

Lesson 2

Literature

Leo the Late Bloomer

by Robert Kraus

Illustrated by José Aruego

Materials Required: one set of watercolor paints

Prereading

Examining the Book

This is the next book that I will share with you. The title of a story tells the name of the story. What does the title of a story tell? (Signal.) *The name of the story.* The title of this book is *Leo the Late Bloomer*. What's the title of today's book? (Signal.) *Leo the Late Bloomer.*

The person who writes a book or story is called the author. What do we call the person who writes a book or story? (Signal.) *The author.* This book was written by Robert Kraus. Who is the author of *Leo the Late Bloomer*? (Signal.) *Robert Kraus.*

An illustrator is the person who makes the pictures for a book or story. What do we call the person who makes the pictures for a book or story? (Signal.) *An illustrator.* The pictures for this book were made by José Aruego (ho-SAY are-you-EGG-oh). Who is the illustrator of *Leo the Late Bloomer*? (Signal.) *José Aruego.*

Making Predictions

Note: Many of the activities in this literature program depend on children examining the outside cover of the book. Make an effort to obtain a copy with a dustcover or illustration on the front and back. If this is not possible, use the illustration on the title page of the book, if there is one. The first illustration in the story may also be used for making predictions.

The cover of a book usually gives us some ideas or hints about the book. (Point to the front cover of the book.) Look at the front cover of *Leo the Late Bloomer*. Raise your hand if you can tell us who you think the story is about. (Call on a child. Idea: *A tiger named Leo*.) How do you think Leo feels? (Call on different children. Ideas: *Happy, smiling*.) Why do you think he feels that way? (Call on two or three different children. Accept reasonable responses. Encourage children to raise their hands and to speak clearly so that the whole class can hear their predictions.)

Sometimes the back cover of a book also has an illustration. Does the back cover of this book have an illustration? (Signal.) Yes. The back cover of this book gives you more information about the character in the story. Does Leo look different in this illustration? (Signal.) Yes. Does he look like he feels the same way he did on the front cover? (Signal.) No. How does he feel now? (Call on a child. Ideas: *Scared, worried*.) What do you think might have happened in the story to make him change how he feels? (Call on different children. Accept reasonable responses.)

Reading the Story

I'm going to read the story aloud to you and show you the pictures. After I read each part of the story to you, we will talk about that part of the story. (Read the specified pages from the story with minimal interruptions and then discuss those pages before continuing to read the story. This will allow these young kindergarten children to interact with the story as it is being read. Occasionally, you may find it beneficial to explain parts of the story that are complicated or have vocabulary that is unfamiliar to the experiences of the children in your class.)

Discuss the Book

(Read the first page aloud.) Leo has a problem. A **problem** is something that makes you feel sad or worried. What is Leo's problem? (Call a child. Idea: *He can't do anything right*.) Raise your hand if you have ever felt sad or worried about doing things right. (Acknowledge responses.)

(Read the next page.) What did Leo have a problem doing? (Signal.) Reading. How do you think Leo felt when he couldn't read like the other animals? (Call on a child. Ideas: *Unhappy, sad, frustrated*.) (Continue questions for four more pages as Leo struggles to write, draw, eat neatly, and talk.)

(Point to the page where the animals are talking. Point to each sound and tell the children the sound each animal makes. Use an expressive voice to convey dramatic effect.) The owl says **hoot!** What does the owl say? (Signal.) *Hoot!* (Repeat process for each animal.) What do you think Leo would say if he could talk? (Call on a child. Idea: *Grrr*.)

(Read the next two pages.) Was Leo's father worried? (Signal.) Yes. Why was Leo's father worried? (Call on a child. Idea: *He thought something was wrong with Leo*.) Was Leo's mother worried? (Signal.) No. What did Leo's mother say Leo was? (Call on a child.) *A late bloomer*. A person who is a **late bloomer** is a person who takes a bit

more time to learn new things. What do we call a person who takes a bit more time to learn new things? (Signal.) *A late bloomer.*

(Read the next five pages.) Why does Leo's father keep worrying about Leo? (Call on a child. Idea: *He's still not blooming.*) Leo's mother asked Leo's father to have patience with Leo. **Patience** is waiting without worrying. What is patience? (Signal.) *Waiting without worrying.*

(Read the next six pages.) A very long time has passed. Winter and spring have passed. Now it's summer. Something special has happened. What happened? (Call on a child. Idea: *Leo bloomed in his own good time.*) How do you think Leo's father feels about him now? (Call on two or three different children. Ideas: *Proud, happy, relieved.*)

