

Bourbon Street Band is Back

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Basic Information

Summary	Reading group lesson for 1st and 2nd graders based on the book <i>Bourbon Street Band is Back</i> by Ed Shankman. The lesson will begin with a professional reading along with a performance by a live band. The author, Ed Shankman and the Illustrator Dave O'Neill will follow up the presentation by conducting a discussion of the book. The vocabulary words to be focussed on: Author & Illustrator. They will also focus on the concept of rhyme since the book is written in prose. Some questions have been pre-created to focus on the content to be covered, but much of the questioning will be generated by the students and cannot be fully anticipated- a truly open-ended, student-centered discussion based on what is interesting to the students.
Grade/Level	Grade 1, Grade 2
Time Frame	15 minutes for the book and musical presentation; 15 minutes for the author and illustrator-led discussion.
Subject(s)	Reading
Topic(s)	Rhyming words and word families Vocabulary: author and illustrator Comprehension: Group discussion of the plot of the story Enrichment: Asking the author and illustrator questions about writing and publishing the book
Notes	Specific passages from the text to be highlighted to show the rhyming word pairs. Many copies of the book will be displayed by event volunteers so that the children will be able to see the text up close. Children will be guided to find rhyming word pairs from the story orally and visually. Some rhymes may be put to music and chanted by the students. Words Author and Illustrator printed large on word strips- pair and share what they mean. Then share out to whole group. Discussion around plot of story- text to self connections and text to text connections possible Q & A session from the children- pre- screened and submitted by teachers.

Standards and Key Concepts

Standards	<p>USA- Common Core State Standards (June 2010)</p> <p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 1 students:</p> <p>Content Area: Foundational Skills (K-5)</p> <p>Strand: Reading</p> <p>Domain: Phonological Awareness</p> <p>Standard:</p> <ol style="list-style-type: none">2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none">a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>Strand: Speaking and Listening</p> <p>Domain: Comprehension and Collaboration</p> <p>Standard:</p> <ol style="list-style-type: none">1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<ol style="list-style-type: none">a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.c. Ask questions to clear up any confusion about the topics and texts under discussion.Standard:2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.Standard:3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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Domain:
Presentation of Knowledge and Ideas

Standard:
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Strand: Language

Domain:
Vocabulary Acquisition and Use

Standard:
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Standard:
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade: Grade 2 students:

Content Area: Literature K–5

Strand: Reading

Domain: Craft and Structure

Standard:
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Standard:
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Content Area: Foundational Skills (K–5)

Strand: Reading

Domain: Phonics and Word Recognition

Indicator:
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Indicator:
b. Know spelling-sound correspondences for additional common vowel teams.

Indicator:
c. Decode regularly spelled two-syllable words with long vowels.

Strand: Speaking and Listening

Domain:
Comprehension and Collaboration

Standard:
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Standard:
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Indicator :
1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Indicator :
1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

Indicator :
1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Domain:
Presentation of Knowledge and Ideas

Standard:
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Strand: Language

Domain:
Knowledge of Language

Standard:
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.

Domain:
Vocabulary Acquisition and Use

Standard:
5. Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or

	<p>juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>Standard:</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Indicator :</p> <p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Understandings	<p>Books are written by real people called <i>authors</i>, and they collaborate with real artists called <i>illustrators</i> to create the texts we use.</p> <p>Rhyming words have endings that sound alike and are often spelled alike.</p> <p>Rhyme and Rhythm can be used in writing to enhance what is being conveyed.</p> <p>We can relate on a personal level to the stories that we read.</p>
Essential Questions	<p>What is an author?</p> <p>What is an illustrator?</p> <p>What is a rhyme?</p> <p>What are some word pairs that rhyme?</p> <p>Why do authors sometimes use rhyme and rhythm when they write a story?</p> <p>How do the illustrations in a book help tell the story?</p>
Knowledge and Skills	<p><u>Essential knowledge:</u></p> <p>TSW comprehend what an author is.</p> <p>TSW comprehend what an illustrator is.</p> <p>TSW comprehend what a rhyme is and why it is sometimes used in writing</p> <p><u>Essential Skills:</u></p> <p>TSW distinguish pairs of rhyming words orally</p> <p>TSW locate and identify pairs of rhyming words in written text</p> <p>TSW participate in a group discussion about a shared story presentation</p> <p>TSW orally express personal connections to/ insights about the text presented</p>

