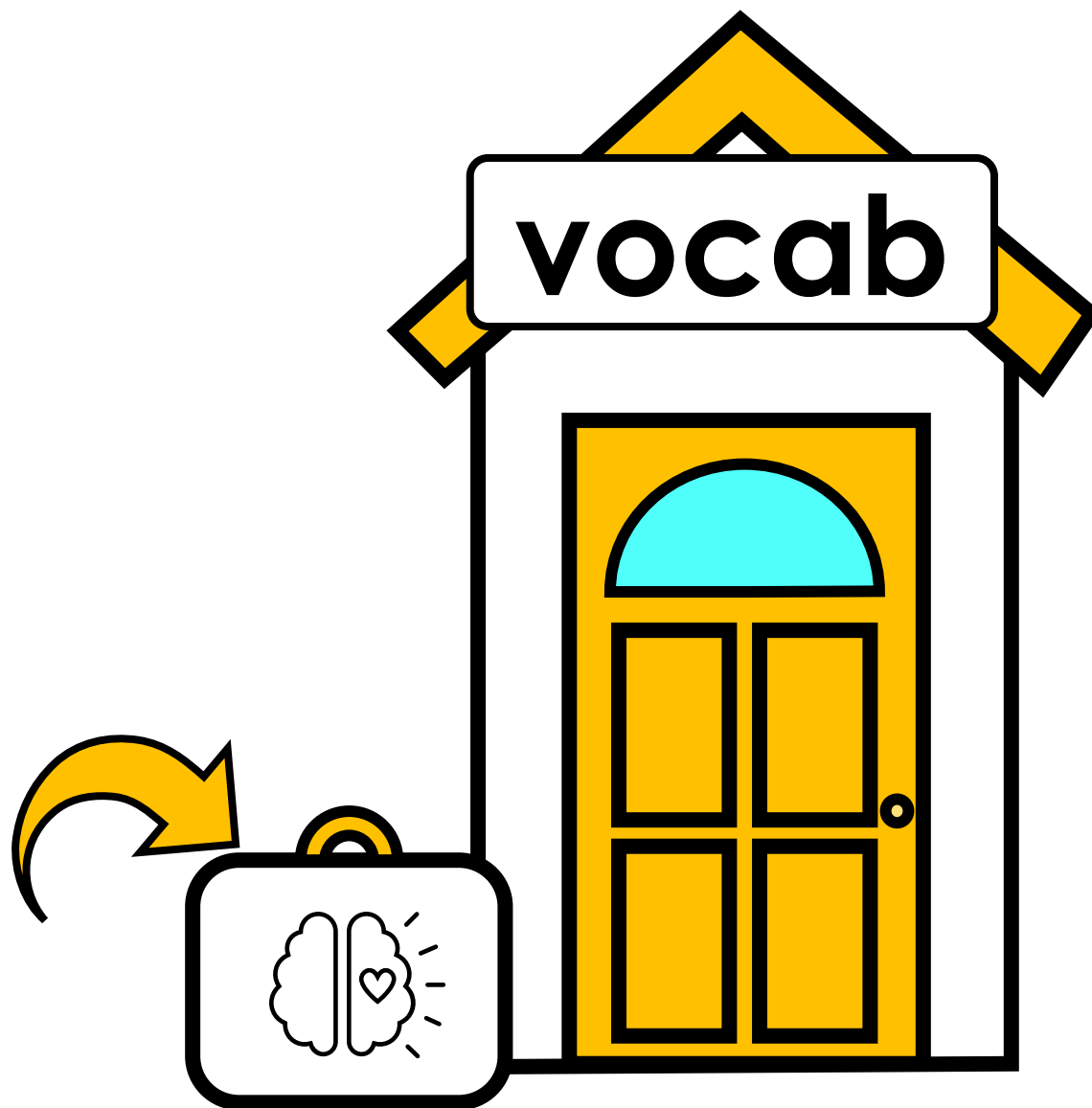


LESSON 5

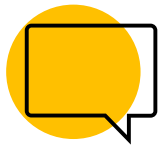
Shanté Keys and the New Year's Peas



Today we will begin by visiting vocabulary once again. Let's review our actions for **borrow**, **crisp**, **frantic**, and **pinch**. Show me the action for how my pizza crust could taste. What is the action for how I could feel if my dog jumps on me with muddy paws? Show me the action for taking a book from the library that you will return. What is the action for placing just a bit of something in food?



