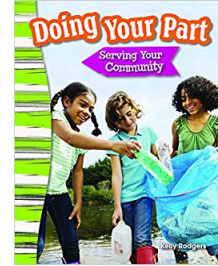


Unit 1: Building Strong Communities

WEEK 3 Day 4



Text Talk
Doing Your Part
 pages 16 and 17

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 key details to explain ways to take care of public places and why that is important. (R.8.1 b, R.11.1.c, R.11.1.d)</p> <p>I can explain what it means to be part of a community where individuals have responsibilities. (Civics & Government 1)</p>
Language Objective	Using text details and features, I can answer questions about taking care of public places. (SL.2.1.a)
Vocabulary	<p>public: free to everyone</p> <p>breaking the law: doing something the community decides is not legal</p> <p>pitch in: help out</p> <p>habitat: natural area where plants and animals live together</p> <p>responsibility: something you do because people depend on you</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers <p>On the whiteboard, write: What are different ways that people can help keep public places clean? Why is this important?</p>

<p>Opening 1 minute</p>	<p><i>Today we will read another section of Doing Your Part by Kelly Rodgers. The section we will read is called “Keep It Clean.” Then we will talk about other responsibilities we might have.</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features and details that help us figure out what the section is about. Then we’ll discuss what we’ve learned from this part of the book.</i></p>
<p>Text and Discussion 9 minutes page 16</p>	<p>Use the heading as a clue to the section’s topic. <i>The heading of this section is called “Keep It Clean.” The heading usually gives us an important clue about what the section is about. From reading this heading alone, what will this section be mostly about?</i></p> <p><i>This section heading doesn’t tell us exactly what the section is about. It’s hard to guess what “It” is!</i></p> <p><i>We’ll have to read more.</i></p>
<p>page 16</p>	<p>Check for understanding. <i>What are public places? Can you give an example?</i></p>
<p>page 16</p>	<p><i>Why is it important to keep public places clean and safe?</i></p>
<p>page 17</p>	<p><i>To pitch in means to help out. Think, Pair, Share. How can you pitch in to keep public spaces clean?</i></p> <p><i>When we pitch in to keep public spaces clean, we are taking responsibility to care for places that we share with others.</i></p>
<p>Key Discussion 9 minutes page 17</p>	<p><i>Let’s look closely at the photographs and captions now. These important text features give us more information.</i></p> <p><i>What do you see in the first photo?</i></p> <p><i>What do you see in the second?</i></p> <p><i>Let’s read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let’s read the text box called Helping Habitats.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, what are different ways that people can help keep public places clean? Why is this important?</i></p>

<p>Extension 5 minutes</p>	<p><i>We have just read about how we can help, or take responsibility for, keeping public spaces clean. Now, let's think about other responsibilities we can have.</i></p> <p><i>What's one way you can take responsibility in our classroom community?</i></p> <p><i>Let's list the important responsibilities in our classroom. Let's add anything that came up in today's reading and discussion.</i></p>
<p>Closing 1 minute</p>	<p><i>Today, we used text features to draw out key details about taking care of public spaces. We also thought about other ways that we can help by taking responsibilities in our classroom community.</i></p>
<p>Standards</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>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p>
<p>Ongoing assessment</p>	<p>Notice children's descriptions of how to keep public spaces clean. Note how children are able to connect this kind of responsibility to the community with their own responsibilities in the classroom community.</p>

Notes

