

BEING A GOOD FRIEND: How to & How NOT to!

1. Rationale & Overview

Goggles is a children's fictional narrative and picture book written by Ezra Jack Keats in 1969. It was awarded a Caldecott Honor Medal in 1970. *Goggles* is an appropriate read-aloud for pre-school children aged 3 - 6. The story references Peter, a child featured by Keats in many of his books; Archie, Peter's best friend; Willie, Peter's dog; and "big boy" bullies. The story is set in an urban environment in what appears to be a vacant lot. Peter and Archie use a partially-buried pipe to 1) see out of their hideout while remaining hidden from view, and 2) "throw" their voices so their location is undetectable. Peter and Archie are playing in their hideout with Willie when they discover a pair of motorcycle goggles on the ground. Peter excitedly shouts to Archie through the buried pipe. The boys grab the goggles and prepare to go home to sit on Peter's stoop to play with them. As they are leaving, some "big boy" bullies appear and try to intimidate the two friends into giving them the goggles. After an altercation, Peter is knocked down and the goggles fall to the ground. Before the bullies can retrieve the goggles, Willie snatches them and runs away. Peter instructs Archie to run back to the hideout and that Willie will find them. The bullies follow these two friends, but Peter and Archie are able to detect them coming by looking through the partially buried pipe. Willie, who still holds the goggles in his mouth, is able to escape the bullies, and he runs through the pipe into the hideout. The bullies follow. Peter, using the resonance of the pipe, yells a decoy message which allows the boys to evade the bullies and go home with the goggles. The two friends are elated to have circumvented the bullies - having fooled them, thus retaining the goggles to share.

I selected this children's picture book because its rich narrative gives the young reader an opportunity to reason out the motivations of the characters, make predictions, and draw conclusions. Furthermore, in this short tale, there are at least 5 rare words to expand the vocabularies of young learners. Additionally, the narrative is easily understood by pre-school children, and the warm, friendly illustrations use colors that are pleasing to the eye and foster a sense of overall calm; however, there is enough conflict and excitement to engage the young reader and keep her attention for an appropriate amount of time. Reading *Goggles* aloud builds listening comprehension, and the reader hones her critical thinking skills while developing a love for literature. For all of these reasons, *Goggles* qualifies as a "sophisticated picture book" as described by McGee & Schickendanz (2007).

The theme of *Goggles* is a classic "good guys win" triumph. This lesson will encourage students to draw on their background knowledge of friendships, particularly loyalty to a friend and the equality of sharing with that friend, to draw inferences on the theme. To draw the necessary conclusions, students must think critically; therefore, the lesson will encourage that skill. As stated in their article on repeated interactive read-alouds, McGee & Schickendanz (2007) reference a Dickinson & Smith (1994) article which explains that daily read-alouds give students the opportunity to engage in "analytic talk," thus helping them make inferences about the motivations of the characters while making predictions about the progression of the story. Such is the essence of critical thinking! I will use *Goggles* to engage my students in this early process of critical thinking by encouraging the "analytic talk" spoken of. Additionally, according to Zucker, Ward & Justice (2009), an essential skill to enhance emergent literacy is print awareness, including requests ("point to the letter P,") comments ("that boy has a ponytail like

D’Quan,”) and non-verbal techniques (i.e., tracking print from left to right.) By employing these print awareness techniques, I will engage metalinguistic awareness in my students and help them understand that words are “labels” for objects, actions, feelings, etc. A few of the teaching techniques I will use will include modeling “think aloud” statements or questions; I will modify my tone of voice, facial expressions, gestures and other body language, and rate of speech to add interest and create a sense of drama in the reading; and I will insert “editorial asides” to explain or clarify vocabulary words, particularly for our dual language learner.

Goal Statement: to read and discuss *Goggles* and draw pictures relative to one aspect of the story - goggles, friendship, or bullying.