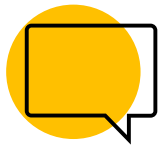
- ❑ borrow
- ❑ crisp
- ❑ frantic
- ❑ pinch



Borrow means to take something with the promise that you will return it. This boy will **borrow** a book. He promises to return it. Show the action. **Borrow:** Pretend to take a book, read it, and place it back.

borrow





Crisp in this book is a largely food related meaning - firm but easily breakable. This image is of **crisp** dumplings. Show the action. **Crisp:** Retrieve a pretend piece of crisp food, break it into two pieces, and take a bite.

crisp

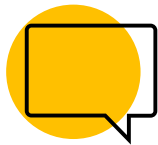




Frantic is a feeling. Sometimes feeling **frantic** might cause you to feel pain, happiness, or fear. The boy is **frantic** because he lost the leash to his dog. Show the action. **Frantic:** Put your hands to your face with fright.

frantic

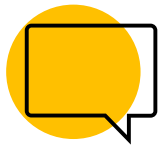




Pinch in our text means the amount of an ingredient that can be taken between just two fingers. The girl is putting just a small **pinch** of food into the soup. Show the action. **Pinch:** Place your two fingers together as you sprinkle in an ingredient.

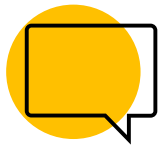
pinch





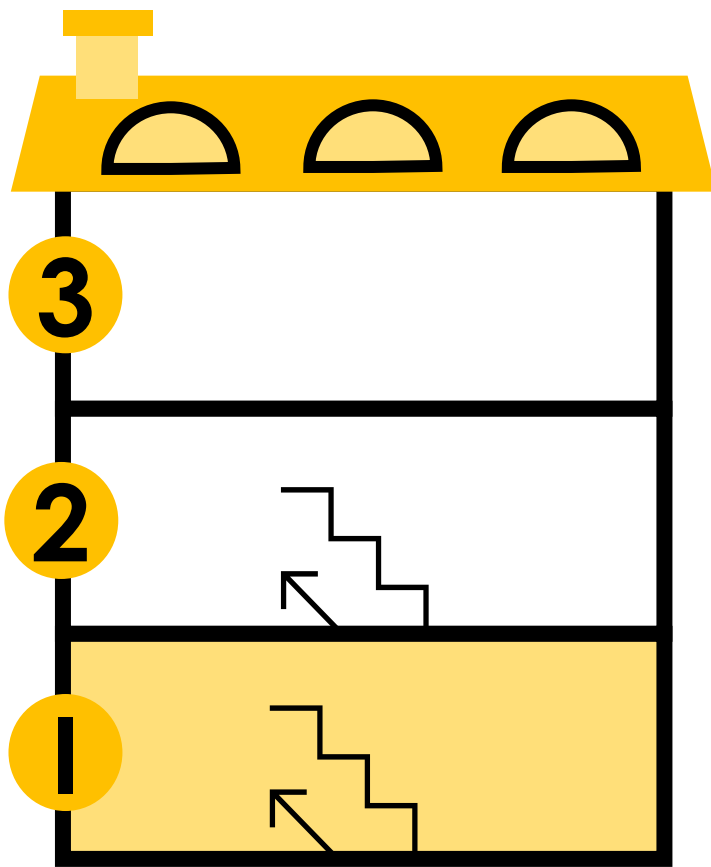
Purpose for learning: We have learned a lot of new knowledge about how families celebrate the New Year. We will compare the celebrations in the images below. We will look for things that are the same and things that are different. Turn and share with a partner. Let's make a connection. Study the images closely. Choose an image that you connect with most for your family's New Year celebration. Share with a partner.





