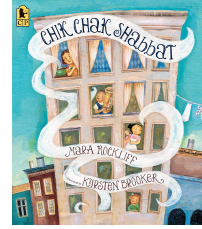


Unit 1: Building Strong Communities

WEEK 2 Day 1



**Text Talk**  
***Chik Chak Shabbat***  
 Read 1 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>I can answer questions to understand how the neighbors come together for Shabbat. (R.4.1.a)</p> <p>I can identify the main events in the story, including the problem and solution. (R.6.1.a)</p>
<b>Language Objective</b>	I can follow the protocol and take turns during Think, Pair, Share. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>Shabbat:</b> Saturday, held as a weekly holiday by Jews</p> <p><b>waft:</b> drift</p> <p><b>apartment:</b> home unit in a building with other units</p> <p><b>tantalizing:</b> exciting and yummy</p> <p><b>neighbors:</b> people who live near each other</p> <p><b>celebrate:</b> honor and have fun</p> <p><b>exasperated:</b> frustrated</p> <p><b>stereotype:</b> simplification</p> <p><b>perspective:</b> point of view</p> <p><b>contribution:</b> addition</p> <p><b>benefit:</b> to have an experience that makes life better</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Chik Chak Shabbat</i>, Mara Rockliff</li> </ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 begins: “Every Saturday, a wonderful smell...”</p>

	<p>On the whiteboard, write:</p> <p>What is special for all of the neighbors about this meal?</p> <p>How does this meal taste like Shabbat?</p> <ul style="list-style-type: none"> <li>• chart paper</li> </ul> <p>Prepare the Weekly Question Chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>How do we build strong communities?</b></p> <p style="text-align: center;">How do we benefit from being part of communities?</p> </div>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Chik Chak Shabbat by Mara Rockliff. In this story, neighbors benefit by sharing a meal together each week on a special day, Shabbat. <b>Benefit</b> means to have an experience that makes life better.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we'll answer key questions to help us get the gist of the story, or what the story is mostly about. We will think about the problem and the way the neighbors solve it for their special Shabbat meal. Tomorrow we'll read to take a closer look at the illustrations and descriptions of the setting.</i></p>
<p><b>Text and Discussion</b> 14 minutes page 8</p>	<p>Check for understanding of important vocabulary and key details.</p> <p><i>What's an apartment building?</i></p> <p><i>What is the reason that the neighbors come together?</i></p>
<p>page 14</p>	<p>Build schema.</p> <p><i>Thumbs up if you have heard of Shabbat. What is Shabbat?</i></p> <p>Think, Pair, Share. Allow children to consider religion's influence on ideas of togetherness.</p> <p>Prompt 1:</p> <p><i>What were the ways Goldie's family honored Shabbat?</i></p>

	<p>Prompt 2: <i>What does Shabbat mean to Goldie now?</i></p>
page 19	<p><i>What is the problem in the story?</i></p>
page 22	<p><i>Some of the characters respond to the problem in ways that might seem <b>stereotypical</b>—meaning that the responses represent a simplified idea of what a group of people might do. For example, Signora Bellagalli, whose name suggests she’s Italian, brings pizza, a stereotypical Italian food.</i></p> <p><i>Let’s pay attention to that, but also keep our minds open to how the book goes beyond that stereotyping. The neighbors are all bringing foods that are important and special to them.</i></p>
page 25	<p><i>From our reading so far, what does “chik chak” mean, and how is this important in the story?</i></p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>Think, Pair, Share.</p> <p><i>At the end of the book, the author writes that Goldie looked around the table and said, “I think it tastes exactly like Shabbat.”</i></p> <p>Prompt 1: <i>What is special for all of the neighbors about this meal?</i></p> <p>Prompt 2: <i>How does this meal taste like Shabbat?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>By the end of the story, we can see that the characters have very caring relationships with each other! The different characters come together, solving the problem when Goldie is sick. The neighbors create a special experience that depends on each family’s unique perspective and contribution.</i></p>
<p><b>Weekly Question Chart</b> 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: How do we benefit from being part of communities? By being part of a community, we get lots of benefits - like help, support and fun. We also get practical things - like food!</i></p> <p><i>In Chik Chak Shabbat, the neighbors benefit from being a community of neighbors by sharing food and helping each other. Let’s record this idea on our chart: Neighbors can benefit by sharing food and helping each other.</i></p> <p><i>We can add more to our chart during the week.</i></p>

<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1.a</b> 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).</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>Do children identify what is special about the Shabbat meal?</p> <p>Are children able to identify the story’s problem and solution?</p> <p>What are the children learning about togetherness and community?</p>

**Notes**