Performance Tasks and Assessment

Performance Task	<p>TSW be shown pages from the book <i>Bourbon Street Band is Back</i> and will identify at least one pair of rhyming words. They will use chant and movement to explore the concept of rhyme.</p> <p>TSW use the word <i>author</i> and the word <i>illustrator</i> each in a sentence verbally.</p> <p>TSW participate in a group discussion about the shared reading of <i>Bourbon Street Band is Back</i> following correct discussion procedures (rubric attached).</p> <p>TSW use evidence from the text to answer discussion questions about the story.</p>
Performance Prompt	<ul style="list-style-type: none"> Who writes the story? (i.e. the author is the person who writes the story). Who is the artist for the story? (i.e. The illustrator draws the pictures for the story). Explain to a partner near you what a rhyme is (pair and share) Find two words that rhyme on the book page and put a circle around each with the wiki sticks. <p>Open-ended Book Discussion Questions:</p> <p>How do you think the band members feel when they are playing their music? What from the story makes you think that (find evidence in the text)?</p> <p>What might have been the cause of the silence and the darkness in the story? Why do you think that?</p> <p>In the story Bob is the one who broke the silence. In real life can one person ever really make a difference? What makes you think that?</p> <p>Who or what made the sun come out again? What evidence do you see in the story to back your idea?</p> <p>QUESTIONS TO THE AUTHOR:</p> <p>Teachers will gather questions ahead of time and the author will select those he chooses to answer about the creation of the book.</p>

1. Rubric for discussion participation

Learning Experiences and Resources

<p>Sequence of Activities</p>	<p>The celebrity reader and musical performers will be introduced. They will have 15 minutes to present the story <i>Bourbon Street Band is Back</i> by Ed Shankman and Dave O'Neill. The reading will be interactive engaging the students through music and movement.</p> <p>After the reading the author, Ed Shankman along with the illustrator, Dave O'Neill, will conduct a 15 minute lesson around the story as follows:</p> <ol style="list-style-type: none"> 1. Explain that he is the author- showing the word card "author" and ask the children to pair and share what they think the meaning of the word is. They will have 30 seconds to discuss this. After that take a volunteer from the audience to tell what an author is. Take all answers until you receive the correct one. Then elaborate on how this book is the one you wrote etc. 2. Follow the same procedure with the word "illustrator". 3. End this section with the prompts "So what is an author?" (The group answers out loud or to a partner) "and what is an illustrator?" (get the children to respond orally to the question.) 4. Ask the students if they know what a rhyme is- take some responses. Ask them if they know what makes words rhyme. Explain that when words sound the same at the end we call that a rhyme. Explain that in many cases the words are spelled the same too- that is a hint to finding rhymes. 5. Explain how the story was written in rhyme and give some examples of rhyming word pairs from the story. Tell why you chose to write the story in rhyme and even demonstrate some of the rhythmic values of the sentences. 6. Ask the children to find rhymes from the book and share with a partner. The volunteers can be showing pages and assisting with this portion of the lesson. 7. Have a few students share out the page number and what words they have discovered. Congratulate them on their good work. 8. Tell the students that you are switching gears now and would like to focus on the content, or happenings, of the story. Start with an open-ended discussion of the story plot. Some suggested questions to get the discussion going and keep the focus are: How do you think the band members feel when they are playing their music? What from the story makes you think that (find evidence in the text)? What might have been the cause of the silence and the darkness in the story? Why do you think that? In the story Bob is the one who broke the silence. In real life can one person ever really make a difference? What makes you think that? Who or what made the sun come out again? What evidence do you see in the story to back your idea? 9. Thank the students for their participation in the discussion and have them congratulate each other (high fives, sign language applause, snaps, etc.) Tell them that now you are going to answer some of the questions they may have about the creation of the book. Read out and answer the pre-screened questions. You can acknowledge each of the students who submitted them by having them stand if there is time. 10. Thank all again for sharing the experience with you and for making the event possible. Ask them to listen for directions for exiting safely. <p>The culmination of the lesson will be a second line celebration to the band music complete with handkerchiefs. The students will be allowed to move to the music at their places, and may exit as the band plays.</p>
<p>Differentiated Instruction</p>	<p>Students will do some of the work in pairs. Where possible stronger students will be seated with those that are weaker in language arts so that they can work together to locate words and discuss topics. Multiple teachers and adults volunteers will be circulating to monitor and help those who are in need.</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Materials and resources: Several copies of <i>Bourbon Street Band is Back</i> by Ed Shankman and Dave O'Neill Word strips : AUTHOR and ILLUSTRATOR Handkerchiefs for each student • The number of computers required is 1. • We will want at least one computer with a document camera and a large screen for the story presentation (or we could have a copy of the book for each child). This way the story can be projected so that all 500 children can see the text. We will also need at least one microphone- two or more would be helpful- especially if we want to take questions from the audience. One could be on the speaker and one passed around the congregation.