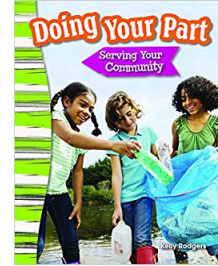


Unit 1: Building Strong Communities

WEEK 3 Day 1



Text Talk
***Doing Your Part*, pages 6-7**
Communities We Belong To (slides)

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objectives	<p>I can use text features and to find out information about communities. (R.8.1 b, R.4.1.a)</p> <p>I can describe communities and explain what it means to be part of a community. (Civics & Government 2)</p>
Language Objective	Throughout conversation and reading, I can determine the layered meaning of a keyword, community. (L.4)
SEL Objective (Boston)	I can demonstrate awareness of myself as a member of a community. (SA 5.1)
Vocabulary	<p>role: job or part you play</p> <p>responsibility: something you do because people depend on you</p> <p>positively: for the better</p> <p>community: a group of people who share space and ideas</p> <p>citizen: someone who was born in a place or someone who agrees to follow laws and contribute to the community of a place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers ● Communities We Belong To slides ● projector and screen

	<p>On the whiteboard, write: What do you share and do as part of your community? Based on the readings today, describe different kinds of communities.</p> <p>Prepare the following Weekly Question Chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How do we build strong communities? What roles and responsibilities do we have in our communities?</p> </div>
<p>Opening 2 minutes</p>	<p><i>Today we will begin reading a book called Doing Your Part: Serving Your Community, by Kelly Rodgers. This book talks about communities and the roles and responsibilities people have in communities.</i></p> <p><i>This book is different from others we have been reading. It is a report, which is a type of informational text. A report is written to organize information about a topic.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read about one subtopic: "Community." Then we will look at some slides that tell us more information about communities.</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features that help us understand the meaning of community. We will also describe different communities, including communities we belong to.</i></p>
<p>Text and Discussion 11 minutes</p>	<p>Use the heading as a clue to the section's topic. <i>The heading of this section is called "Community." We have talked about community in books like Chik Chak Shabbat and Last Stop on Market Street.</i></p>

page 6	<i>We know that this section will also be about community!</i>
page 6, paragraph 1	Check for understanding. <i>This paragraph focuses on places. What are some community places mentioned in the text?</i>
page 6, paragraph 2	<i>This paragraph tells us that different individuals make up a community. That reminds me of All Are Welcome! What did you learn about communities in this paragraph?</i>
page 6	<p><i>One meaning of a good citizen is someone who contributes positively to their community. Later in this unit, we will learn more definitions of the word citizen.</i></p> <p><i>What are some key details in the text about communities?</i></p> <p><i>There is something else that is important on this page. There is a photograph with a caption. Captions are words that describe an image. These important text features—the photograph and the caption—give us more information. Look carefully at this photo. What do you think is going on?</i></p> <p><i>Let’s read the caption. What new information do we learn?</i></p>
page 7	<p><i>This page also has photos. Here, the photos take up most of the page. Each photo also has a label. Let’s read and look at this page closely.</i></p> <p><i>Think, Pair, Share. What do you see? How do the words in the center and the photos with labels clarify what we are learning about communities?</i></p>
Slides and Key Discussion 10 minutes	<p><i>Now, let’s look at some slides that help us think about different communities we might be a part of.</i></p> <p>Read the slides. Offer students the opportunity to ask and answer questions, or share comments on the slides as you go.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What communities do you belong to? What do you share and do as part of that community?</i></p> <p>Prompt 2: <i>Based on the readings today, describe different kinds of communities.</i> <i>Who makes up communities?</i></p>

	<p><i>Where are communities located?</i></p> <p><i>What’s important about communities?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we read a section of a book and looked at some slides to begin to understand what communities are and to consider what different communities we might belong to.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: What roles and responsibilities do we have in our community? Roles are things like jobs. Roles can also be roles—like a grandmother or aunt—in a family. Responsibilities are things that we do because people in our community depend on us.</i></p> <p><i>In Doing Our Part, we read that “When we help our communities, we are being good citizens.” Being good citizens means we take our responsibilities seriously. Let’s record this idea on our chart: Being good citizens means we take our responsibilities seriously.</i></p> <p>Refer to a classroom example of taking a specific responsibility seriously, such as keeping work spaces organized.</p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p>(Boston) SEL SA 5.1 Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and Think, Pair, Share.</p> <p>Are children demonstrating understanding of what community is and what communities are?</p> <p>Are they able to answer questions about the text using evidence?</p>