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Diverse Families Bookshelf Lesson Plans and  
Activities

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## A Mother for Choco

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## Diverse Families Children’s Literature Lesson Plan

Written by Kiana Diggs

STARS book URL: <https://stars.library.ucf.edu/diversefamilies/16/>

<b>Lesson Title</b>	<b>Book Title: “A Mother for Choco”</b> <b>Author &amp; Illustrator: Keiko Kasza</b>
Content Area(s) and Grade Level(s)	Language Arts
Lesson Objective(s)	<p>The student will show appropriate participation in partner and whole class discussions about the text and their opinions based on the reading.</p> <p>With support, the student will demonstrate the ability to retell a story, including key details, in a group setting.</p> <p>The student will participate in a choral reading at an even pace, while retaining key information from the story.</p>
Florida Standards:	<p><u>LAFS.1.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>LAFS.1.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Assessment:	<ul style="list-style-type: none"> <li>- The students will participate in a choral reading of “<i>A Mother for Choco</i>” in which there will be appropriate stops for predictions and comprehensive/elaborative questions.</li> <li>- The students will demonstrate the ability to engage thoughtfully in large group discussions and in pairs.</li> <li>- The students will complete a retelling sheet, in which they will cut and paste characters (and their features) from the story and correctly organize when the main character encounters the secondary characters in chronological order (Formative assessment) as well as retell the story in a group setting.</li> </ul>



Motivating Activity &  
Anticipatory Set/Access  
Prior Knowledge:

- Before lesson, students will engage with a bucket of play animals (a giraffe, a penguin, a walrus, a teddy bear, and a yellow bird) and discuss what features the animals have in common in small groups.

Procedures:

- Opener (10 min): The teacher will introduce the lesson by informing students of the book and goals for the lesson. "Today we will be reading *"A Mother for Choco"* by Keiko Kasza. It is a story about a baby bird who goes looking for a mother to love him. Before we read the story, we are going to engage with some of the characters from the story". The teacher will then place 'Character Buckets' in the middle of the table. (ESOL 17. Provide contextual support through [realia]; UDL 1.3: Offer alternatives for visual information). Students will be given 3 minutes to engage and share/pass the animals within their group and instructed to think/discuss the characters have in common. (UDL 8.3: Foster collaboration and community) (ESOL #2: Promote cooperation.). Then the teacher will give each group a large sticky (or poster board) and instruct the students to nominate one peer to list those commonalities (4 min). After, the teacher will post the answers on the whiteboard (or another central area of the class) and read aloud some of the responses.

Students should be seated so it is easy for them to read in pairs. ESOL students should be paired thoughtfully with peers who speak clearly. The teacher will either instruct one student from each pair to obtain a copy of *"A Mother for Choco"* (on a table nearby) or pass them out to each pair.

Before Reading (5 min.)

- Explain that we will all be reading together, and that they will be sharing the book with a partner. (UDL 8.3: Foster collaboration and community). Students should continue to read even if the teacher's voice phases out.
- Introduce the book. Read the title while pointing to the words and state that Keiko Kasza is the author and illustrator for the text- meaning she wrote the book and created the images for the book.
- Ask students to examine the cover of the book. What do we notice? Point out Choco as the main character. Remind students that during the reading we should be focusing on the small details and to observe character's expressions/emotions.

During Reading (approx. 10-12 min).

- The Teacher should start the reading and have students repeating shortly after. Follow a steady pace and adjust as necessary. When appropriate, phase out (occasionally) to monitor flow and fluency during the read. Follow the STOPS and ask the appropriate questions.



STOPS (ESOL #36: Ask numerous questions which require higher level thinking responses).