2. Context

The lesson will be implemented in a 12-student preschool classroom of 4 and 5 year old children with and without disabilities. One of the students is an Dual Language Learner whose home language is Spanish. All other children speak only English.

3. State Standards (with Objectives)

Standard 3.1 Children listen and respond to environmental sounds, directions and conversations.

Preschool Learning Outcomes

- Standard 3.1.4 Show interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions during read aloud of *Goggles*, by Ezra Jack Keats.

1. Standard 3.2 Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.

Preschool Learning Outcomes

- Standard 3.2.1 Describe previous experiences and relate them to new experiences or ideas when discussing friendship, loyalty, sharing, and bullying.
- Standard 3.2.10 Use vocabulary and ask questions to extend understanding of words such as motorcycle, goggles, hideout, snatch, and bully.

3. Standard 3.3 Children will demonstrate emergent reading skills.

Preschool Learning Outcomes

- Standard 3.3.B.1 Demonstrate understanding of the concept of directionality on a page when holding the book, *Goggles*, by Ezra Jack Keats.
- Standard 3.3.B.4 Answer simple recall and comprehension questions about a book being read such as, “What are goggles?” “Who ran away with the goggles?” “Who is Willie?” “How did Peter and Archie get away from the bullies?”
- Standard 3.3 B.6 Show an understanding of story structure by commenting on the illustrations, typeface, color choices, goggles, pipe, Willie.
- Standard 3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences such as “my uncle has a motorcycle,” “Sela and I once found a soccer ball and some older girls tried to take it away from us.”

4. Standard 3.4 Children demonstrate emergent writing skills.

Preschool Learning Outcomes

- Standard 3.1.1 Ask adults to support their writing and by recording the narrative of the portion of the story she is telling during the drawing activity.
- Standard 3.4.4 Share and discuss work samples containing drawings, paintings and pictures of images from *Goggles*, particularly by sharing with one another on Day One their own drawings of their favorite part of the story, and on Day Two their three-dimensional art project of a pair of goggles.

4. Summary of Learning Objectives (as Listed in Section 3, above)

- SWBAT attend to an age-appropriate read aloud story book.
- SWBAT recall the names of the main characters in the story.
- SWBAT understand/use vocabulary from the story, including: motorcycle, goggles, hideout, snatch, and bully, including the Spanish translation of each word.
- SWBAT ask and answer questions relative to the story, staying on topic.
- SWBAT re-tell the story in his/her own words.
- SWBAT use emergent writing skills to draw a picture relating to an aspect of the story.
- SWBAT fashion a set of goggles out of g-shaped model magic.

5. Materials

Teacher:

Goggles by Ezra Jack Keats
a pair of motorcycle goggles

Students:

chart paper (day one)
colorful markers (day one)

model magic (day two)

6. Lesson Procedures

DAY ONE

a) Anticipatory Activity

Ask: “You all have good friends you love, right?” Explain: “Your friends might be in this room, or they might go to school somewhere else. This is a story of good friends who shared something they found, until some other kids tried to take it away.” One of the friends has a small dog. “What do you think the dog’s name is?”

Show the children an actual pair of motorcycle goggles. Discuss their function, and pass the goggles around the circle, allow each child (who wants to) the chance to wear the goggles for a minute or two. Drawing from our recent unit on Community Helpers, Ask: “Which community helper do you think might wear motorcycle goggles?” Ask: “When the story is finished, how could we include this pair of goggles in the Dramatic Play center in our classroom? What kinds of games could we play with the goggles?” Using a think-pair-share strategy, ask the children to work in dyads to quickly come up with a “game” to be played with the goggles. Have 2 dyads share their ideas.

b) Introduction of Book

Share with the students that some children live in apartments in the city. Peter and Archie are two of these children. Share with the students that Peter has a dog. Indicate that while playing, Peter and Archie find a pair of motorcycle goggles in a lot by their hideout. Ask: “How do you think the goggles ended up in the vacant lot?” “Who do you think might have lost the

goggles?” “What do you think the owner did when he/she found out the goggles were missing?”

