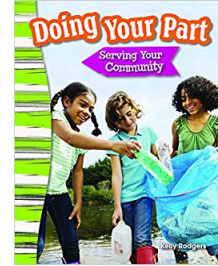


Unit 1: Building Strong Communities

WEEK 7 Day 5



Text Talk
Doing Your Part
 pages 12-15

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>
Weekly Question	How can we create positive change in our communities?
Content Objectives	<p>By using words, images, and informational text features, I can identify the main topic and key details in a text about helping in the community. (R.5.1.b, 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 ask questions I am having about donating and how it helps communities. (SL.1.1.c)
Vocabulary	<p>charity: giving something to someone who needs it</p> <p>donate: to give something</p> <p>natural disaster: hurricane, storm, tornado, flood, etc.</p> <p>relief: help given to those in need</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: How does donating create positive change in the community?</p> <p>Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>

Text Talk U1 W7 D5

<p>Opening 1 minute</p>	<p><i>Today we will read another section of Doing Your Part by Kelly Rodgers. We will read the section called Donate.</i></p> <p>Set a purpose for reading. <i>As we read today, we will try to determine what this section is about and how donating might create positive change in communities.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 12, paragraph only</p>	<p><i>When might people need help?</i></p>
<p>page 13, paragraphs 1 and 2</p>	<p>Check for understanding of key vocabulary. <i>Based on the text, what are charities?</i></p> <p><i>What kinds of things can people donate, or give, to charities?</i></p>
<p>page 13, paragraph 2</p>	<p><i>Think, Pair, Share. What are some positive outcomes of donating?</i></p>
<p>pages 12-13</p>	<p><i>Let's look closely at the photographs, captions, and text boxes. What additional information do we learn about donating and charities?</i></p> <p><i>So far, what is this section mostly about?</i></p>
<p>page 14</p>	<p><i>Let's continue reading to think about other ways to donate.</i></p> <p>Check for understanding of key vocabulary. <i>What is an example of a natural disaster? What is a relief group?</i></p> <p>Analyze the text. <i>Why is it difficult to help when a natural disaster occurs?</i></p> <p><i>What can you do? How is this kind of donating different than donating cans for a food drive, for example?</i></p>
<p>page 15</p>	<p><i>Let's look at the text boxes here. What was Hurricane Sandy?</i></p> <p><i>What is the Red Cross?</i></p> <p><i>Think, Pair, Share. What are ways you can donate or volunteer when a natural disaster occurs?</i></p>
<p>Key Discussion 6 minutes</p>	<p><i>What was this section called Donate mostly about? Let's address any questions you are still having about donating.</i></p>

	<p>Elicit a few questions and have the group try to respond.</p> <p>Think, Pair, Share. <i>How does donating create positive change in communities?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned about donating. It is great to think that we could actually make a difference by donating things available to us!</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have continued thinking about this question: How can we create positive change in our communities?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: making positive change through art, helping the environment, etc.</p> <p>Save this chart for use in Week 8.</p>
<p>Standards</p>	<p>R.5.1.b Retell key details of texts, including the main topic. 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. SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion. 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>Note how children are unpacking the text. Check in particular to see if they have relevant questions and can elicit support from the group. Notice contributions to whole group and partner discussions. <i>How do children describe donating and its impact on communities?</i></p>

Notes



Text Talk U1 W7 D5