

WEEK 6 Day 3



**Text Talk**  
**People In Our Neighborhoods** (slides), Read 2 of 2  
 and **Organization Director Interview** (text and slides)

<b>Big Idea</b>	People’s skills, knowledge, and talents are resources that contribute to the marketplace.
<b>Weekly Question</b>	What services do people provide and use?
<b>Content Objectives</b>	<p>I can use key details from the text to provide examples of services that people do for each other and to describe how people and services are connected. (RI.1.3, Economics 24)</p> <p>I can use key details from an interview to describe how an organization director can benefit the community and beyond. (RI.1.1, Economics 21)</p>
<b>Language Objective</b>	I can refer to key details when discussing a text. (SL.1.2)
<b>SEL Objectives</b>	<p>I can describe how the needs of a community help organizations make decisions. (DM 3.1)</p> <p>I can imagine ways I might someday contribute a service to my own community. (SA 4.3)</p>
<b>Vocabulary</b>	<p><b>director:</b> a person who is in charge of an activity or organization</p> <p><b>nonprofit:</b> not intended to make extra money, or profit</p> <p><b>access:</b> a way of being able to use or get something</p> <p><b>increase:</b> to make more of something</p> <p><b>reclaim:</b> to take back</p> <p><b>redistribute:</b> to give resources out in a different and more fair manner</p>

	<p><b>confidence:</b> a feeling of belief in oneself or in someone or something</p> <p><b>donate:</b> to give (food, money, time) to help a person or group</p> <p><b>society:</b> people living together in a community</p> <p><b>motivate:</b> to get other people excited about doing something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● People in Our Neighborhood slides</li> <li>● Elijah Evans slides</li> <li>● Elijah Evans Interview, one copy to read aloud</li> <li>● I Am Inspired sheets, one for each child</li> <li>● writing tools</li> <li>● Weekly Question Chart</li> </ul>
<b>Opening</b> 1 minute	<p><i>Today, we'll continue to meet some of the people who provide services with the "People in Our Neighborhoods" slides. We'll also read another interview.</i></p> <p>Set a purpose for reading the slides. <i>As we read "People in Our Neighborhood" we'll gather key details that help us explain the kinds of services people provide and how those people are connected.</i></p> <p><i>Then we'll read an interview with someone who may have a job that is new to us: a <b>director</b>, or leader, of a nonprofit organization. A <b>nonprofit organization</b> is an organization, or group, that uses its money to further a specific community benefit. We'll use key details from the interview to understand how and why someone named Elijah Evans wanted to do this work.</i></p>
<b>Text and Discussion</b> 15 minutes  People in Our Neighborhood  slides 8-13	<p>Read through slides 8-13, pausing for children to closely examine the photos. <i>These are just a few of the many services people provide in our city. What kinds of services are they? What kinds of services do people provide in Boston?</i></p> <p>As children name services, display the relevant slides.</p> <p>Think, Pair, Share. <i>Choose one person from the slides who interests you.</i></p> <p>Prompt 1: <i>How does that person's service benefit the community?</i></p> <p>Prompt 2: <i>What inspired you about the service work in the slide?</i></p>
Elijah Evans Interview	<p>Show the slide that follows the title slide, showing the first page of the interview text.</p>

<p>slide 1, question 1</p>	<p><i>As we read the interview with Elijah Evans, we'll consider why and how he became the director of the nonprofit organization Bikes Not Bombs. I'll read the whole interview aloud. You'll be able to read some sections with me on the slides.</i></p> <p>Read aloud question 1 and response.</p>
<p>slide 2, question 2</p>	<p>Read aloud question 2 and response. <i>Let's reread part of Elijah's response to the question about the service he provides. As I read, think about what Elijah means when he says his organization wants to "increase access to bicycles."</i></p> <p>Read the first sentence of slide 2. <i>What do you think it means to increase <b>access</b> to bicycles?</i></p> <p>Draw on and make connections to children's experience with the Unit 1 Book Access Project.</p> <p>Read the rest of the slide. <i>Here, Elijah explains what it means to reclaim bicycles. Can you explain it in your own words?</i></p>
<p>slide 3</p>	<p><i>Based on what we've learned so far from the interview, what do you think is happening in this photograph?</i></p>
<p>slide 4, questions 3-4</p>	<p>Read aloud questions 3 and 4 and the responses. <i>How did Elijah first get started with Bikes Not Bombs?</i></p> <p><i>Let's reread what he said about his first experience there as a teenager.</i></p> <p>Read aloud slide 4. <i>What does it mean that the experience gave him confidence?</i></p> <p><i>As we keep reading, pay attention to why Elijah keeps working with Bikes Not Bombs.</i></p>
<p>slide 5</p>	<p>Read aloud question 5 and the response. <i>This reminds me of one of the services that Chef Cheryl at Soleil Restaurant provides—bringing people together!</i></p> <p>Display slide 5 and read the text. <i>This is one of the programs at Bikes Not Bombs that helps bring people together.</i></p>
<p>slide 6, question 6</p>	<p>Read aloud question 6 and the response.</p> <p>Reread the text on slide 6.</p>

	<i>What does Elijah mean that the teen program challenges ideas about what kids can do?</i>
slide 7, questions 7-8	Read aloud questions 7 and 8 and the responses. <i>Now let's reread part of his response all together.</i> Invite children to chorally read slide 8. <i>What does Elijah think about this job?</i>
<b>Key Discussion and Activity</b> 8 minutes	Think, Pair, Share. <i>How does Elijah and Bikes Not Bombs benefit the community?</i> <i>Remember to use details from his interview to support your ideas.</i>  Distribute I Am Inspired sheets and writing and drawing tools. <i>Think first about this question, and then begin writing and drawing your response:</i> <i>Having met some people who provide services, what service are you inspired to provide someday?</i> Give children a few minutes to get started. Circulate as they work, prompting them to think about the many kinds of services that contribute to a community. <i>You can continue your writing and drawing about a service you are inspired to provide someday when you work at Studios.</i>
<b>Closing</b> 1 minute	Add ideas to the Weekly Question Chart.
<b>Standards (Boston)</b>	<b>RI.1.1.</b> Ask and answer questions about key details in a text. <b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>Economics 21.</b> 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. <b>Economics 24.</b> Give examples of services people do for each other. <b>SA 4.3.</b> Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence. <b>DM 3.1.</b> Consider ethical, safe and societal factors in making decisions.
<b>Ongoing assessment</b>	Listen to children's responses during whole group and partner conversation. Do children use key details from text to describe specific service work? Do children explain how and why Elijah became a nonprofit director?

	<p>How do children understand the concept of human resources? What questions or inspiration do children share? Review children’s writing. What have they gleaned about the contributions of service workers in the community? What personal interests do children reveal? How do they see themselves as contributors to a healthy community?</p>
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**Notes**