“I’m thinking it be fun to play make believe games with the goggles just like you do in the housekeeping center, block area, and science center?!?” Let’s read and find out a little more about the goggles.

c) Vocabulary Support

<u>English</u>	<u>Spanish</u>
motorcycle	motocicleta
goggles	gafas de moto
hideout	escondite
snatch	arrebatar algo
bully	abusón

Using a photograph the children can pass around the circle and hold, introduce the word *motorcycle*, followed by the goggles used above. For the dual language learner, translate *motocicleta*, and indicate that a police officer or a race driver might ride a motorcycle.

Proceed to the next vocabulary word, *goggles*, and present the goggles referenced above, again translating for my dual language learner.

As the children pass the photograph and the goggles, discuss *hideout*, relating it to the playground equipment at our school, upon which there is a loft-sized “club house.” Draw conclusions between *hideout* and *club house*.

Explain that I will demonstrate what the word *snatch* means. Ask a child to hold the goggles on her lap. Then say, “Are you ready? I’m going to snatch the goggles.” Proceed to do so with alacrity and animated facial expressions/body language, while saying “ssssssnnnnnnn-atch!” Ask: “How did you feel when I snatched the goggles from you?”

Last, tell the children that there were some boys in the story who had forgotten to be nice. Explain that the boys tried to use their hands in a mean way. Drawing on number 7 of our class rules, state: “These boys had forgotten that hands are not for hitting and feelings are not for hurting!”

d) Think Aloud Comments/Predicting Questions

- i. Responding with Feelings Comment: “This story makes me remember that there was a bully in my school when I was just about your age. She used to make fun of my clothes and shoes. She tried to make me cry. I feel really sad when I read about bullies, because I remember how it feels when someone is mean.” [making personal connection]
- ii. Responding with Connections Comment: “These goggles remind me of the swim masks that people wear in the ocean!” [making personal connection]
- iii. Responding with a Question Comment: “I wonder how long Peter and Archie have had their hideout? What do you think?” [making an inference]
- iv. Responding a Predicting/Inferring Comment: “I’ll bet Willie keeps running and running until he reaches the hideout!” “What do you think?” [questioning]
- v./vi. Asking students to make a prediction:
 - During the anticipatory activity: “What is the dog’s name?” [predicting]
 - During the book introduction: “What did the owner do when he/she learned his were goggles missing?” [inference]

e) After-Reading Questions

1. “Why do you think Peter and Archie are such good friends?”
2. “Why do you think the big boys tried to snatch the goggles away from Peter?”
3. “How did Willie know the way to the hideout?”
4. “What do you think the boys did with the goggles once there were no bullies around?”
5. “What makes someone forget how to be nice and act like a bully?”

f) Extension Activity: Drawing/Writing Activity

Give each child chart paper and markers and instruct the children to draw a picture about their favorite scene in the story. Have paraprofessionals record each child's narration statement of the story. Ask the children to "autograph" their artwork. Finally, end the presentation of the artwork by displaying the pictures on the bulletin board. Gather around the bulletin board, join hands, and sing the song we always sing when we post artwork: "*I Am Wonderful!*"

LESSON PROCEDURES: *READ THE BOOK ALOUD*

Show the book *Goggles*, by Ezra Jack Keats to the children, holding up the book cover.

Point out the title and ask:

- 1) "With which letter does the book's title begin?" Ask a child to point to that letter.
- 2) "What does /g/ sounds like?" (Focus on the "hard" sound.) "What are some g words that we know? "Two people in our class have names that begin with g. Who are those friends?"
- 3) "What does the exclamation point mean, and why is it used here by the author?"