Let's review with some level 1 of learning "Stop and Think" questions. These will be quick questions for us to answer. Who was in our story? Where were they? When did the story take place? Why did Shanté need to borrow the peas?

Stop and Think

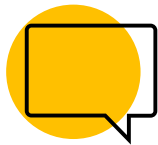


Who?

Where?

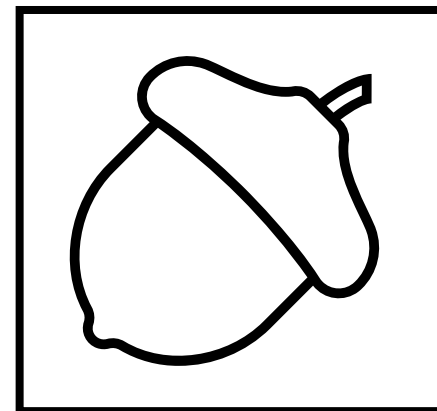
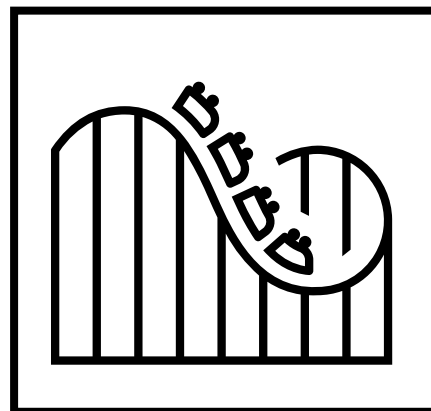
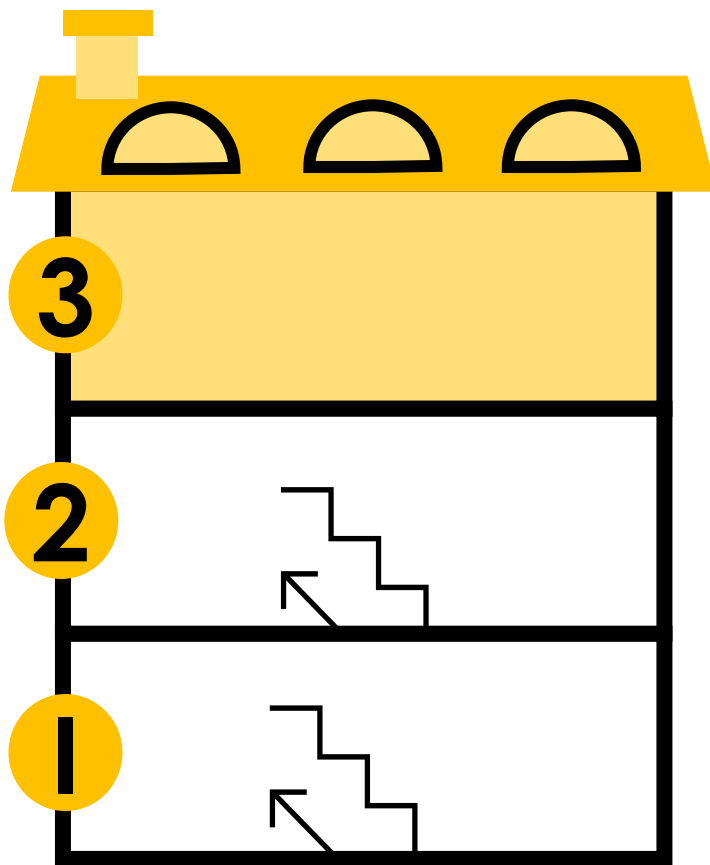
When?

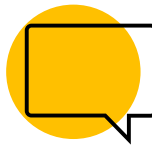
Why?



Let's review with a level 3 of learning "Stop and Think" question. An author will write a story for many reasons. I would like to think that this author really wanted you to add to your knowledge case with information. What is one of the most important bits of knowledge that you can take away from this read aloud? Turn and share with a partner.

