



Interactive Read Aloud (20 minutes)

Galimoto by Karen Lynn Williams

STEAM Realistic Fiction (Grades K-4)

Comprehension Strategy Focus:

What good readers do... **Choose from these 7 reading comprehension thinking strategies**
Make Connections (TS, TT, TW); **Read Between the Lines** (make inferences); **Ask Questions** (before, during and after reading); **Visualize** (make a mind movie of the action in the book or nonfiction facts & information); **Organize Ideas** (story map, main idea/details, most important facts, not just interesting facts...); **Notice Confusions** (If something doesn't make sense, don't just keep reading - figure it out); **Synthesize** (summarize what was read Fiction use Somebody-Wanted-But-So)

1. **Comprehension Strategy Focus:** Making Connections, Predicting, Drawing Inferences, Synthesizing
2. **Connecting Activity:** "Think about a time that you had a lot of fun building something. You had Legos or blocks or a big Play mobile set that you made some awesome towers, buildings, bridges, cars, trucks, a pirate ship, flying machines, any kind of creations. Maybe you even had one of those awesome Lego sets that you could build a castle or a Star Wars set or a space ship or space station." **Provide a personal example.** [e.g. *Once, with my class, we build a life sized robot model (it didn't move) from a heavy wire sewing form, colorful telephone and electrical wires and a whole bunch of cool clockworks pieces. It was amazing because it was so big and everyone in the class added a part to it.*] "Close your eyes and think of a time that you built something amazing." {Wait time: 5-10 seconds for choosing and visualizing} "Now I want you to think about how you built it. What did you use? How long did it take to make it? Who did you show it to? How long did you keep it put together? Turn and tell a person sitting next to you about your special creation." Allow students time to talk to their partner. Have several students share their ideas.
3. **Bridging Conversation:** "This story is about a young boy, named Kondi, who wants to build something special. He lives in an African village that is not near any towns or cities. He only has some recycled materials that he's collected to build with. His older brother doesn't think he is old enough to build the special creation. Remembering how you felt when you built your amazing creation will help you understand what the boy does and how he feels. Because like you, the boy really wants to make it and he's proud to make it turn out really awesome."
4. **Vocabulary Set-up:** "There is a word that I want you to be thinking about before we begin this book. It is the word clever. Clever is when you are smart, you think things through and you can figure things out. Seagulls are clever if they get a clam and drop it from high up to break it open to eat the meat inside. Kids are clever when they think of a really cool or different way to make a project. Another word that I want you to

think about is the word maize. Maize is a type of corn. Many people in Africa, Mexico, Central America and South America eat this kind of corn. Sometimes the maize is ground up into a powder, like flour from wheat seeds, to make many different things with. People make and eat corn porridge for breakfast and might make tortillas, from the corn powder, for lunch or dinner. The last word is marketplace. Since Kondi lives in a village, there are no stores. People from the village or near the village bring things to a special place to sell or trade their goods. Many towns and cities have a marketplace. **Provide a personal example.** [e.g. Right here in our town of Huntingdon there is a Farmer's Marketplace every Thursday 11:00 AM - 5:00 PM at Portstown Park, during spring, summer and early fall. This is a place where farmers bring fresh picked vegetables and fruits, picked that same morning, for people to buy. Lots of people go to that marketplace to get the freshest, 'bestest' food."]

5. Asking questions about the title and cover illustrations: "Smart Readers, before I even start to read a book, I always begin by reading the title, I look at the illustrations on the cover and I begin to wonder about the story or book. I am wondering just what a Galimoto is. What is the boy making with the wires or strings he has? As good readers, what are some of the things you are wondering about? Turn and tell a friend one question you are wondering about." {Give students 1-1 ½ minutes to think and share.} "These questions/wonderings get us really excited to read the book!" A few students can share questions or no students and begin the reading, as time permits.

6. Explicit and Deliberate Instructional Decisions/Teaching Points

<p>Think Aloud, Open Ended Questions or Guided Practice Stops Including Specific Teacher Language</p>	<p><u>Comprehension Objectives:</u> making connections, visualizing, asking questions, predictions, organize ideas, notice confusions, making inferences, stopping and restating, summarizing/synthesizing</p>
	<p><i>Other Reading Comprehension Skills: e.g. Compare and Contrast, Using visual information with text to deepen understanding and vocabulary acquisition</i></p>
<p>Pg. 2. "Smart Readers the author has just told me something very important and I don't what to read on until I've gone back and read this again. He had been saving the wires for something special. This is Kondi special box of treasures, special things to him that he saves. The very special things he's taking out are wires. I wonder what he's going to do with the wires..."</p>	<p>Stopping and Restating to Organize Ideas</p> <p>Asking Questions during the reading</p>

