



WEEK 5 Day 5

Text Talk
Local Leaders (slides)
 Read 2 of 2
Building Strong Communities Chart

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> <p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Question	What are the qualities of a good leader?
Content Objectives	<p>I can use key details from a text to describe the qualities that make someone a good local leader. (R.4.1.a, Civics and Government 1, Civics and Government 2)</p> <p>I can describe connections among the information on our Weekly Question Charts. (R.6.1.a)</p>
Language Objective	I can clearly explain the good qualities of local leaders. (R.6.1.a)
Vocabulary	<p>decisions: choices</p> <p>collaborative: working well with other people</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Local Leaders slides ● projector and screen ● one copy of each of the unit texts, for reference ● markers ● Weekly Question charts from Weeks 1-5 <p>Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Responsibilities or Leadership (but do not write these on the chart). Before the lesson, post the charts so that they are all visible for the whole group.</p> <ul style="list-style-type: none"> ● chart paper <p>In the center of the paper, write the unit question: How do we build strong communities?</p> <p>Note: the number of boxes will be determined by the conversation with the children. There are six big ideas in the unit, and the boxes might or might not correspond to these. Plan for about 5-8 boxes on the chart.</p> <div data-bbox="522 905 1325 1570" data-label="Diagram"> </div>
<p>Opening 1 minute</p>	<p>Set a purpose for the lesson.</p> <p><i>Today we'll read Local Leaders again. We will consider what qualities make a good leader. Then we'll look at the ways some of our local leaders demonstrate those qualities.</i></p>

	<p><i>After we read Local Leaders again, we will take time to review our Weekly Question Charts and think about the big question of the unit: How do we build strong communities?</i></p>
<p>Text and Discussion 8 minutes</p> <p>slide 8</p>	<p><i>Good leaders make strong decisions, or choices. From what we read, what are some decisions that local leaders make?</i></p>
<p>slide 10</p>	<p><i>Good leaders are collaborative. They work together, like the people working on the Climate Resilience Solutions project.</i></p>
<p>slide 13</p>	<p><i>Good leaders use their leadership to give back to the community. This means that they help their communities succeed and grow. How do the leaders we have read about give back to their communities?</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Read the Weekly Question Chart. Quickly note 1-2 essential ideas.</p>
<p>Building Strong Communities Chart 8 minutes</p>	<p><i>We've been thinking about communities for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on the Building Strong Communities Chart. We are going to look at ideas that occur again and again on our Weekly Question Charts and see if they help answer the unit's overarching question: How do we build strong communities?</i></p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about what makes a good leader. That makes me think: Good leaders are essential, or very important, when building strong communities. I am going to write that sentence in a box on our chart.</i></p> <p>On the Building Strong Communities Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Building Strong Communities chart.</p> <p>This chart will be added to in Week 8.</p>

<p>Closing 1 minute</p>	<p><i>Today we read Local Leaders again, and we started collecting our ideas about the big question of the unit: How do we build strong communities?</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 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. 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>Ongoing assessment</p>	<p>Observe how children participate in partner and whole group discussions. Can they describe the qualities of good leaders and how local leaders demonstrate those? Can they synthesize their learning and find patterns in unit content?</p>

Notes