Stop and Think





Listen as I read the assessment questions. The first 6 questions will be answered with true (thumbs up) or false (thumbs down). 1) Borrow means that you buy something new. 2) Frantic is a feeling. It could be happy, sad, or excited. 3) Soup is crispy. 4) Auntie added in a pinch of bay leaves. 5) Mr. Ortiz was the main character in our story. 6) The setting of the story was Grandma's neighborhood.

Stop and Assess





7) Draw what Shanté was asking to borrow. 8) Draw a good that is crispy. 9) Draw how Grandma felt at the beginning of the story. 10) Draw the ending of the story and how Shanté felt.

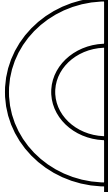
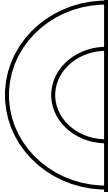
Stop and Assess



Name:

**Shanté Keys and the
New Year's Peas**
LESSON I

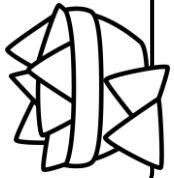
Directions: Draw your bits of knowledge before and after the read aloud.



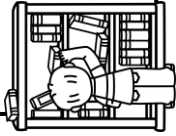
Now that you have listened to the read aloud, illustrate a matching cover.

Name:

Directions: Draw an example and a non-example for each word.



crisp



borrow



Name:

**Shanté Keys and the
New Year's Peas**
LESSON 3

Directions: Retell the story with a beginning, middle, and end. Illustrate Shanté's feeling for each.