(Read to the end of the book.) Tell us about the things that Leo can do now. (Call on different children. Ideas: *Read, write, draw, eat neatly, speak in a whole sentence.*) My turn to say Leo's sentence. **I made it.** Say Leo's sentence. (Signal.) *I made it.*

How did things change for Leo at the end of the story? (Call on a child. Ideas: *He bloomed, he learned how to do things, he grew up.*) How do you think Leo's family feels about him now? (Call on a child. Ideas: *Not worried, happy.*)

Illustrations

Let's look at the illustrations that José Aruego made. (Show the children a set of watercolor paints.) José Aruego used watercolors to paint the illustrations in this book. What did José Aruego use to make his illustrations? (Signal.) *Watercolors.*

(Show children the second page of the story.) Sometimes illustrators use a pen to outline the drawings in the story with black ink so they stand out. (Trace your finger around the black outlining.) Look carefully. Did José Aruego outline his animals with black ink to make them stand out? (Signal.) Yes. Bright colors are colors that are light and make you feel happy. What kind of colors make you feel happy? (Signal.) *Bright colors.* Did José Aruego use bright colors in his illustrations? (Signal.) Yes. Raise your hand if you can tell us some of the bright colors in this picture. (Call on different children. Accept correct responses. Ideas: *Yellow, red, orange, green, purple.*)

Recalling Information

Let's remember some of the things we learned about the story *Leo the Late Bloomer*.

What is the title of today's story? (Signal.) *Leo the Late Bloomer*

Who is the author? (Signal.) *Robert Kraus.*

Who is the illustrator? (Signal.) *José Aruego.*

How did José Aruego make the pictures for this book? (Call on a child. Idea: *With watercolors, outlined with black pen and ink.*)

Activity

Speaking/Listening/Writing

Title: *I Can Do Book*

Materials Required: BLMs 2A, 2B, 2C, and 2D, put together to create an I Can Do book for each child

Pencils, wax crayons

Leo the Late Bloomer to demonstrate to children

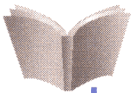
Note: This activity is to be completed throughout the school year and taken home at the end of a school year or term as a report of what the child can do. It is not intended for students to complete all of the tasks in one particular lesson. Children need to successfully perform each skill that is presented in this activity three times. Children may be tested for performance of the various "I Can Do" tasks by you, a teaching assistant, an adult volunteer, or an older child. You may also wish to have children take the booklet home and return it throughout the year, so that parents can see their child's individual progress.

Procedure

1. Raise your hand if you can remember some of the things that Leo had problems doing at the beginning of the story. (Call on different children. Ideas: *He couldn't read, write, draw, or talk.*) At the end of the story, what could Leo do? (Call on different children. Ideas: *He could read, write, draw, and speak a whole sentence.*) Did it take Leo a long time to learn all those new things? (Signal.) Yes. You will learn many new things at school. Some things you will learn quickly and some things will take a long time. Will you learn everything quickly at school? (Signal.) No.
2. (Show children a copy of the I Can Do book. Point to the title on the cover.) The title of this book is **I Can Do**. What's the title of this book? (Signal.) I Can Do. Each of you will receive your very own I Can Do book. This book shows some of the things you will learn at school. As you learn new things, we will mark them in this book.
3. (Give each child a copy of their own I Can Do book with their name filled in on the name line.) This is your very own I Can Do book. Touch the title. (Check.) What is the title of this book? (Signal.) I Can Do.
4. Open your I Can Do book to the first page. (Check.) Touch the picture of a child drawing. (Check.) Touch the words. Those words say **I can draw**. What do those words say? (Signal.) *I can draw*. You will draw and color a picture on the first page of your I Can Do book. You may draw a picture of whatever you want. This is a very special book that you will take home at the end of the year. Be sure to do your best work.
5. Open your I Can Do book to the next page. (Check.) Touch the picture of a child reading. (Check.) Touch the words. Those words say **I can read**. What do those words say? (Signal.) *I can read*. This year you will learn to read words, just like Leo

did. What will you learn this year? (Signal.) *To read words.* As you learn to read words I will write them in your I Can Do book for you. It will take a long time, but you will learn to read many words. (As children learn to read different words during the school year, write children's new reading vocabulary on the lines provided.)

