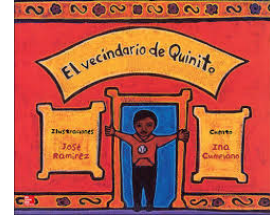


WEEK 6 Day 1



Text Talk
Quinito's Neighborhood
and School Nurses Interview (text and slides)

Big Idea	People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	What services do people provide and use?
Content Objectives	I can use key details from literature and informational texts to describe how service workers are resources for the community. (RL.1.1, RI.1.1, Social Studies 1.T4.3, 1.T4.6)
Language Objective	I can use vocabulary and language from texts to describe service work. (L.1.6)
Vocabulary	<p>benefit (v): to help; to impact in a positive way</p> <p>job: work for which a person is paid</p> <p>salary: regular payment for work, usually with a set total amount</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Quinito's Neighborhood</i>, José Ramírez ● School Nurses slides ● School Nurses Interview text, one for each child ● chart paper, 2 pieces <p>Prepare the Weekly Question Chart with the question: What services do people provide and use?</p> <p>Below the Weekly Question, write this question: How do service jobs benefit the community?</p>

<p>Opening 2 minutes</p>	<p><i>Today we will revisit a text we read in Unit 1, Quinito's Neighborhood by Ina Cumpiano. We'll also read an interview like the one you read during writing last week.</i></p> <p>Set a purpose for reading.</p> <p><i>This week we are exploring services that people provide for their communities. As we read Quinito's Neighborhood, we'll pay attention to the goods and services that Quinito's family and neighbors provide for each other through the different kinds of jobs they have.</i></p> <p><i>Then, we'll read interviews with some people who provide a very important service.</i></p> <p><i>In both texts, we'll see that people can be resources for their communities—they can benefit, or have a positive impact on, their communities.</i></p>
<p>Text and Discussion 14 minutes</p> <p>page 6</p>	<p><i>Making art like murals and dance is providing a type of service for a community! How do art and dance benefit a community?</i></p>
<p>page 14</p>	<p><i>I'm noticing that the neighbors' work is connected. What do I mean by that?</i></p>
<p>page 21</p>	<p>Think, Pair, Share.</p> <p><i>What service do teachers provide for the community?</i></p>
<p>School Nurses Interview text and slide</p> <p>slide 1</p>	<p>Distribute a copy of the School Nurses interview to each child.</p> <p>Show and read slide 1 to introduce the nurses.</p> <p><i>What does it mean that the school nurses get a salary?</i></p>
<p>question 2</p>	<p>Read question 2 and the responses, while children follow along.</p> <p><i>What kinds of work does a school nurse do?</i></p> <p><i>Did any of their work surprise you?</i></p>
<p>question 3</p>	<p>Read question 3 and the responses, while children follow along.</p> <p><i>How did Keilah and April become school nurses?</i></p>
<p>Key Discussion 5 minutes</p>	<p><i>If you could ask Keilah and April any additional questions, what would you ask them?</i></p>

	<p>Connect this discussion to the interview questions children have prepared during Writing lessons.</p> <p>Think, Pair, Share. <i>How do school nurses benefit the community?</i></p>
<p>Weekly Question Chart 3 minutes</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, What services do people provide and use? I've added another question below to help us think more deeply: How do service jobs benefit the community? We can record our ideas about school nurses here.</i></p> <p><i>In our two texts today, Quinito's Neighborhood and the School Nurses Interview, we learned about different kinds of service jobs. We learned that school nurses provide an important service to a school community by helping keep children, staff, and families healthy. In both texts, we learned that service jobs are interconnected. Let's add that to our chart. We also learned that school nurses help keep children and teachers healthy so that they can teach and learn. Let's add this idea to our chart, as well. We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll have a chance to read another interview with someone from the Boston area who provides a different important service.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RI.1.1. Ask and answer questions about key details in a text. L.1.6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. Economics 24. Give examples of services people do for each other.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <p>Are children able to use key details from text to describe specific service work? Are children able to follow the format of an interview and gather key details? How do children understand the concept of human resources?</p>

	What questions and inspiration do children share?
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Notes