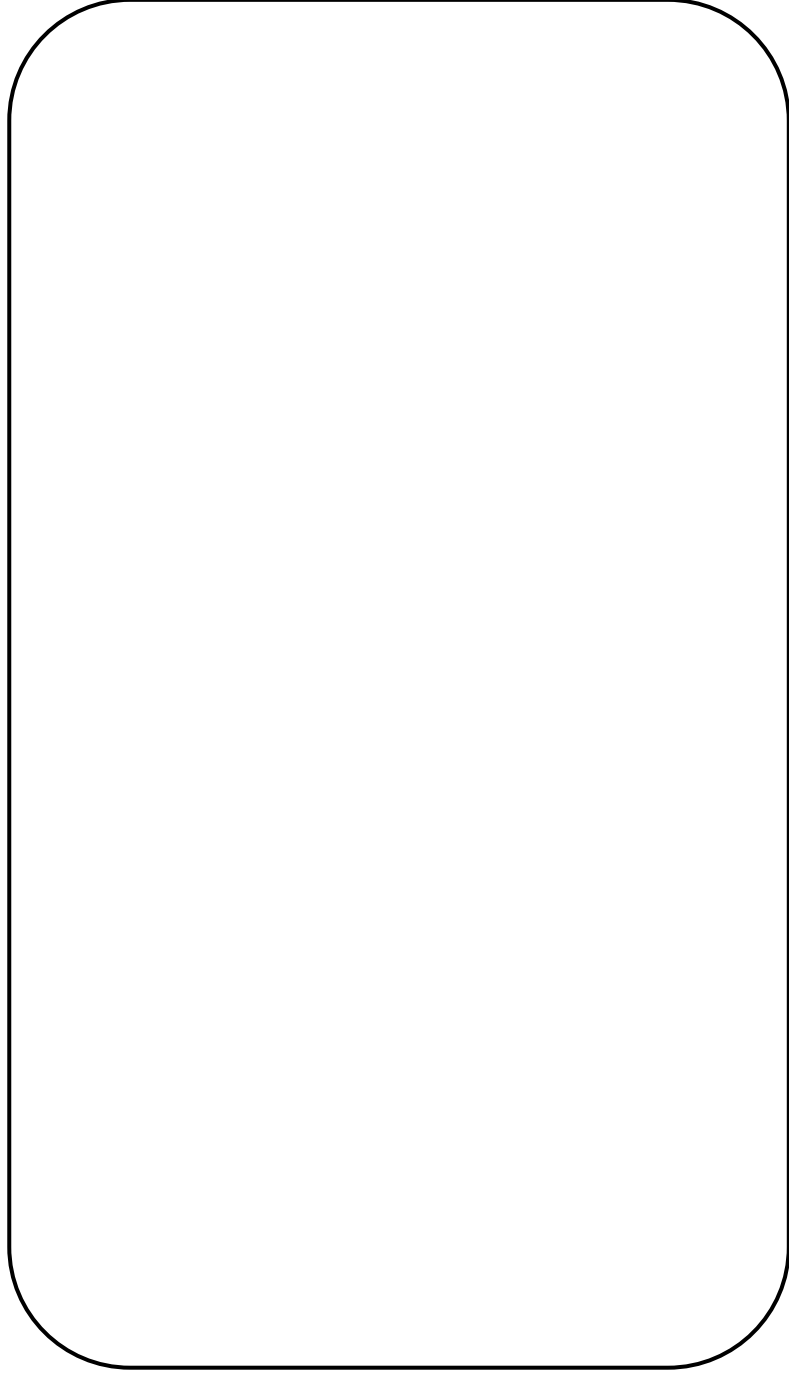
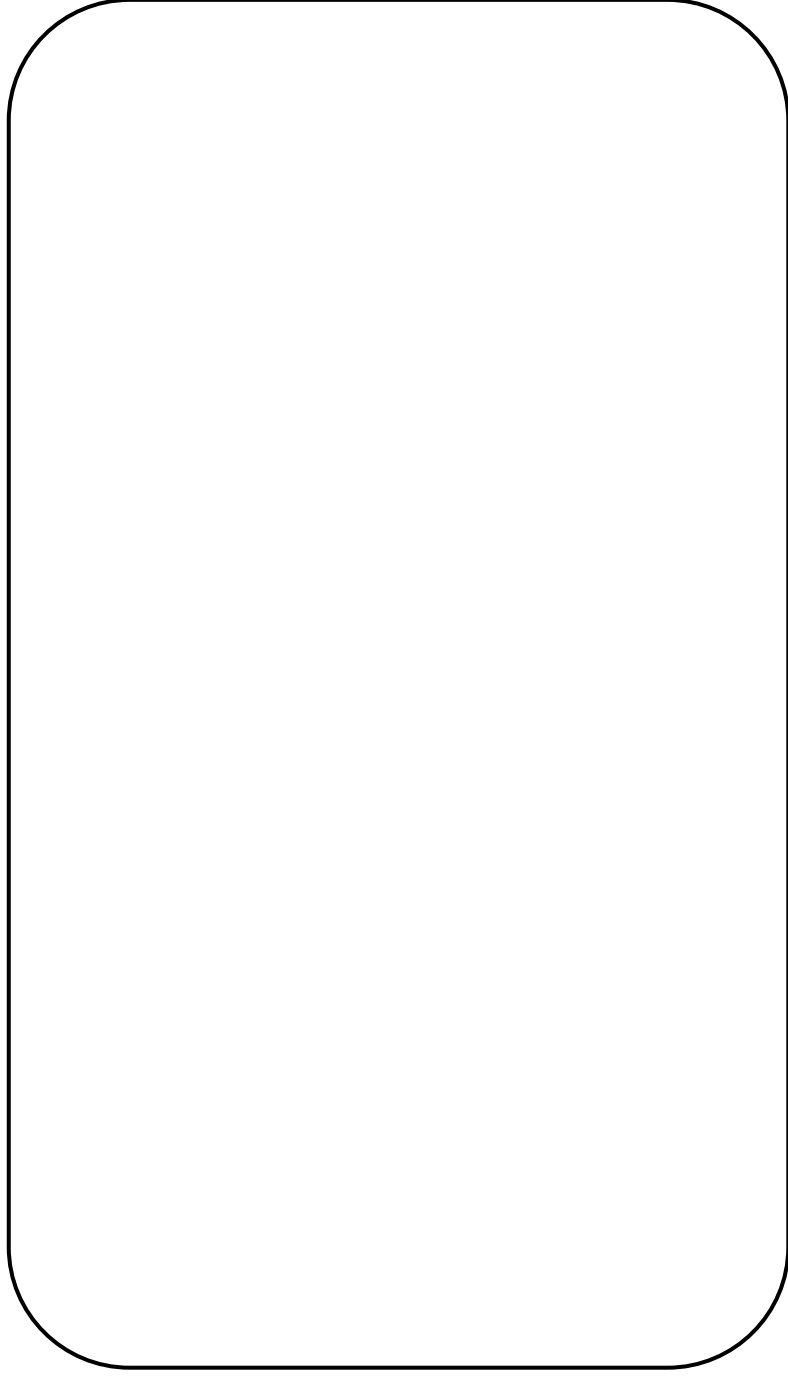
The form consists of three identical vertical columns. Each column contains a large empty circle at the bottom and a large empty rounded rectangle at the top. These shapes are intended for students to draw and write in, illustrating Shanté's feelings at the beginning, middle, and end of the story.

