



Text Talk
Doing Your Part
 pages 10-11, 18-20

Big Ideas	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</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	How can we create positive change in our communities?
Content Objectives	<p>By using words, images, and informational text features, I can describe how volunteering and recycling create positive change in the community. (R.4.1.a, R.8.1 b)</p> <p>I can describe a way that I can be a good citizen or member of my community. (Civics & Government 1)</p>
Language Objective	I can use the text to help me determine the meanings of words like recycle and reuse. (L.4.1.a)
Vocabulary	<p>volunteer: to offer a service for free</p> <p>soup kitchen: place where meals are given to people in need</p> <p>food bank: place where someone in need can get groceries</p> <p>recycle: take something no longer used and turn it into something new</p> <p>reusable: can be used again, maybe in a different way</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers ● <i>Doing Your Part</i> reading response sheet, one copy for each child

	<ul style="list-style-type: none"> ● drawing and writing tools <p>On the whiteboard, write: How does recycling or volunteering create positive change in the community?</p>
<p>Opening 1 minute</p>	<p><i>Today we will read two sections of Doing Your Part by Kelly Rodgers. We will read the section called Volunteer and the section called Recycling.</i></p> <p>Set a purpose for reading. <i>As we read today, we will describe how volunteering and recycling can create positive change in communities and beyond. At the end of our reading, we will discuss how each of us can contribute to our communities!</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 10, paragraphs only</p>	<p><i>What does it mean to volunteer?</i></p> <p><i>Let's list the reasons people volunteer.</i></p>
<p>pages 10-11 images, captions, and text boxes</p>	<p>Check for understanding of key vocabulary. <i>Based on the text, what is a soup kitchen? What's a connection with another text we have read that talks about soup kitchens?</i></p> <p><i>What is a food bank? What's a connection with another text we have read that mentions food banks?</i></p>
<p>page 13, paragraph 2</p>	<p><i>Think, Pair, Share. What are some positive outcomes of volunteering?</i></p>
<p>page 18</p>	<p><i>What is recycling? What are some things that can be recycled?</i></p> <p><i>What are ways to create less trash? What does reusable mean?</i></p>
<p>page 19</p>	<p><i>Let's continue to look carefully at page 19. Sometimes it is difficult to tell what information certain text features are giving. Let's read the pie chart, as well as the captions and text boxes.</i></p> <p><i>What is the pie chart showing us? Why is this important?</i></p> <p><i>What's something we could do to change the amount of trash that is produced in our country?</i></p>

<p>Key Discussion and Reading Response 10 minutes</p>	<p>Think, Pair, Share. <i>Choose either recycling or volunteering. How does recycling or volunteering create positive change in the community? Now, you are going to write about your choice. How does recycling (or volunteering) create positive change in the community? Draw, label, and write.</i></p>
<p>Closing 4 minutes</p>	<p>Bring the whole group back together. <i>Let's think about many of the selections we have read in Doing Your Part. Thinking about what we have learned throughout the book, what is one thing you can do to create positive change in your community? How would you go about doing this?</i></p> <p><i>Today we thought about different ways people can make change for the better in their communities. It is exciting to think about the kinds of things we can really do!</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. 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. L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase. 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>Listen in to children's conversations about recycling and volunteering. Are they understanding the concepts? How do they connecting recycling and volunteering to creating positive change in the community?</p> <p>Examine children's written responses. Are they able to articulate their thinking in pictures and words? What do children understand about the content presented in the text?</p>

<p>Notes</p>



Name: _____ Date: _____

How does recycling or volunteering create positive change in the community? Choose one to draw and write about.