<p>Pg. 3 "What is a galimoto? I don't think we have enough information to know for sure but if we look on the front cover again and look at the wires Kondi is holding we can make a prediction. Turn and tell a friend what you think a galimoto is."</p>	<p>Making Predictions</p>
<p>Pg. 6. "Smart Readers, Kondi's friend doesn't think that he will have enough wires to make a galimoto. This is the second time Kondi says, "I will find enough wire." First he said it to his brother and now he said it to his friend. Smart Readers, when an author repeats something, it is important. We need to stop a moment and think about what the author is trying to tell us. The author know that readers are smart. She can give us some clues and we can figure out something about the story or the character. Smart readers, I hear Kondi, say it like this in my mind movie, "I WILL get enough wire." I can hear him saying it with determination. Nothing is going to stop him from getting enough wire to build his galimoto. When you have a strong feeling about doing something important to you this is called determination," and you will keep trying and thinking and doing until you get what you want."</p>	<p>Making inferences Visualizing</p>
<p>Pg. 7 "Ding, ding, ding, ding, ding..." "Here is that word clever. {Reread sentence with the word.} Kondi's uncle believes that he is smart enough to figure out how to make a galimoto, unlike Kondi's own brother!"</p>	<p>vocabulary</p>
<p>Pg. 9 "Ding, ding, ding, ding, ding..." "Here is that word maize. {Reread sentence with the word.} Look at the baskets the women have set on the ground. You can see the corn inside the baskets that they were carrying." {If a student asks why the women carry the baskets on their heads, reply that A) it is a tradition in some other countries and B) it is healthier for your back to carry something</p>	<p>vocabulary</p>

<p>with your whole body than to have it pull your back to the front or side.}</p>	
<p>Pg. 10 "Hmm, the author is giving us another clue to what a galimoto might be. <i>'Playthings. For this you keep us waiting,'</i> the women grumbled angrily. Playthings is another word for toys. Could a galimoto be a toy? But how can you make a toy from just some wires?"</p>	<p>Making inferences</p>
<p>Pg. 18 "Uh-Oh, Smart Readers, the police have been called. The officer doesn't seem too upset. He lets Kondi just take the wires and go. <i>'Galimoto,'</i> the crowd murmured. <i>'Galimoto.'</i> They shook their heads and went back to their business. Grown-ups don't seem to like or have time for galimotos. I wonder what a galimoto is? Will we find out by the end of the book?!"</p>	<p>Asking Questions during reading</p>
<p>Pg. 20 "Ding, ding, ding, ding, ding..." "Here is that word marketplace. {Reread sentence with the word.} There is a stall where people are selling fruits and vegetables and a woman has beans, cabbages and baskets for sale. These are just two parts of the marketplace."</p>	<p>vocabulary</p>
<p>Pg. 20-21 "OH, now I understand what a galimoto is! It's a toy, like a toy pickup truck. Wow! Look Kondi even make a steering wheel so he can stand and drive it. He created it just like an engineer would. Oh my goodness! Kondi is an engineer. He is a maker! He's just like us when we built our rafts, our spaghetti structures or our straw rockets!"</p>	<p>Synthesizing/Summarizing</p>
<p>Pg. 26-27 "Wait, smart readers, a galimoto is not just a pick-up truck. It's not just one thing. It's anything you can imagine to build with any materials you have around, you. Oh, I get it now! It's any toy you can imagine to make from recyclables! "</p>	<p>Making inferences</p>
<p>Now we have the answer we've been wondering! What is a "galimoto?" Turn and</p>	<p>Synthesizing/Summarizing</p>

tell a friend! {Ask for 2-3 volunteers to describe what they said and shared with their partner.	
Share a brief video of real boys creating vehicle galimotos. See link listed below.	Making Connections: Text to World
"When you add the Arts to STEM you make STEAM! Today we are going to make a STEAM project. Yes! You've guessed it, we are going to make our own galimotos!"	Transition to science/engineering

7. Follow-Up Activities

Reading:

K-3 Grades Students will complete a step-by-step flow chart with all the ways Kondi found the wires to build his galimoto, using sequential words like: first, then, next, finally...

2-4 Grades: Students will create a character traits poster with Kondi in the middle, citing evidence from the book that proves he has determination.

STEAM Lesson: Students make their own galimoto. See full STEAM lesson plan.

YouTube Video

Making Wire Cars Games in Makuleke, South Africa 1:20

https://www.youtube.com/watch?v=CemYbs5GJNQ&list=PL6X2bA0puds5Sayay4-7Ae3z6Jh_560lJ

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Lock Haven University, Lock Haven, PA. Spring 2015

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