Name:

**Shanté Keys and the
New Year's Peas**

LESSON 4

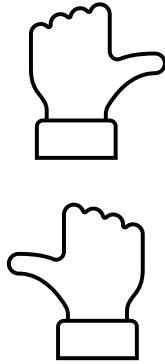
Directions: Illustrate how both you and Shanté celebrated the New Year. Circle any similarities.



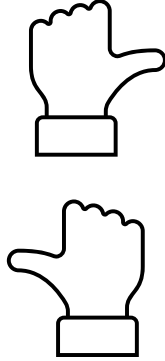
Name:

Directions: Listen and respond.

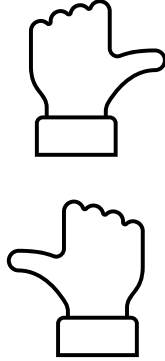
1.



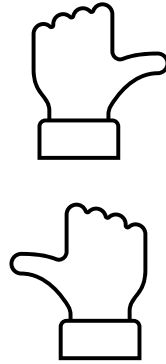
2.



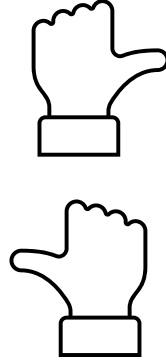
3.



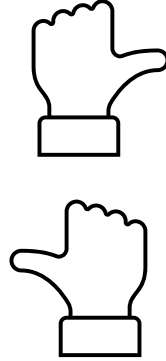
4.



5.



6.

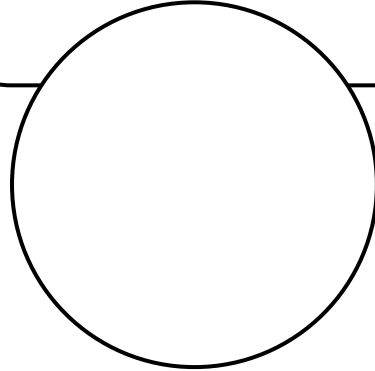


7.

8.

9.

10.



1. Borrow means that you buy something new. (false)
2. Frantic is a feeling. It could be happy, sad, or excited. (true)
3. Soup is crispy. (false)
4. Auntie added in a pinch of bay leaves. (true)
5. Mr. Ortiz was the main character in our story. (false)
6. The setting of the story was Grandma's neighborhood. (true)
7. Draw what Shanté was asking to borrow. (peas)
8. Draw a food that is crispy. (open-ended)
9. Draw how Grandma felt at the beginning of the story. (upset)
10. Draw the ending of the story and how Shanté felt. (friends join for peas – Shanté is happy.)

borrow



take something with the promise that you will return it

crisp



firm but easily breakable

frantic



feeling of pain, happiness, or fear

pinch



amount of ingredient that can be taken between two fingers



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