Point out the Caldecott Honor Medal and explain what that means, following up on biographical information the children already know about Ezra Jack Keats. Have the children look at the illustration and predict what the book might be about, then discuss the main characters and label each one. Point out the goggles and explain that they are the subject of the story. Finally, read aloud the story using an animated affect, varied tone of voice (both pitch and volume,) being careful to show the illustrations to each child (lingering for a moment in front of each one.) Point to the characters as they are introduced. Track the print left to right, and specifically point out the vocabulary words, repeating each vocabulary word twice. When the

vocabulary words are introduced, ensure that the paraprofessional aide who is supporting the dual language learner is following along with the index cards. See below.

7. Adaptations for English Language Learners

Before the read-aloud, I will give the dual language learner index cards with the target vocabulary words written in English on one side and in Spanish on the other side. As I read *Goggles*, I will translate the focus vocabulary words for the dual language learner whose home language is Spanish. Pointing out the vocabulary word to all students, I will ask the aide to help the dual language learner find the index card with the vocabulary word. Throughout the lesson I will ask his paraprofessional aide (who also speaks Spanish) to watch him carefully to determine if he has questions regarding the story. I will instruct her to offer support when needed, but not volunteer information, thus giving him an opportunity to process the language and draw his own conclusions.

I will use varied voice pitch and speed to maintain his interest and to encourage his interaction with the book. I will ask open ended questions and adapt the questions to his level of language use. I will request clarification from him about what he is understanding, and I will promote questions to encourage talk among all of the children. I will provide feedback, praise the efforts of the children, encourage them to continue critical thinking, and reflect on the children's response to effectively assess what they are learning and determine how to plan instruction in future lessons. I will offer visuals and artifacts to the entire class, not just the dual language learner, so as to not embarrass him. Starting with what he already knows, I will use a toy motorcycle from the vehicles bin within the classroom - an artifact with which the dual

language learner is already familiar. Speaking slowly, I will “buttress the communication” by “doubling the meaning,” via gestures, voice inflection, and animated facial expressions. I will repeatedly use the target vocabulary word, using natural inflection and stress; however, I will refrain from using pronouns or synonyms for the word. Instead, I will repeat the word in each sentence.

Building on the knowledge developed during the unit on community helpers, I will expand the concept that motorcycles are ridden by many people, not just police officers. Ask the child an open-ended question about the vocabulary word, then find a connection and expand on his utterance. Ask him to repeat each word while referencing the photograph or artifact, waiting for him to comply before moving forward. I will continuously re-assess his proficiency with English; indeed, at least twice per week, I will have a one-to-one conversation with our dual language learner to assess progress in both receptive and expressive language. I will ensure the Spanish-speaking paraprofessional aide remains with him (without intrusion) during group activities and searches his face for query. I will have the para assist in explaining concepts in Spanish, focusing on translating the lesson into English. (Tabors, 2008).

8. Assessment

Determine from facial expressions, body language, and affect whether or not the students are properly attending and following the plot line of the story. Analyze their answers to my questions to determine if they comprehended the oral presentation of the story and drew appropriate conclusions. Based on their Day One drawing activity, determine if they comprehended the story.

DAY TWO

1. Introduction: Recall Activity

Hold up the book. Ask: “What do you remember about the book we read yesterday?”

Invite students to recall facts about the book, including title, author, characters, plot, setting.

Ask: “What was the problem described in the book?” “Was it solved? “How?”

2. Vocabulary

State the 5 vocabulary words, one by one, asking the students to recall definitions of each one. Encourage participation by each student. Use questioning techniques like these:

a. Motorcycle: “Tell me about a motorcycle - how many wheels does it have?” “How does it go?” “Who rides motorcycles?”

b. Goggles: “Who remembers what are goggles are?” “Why do motorcycle riders wear goggles?” “Who else wears goggles?”

c. Hideout: “Tell me about Peter’s and Archie’s hideout - what do you think they do in their hideout?” “Think about a special place you like to play - could that be a hideout?” “Why?”

d. Snatch: “We talked about a word that begins with /sn/, and this is what it looks like. [Model ‘snatch.’] “Who remembers what the word is?” “I will place these goggles on the floor, and I want us each to take turns ‘snatching’ them.” [Take a few turns snatching the goggles away from the others.] “How do you feel when someone ‘snatches’ something from you?”

e. Bully: “We talked about some ‘big boys’ in yesterday’s story. Who can tell me about them?” “What did they do that made Peter and Archie sad? Mad?” “How were the bullies feeling inside?”