6. Open your I Can Do book to the next page. (Check.) Touch the picture of a child writing. (Check.) Touch the words. Those words say **I can write**. What do those words say? (Signal.) *I can write.* This year you will learn to write words, just like Leo did. What will you learn this year? (Signal.) *To write words, just like Leo did.* As you learn to write words, you will write them in your I Can Do book. It will take a long time, but you will learn to write many words. (As children learn to write different words during the school year, ensure that children write each new word on the lines provided.)
7. Open your I Can Do book to the next page. (Check.) Touch the picture of a child eating neatly. (Check.) Touch the words. Those words say **I can eat neatly**. What do these words say? (Signal.) *I can eat neatly.* This is something that you can already do. (Signal.) *What can you already do?* (Signal.) *Eat neatly.* Today, at lunchtime, you will practice eating neatly, just like Leo did. What will you do today? (Signal.) *Practice eating neatly.* Each time you eat neatly, I will color in a happy face. This means that you **Can Do** it! What does it mean each time I color in a happy face? (Signal.) *I Can Do it!* (If you prefer, children may color in the happy faces themselves as you direct them. Ensure that children have two more opportunities to demonstrate that they know how to eat neatly. Color in the happy faces to show that children have demonstrated the task three times.)



ADDITIONAL LITERATURE

Following are some additional titles that your students may enjoy during and following this lesson.

The Carrot Seed by Ruth Krauss

You'll Soon Grow Into Them, Titch by Pat Hutchins

Milton the Early Riser by Robert Kraus

This is me:

I Can Do

Name _____

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8

1

I Can Do:

8. I can show you where the points are.



9. I can help a friend.



10. I can help my teacher.



11. I can say thank you.



12. I can introduce myself.



13. I can say I'm sorry.



14. I can show consideration.



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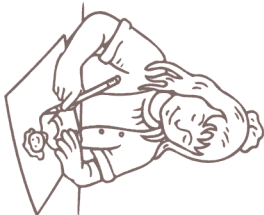


I Can Read:

6

3

I Can Draw:



Computer Center:



BLM 2B

1. I can turn on/off the computer.



2. I can use the mouse.



3. I can find numbers on the keyboard.



4. I can find letters on the keyboard.



5. I can double-click on an icon.



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2

7

I Can Write:



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I Can Do:

1. I can eat neatly.



2. I can say my teacher's name.



3. I can show you where the toilets are.



4. I can wash my hands.



5. I can write my name.



6. I can count to ten.



7. I can tie my shoelaces.



4

5

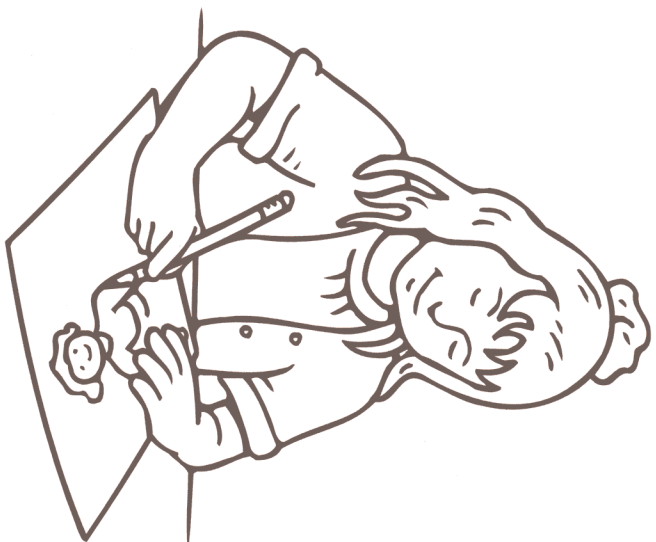
This is me:

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I Can Do

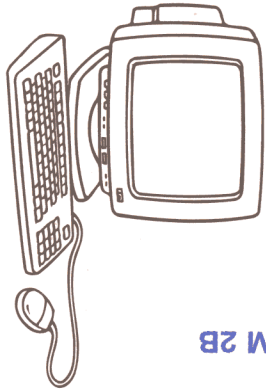
Name _____

I Can Draw:



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Computer Center:



BLM 2B

1. I can turn on/off the computer.



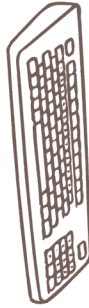
2. I can use the mouse.



3. I can find numbers on the keyboard.



4. I can find letters on the keyboard.



5. I can double-click on an icon.



I Can Do:

8. I can show you where the paints are.



9. I can help a friend.



10. I can help my teacher.



11. I can say thank you.



12. I can introduce myself.



13. I can say I'm sorry.



14. I can show consideration.



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I Can Read:

I Can Write:



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I Can Do:

1. I can eat neatly.



2. I can say my teacher's name.



3. I can show you where the toilets are.



4. I can wash my hands.



5. I can write my name.



6. I can count to ten.

1-2-3-4-5-6-7-8-9-10



7. I can tie my shoelaces.