- After Choco approaches Mrs. Giraffe.  
**Ask:** “How do you think Choco felt when Mrs. Giraffe said she could not be his mother?” This should be a 2 minute turn and talk between pairs. Continue reading. (UDL 8.3: Foster collaboration and community) (ESOL #10: Think, Pair, Share and ESOL #32: Use students pairs for team learning)
- After Choco approaches Mrs. Penguin.  
**Ask:** “Besides wings, what other features did Mrs. Penguin have that might make Choco believe she was his mother?” (1 min whole class discussion). Looking for critical thinking here. Possible replies; “she’s a bird like Choco”, “She has a beak like Choco”. Continue reading.
- After Choco spots Ms. Bear picking apples.  
**Ask** students to make predictions. “What do we think is going to happen after meeting Ms. Bear?” This will be a 2 minute turn and talk between pairs. (UDL 8.3: Foster collaboration and community) (ESOL #10: Think, Pair, Share and 32: Use student pairs for team learning). Continue reading.
- After Choco goes home with Ms. Bear.  
**Ask** “What do Ms. Bears children look like? How does Choco fit in?” This should be a whole class discussion for 2-3 minutes. (UDL 8.3: Foster collaboration and community). Continue Reading.
- On the last page, **Ask** students, “How are Choco’s feelings different at the end of the book compared to the beginning? Whole class discussion for 2-3 min. (UDL 8.3: Foster collaboration and community)

After Reading (5-10 min)

- At the end of the book, **Ask** students, “What did Choco learn?” Have students discuss at their table (ESOL #2: Promote cooperation.) and then ask for responses from the whole class. Discuss as a class how the book made the students feel. Discuss how we don’t look like every person we’re related to. Teachers should explicitly state the message behind the book even if some of the students demonstrate understanding of the message. Family is more than physical appearances, it’s also about the love between them. (UDL 8.3: Foster collaboration and community)
- This is the point where students can ask any questions they have about the book or the message.

Retelling Activity (5-7 min)

- After reading, the opposite partner (from who grabbed the book) should return the book to the table/teacher.
- The teacher will then pass around the “A Mother for Choco” sequence sheet along with safety scissors, and glue sticks. Ideally, they will have their own materials to save on time, but sharing is always a good lesson to learn if you are low on supplies!



- Students will be explicitly instructed to cut out the characters (by the square) and glue them in sequential order on their Retell sheet (5 min). Teachers should be walking around to assist students during cutting and to answer questions.

#### Closure/Group Retell (10 min)

- Students will then retell the story as a whole class by groups. (UDL 8.3: Foster collaboration and community) The teacher will place the Character Buckets back in the center of each table and allow each student to select a character (ESOL 17. Provide contextual support through [realia]). The teacher will follow a prompt in which the student holding the specific character in question will answer. [When asking a question about Choco, students holding the yellow bird (or Choco card/picture) will answer them]. Explain to students how the retelling will go (teacher follows prompt and students respond to questions). Direct students to answer only the questions that pertain to their character by raising their character when they speak. Questions are short so there should be simple answers.

Teacher Prompt: "So our story is about a little bird named" \*pause for answer\*

Q: "What is Choco's problem? A: Ex: He doesn't have a mommy, he can't find his mommy etc.

Q: "Who did Choco first meet? Please raise your character." A: Mrs. Giraffe

"Yes, we meet Mrs. Giraffe..."

Q: "Why did Choco think Mrs. Giraffe could be his mother?" A: Ex: She was yellow

Q: "Why can't Mrs. Giraffe be Choco's mother?" A: She doesn't have wings

"Correct, Mrs. Giraffe does not have wings! So, (Q:) Choco keeps walking and spots who next?" A: Mrs. Penguin.

Q: "Why does Choco think Mrs. Penguin could be his mother?" A: She has wings!

Q: "Why can't Mrs. Penguin be Choco's mother?" A: She doesn't have big, round cheeks.

"Yes! Mrs. Penguin does not have big round cheeks so he keeps walking and sees (Q:) who next?" A: Mrs. Walrus.

Q: "And why does Choco think Mrs. Walrus could be his mother?" A: She has big round cheeks!