3./4. Analytic Comments & Open-Ended Explanation Questions

“We talked about how Peter and Archie felt about how the bullies treated them. Who remembers some things we said about how they felt?”

“OK, now, who remembers how what we said about how the big boys felt when they were bullying Peter?” “Let’s talk about how everyone felt when one of the big boys knocked Peter to the ground; who remembers what we talked about yesterday?”

“Tell me some parts of the story you thought were exciting. “Who agrees with Sharonda?”

“Who has other ideas?”

“Who remembers the name of the author?” “Why do you think EJK wrote a book about bullies?” “If you were EJK, what other ideas would you write about?”

Let’s think of a different ending to the story. “How could we change the story?” “If you were the author, what would be your ending to the story?”

“What would have happened when the bully pushed Peter to the ground if one of the other big boys had told the big boys to stop picking on Peter?”

“What would have happened if Peter and Archie had just given the big boys the goggles?”

5. Extension Activity: Shared Writing with Print Referencing

Drawing from the print referencing techniques in Zucker, Ward & Justice (2009), I will use the letters domain (upper- and lower-case letters) and the words domain (word identification) in the following activity by pointing while teaching the emergent literacy concepts. In the final read aloud, I will use the book & print organization domain as I model page order, top and bottom of page, and print direction.

Seated at the table, I will again show the children the book. Pointing to the title, I will ask the children the “tell me what the letters are,” listing them one by one. Ask: “Which letter is

repeated?” “What sound does this letter make?” Explain that the /g/ makes two sounds, but we will focus on the “hard” /g/. I will model the chant: **goggles, goggles**, /g/ /g/ /g/! adding stress where appropriate.

Drawing on prior alphabet knowledge, show the children an upper-case G and a lower-case g from the *High Scope Alphabet Friends* cards. Have children identify which is upper-case and which is lower-case.

I will give each child a small mound of shaving cream in which to write the letter g, both upper-case and lower case. We will practice writing with both hands, as some children have not yet shown a preference for “handedness.” While we write in the shaving cream, we will sing the song about G from High Scope, as well as chant “**goggles, goggles** /g/ /g/ /g/.”

Explain to the children that we are going to make an art project with the letter g out of model magic. We will use the lower-case g. Roll the model magic out in two long “snakes.” [Allow sufficient time for all children to complete the task.] Next, shape one end of the “snake” into a circle for the first part of our letter g. Last, curve the other end of the model magic to complete the lower-case g. Repeat the process so there are 2 letters for each student.

Once all children have made their letters, repeat the chant: **goggles, goggles** /g/ /g/ /g/!

Ask the children what else they could do with the model magic letters. As they answer, I will slowly bring the circles of the letters together and pinch them closed. I will pause to see if any of the children recognize what I am making with the two letters. Next, I will stand the letters up on the front part of the circles and begin to bend the “tails” of the letters to form a pair of goggles with the model magic. I will pause to see if the children are making the connection.

Next, I will place the “goggles” on my face and chant: goggles, **goggles**, /g/ /g/ /g/!

The paraprofessionals and I will then offer only the required assistance until each child has made a pair of goggles with her model magic.

Once we have each made our goggles, we will wear the goggles while we search through the book to find the word *goggles* in the text. I will ask the children to find any g they see in any word of the text.

Last, we will read the book again while wearing our goggles, and then we will ceremoniously retire it to the book area alongside the other Ezra Jack Keats books in our classroom library.

Additional Books by Ezra Jack Keats

Peter's Chair
Whistle for Willie
A Letter to Amy
Man in the Moon
Dreams
Apt. 3
Hi, Cat

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