Q: "Why can't Mrs. Walrus be Choco's mother?" A: She doesn't have striped feet!

"Awesome, she does not have striped feet! So finally, Choco walks past (Q:) who?" A: Mrs. Bear!

Q: "What happens when Choco sees Ms. Bear?" A: He is sad, he cries etc.



Q: “What does Ms. Bear do to cheer Choco up?” A: She holds him, kisses him, sings and dances with him.

Ask the whole class: “So what did Choco find in the end?” A: A Mother! Reiterate main message of the book, similar to After Reading strategy.

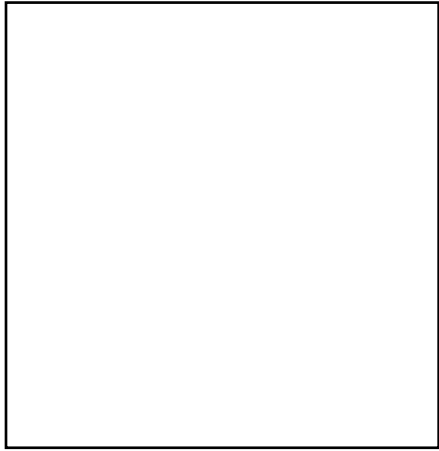
Materials:

- Character Bucket (improvise as needed, pictures work for this as well) 1 for each group: 1 toy giraffe, 1 toy penguin, 1 toy walrus, 1 teddy bear, 1 yellow bird).
- Large post-it sticky notes (1 for each group) Alternative: poster board and tape
- Markers (1 for each group)
- Copies of “*A Mother for Choco*” by Keiko Kasza (enough for 2- person groups)
- Retelling Page and Sequence Sheet (Attached)
- Safety Scissors
- Glue Sticks

# "A Mother for Choco" Sequence Sheet

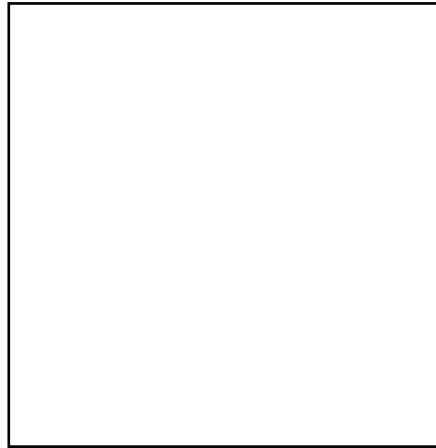
Can you help Choco find his new mom? Cut and Paste the Mommies in the order Choco met them in the book.

1



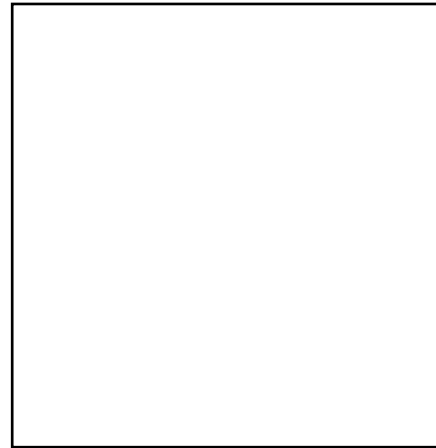
First, Choco met...

2



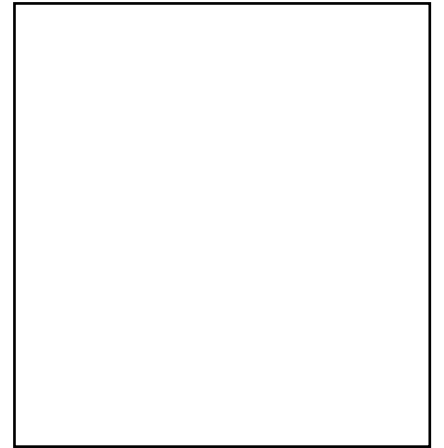
Then Choco met...

3



Then Choco met...

4



Lastly, Choco found... !

