



Text Talk
Quinito's Neighborhood
 Read 1 of 2

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>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objectives	<p>Using key details, I can describe connections between places and people in Quinito's neighborhood. (R.4.1.a)</p> <p>I can describe different roles and responsibilities people have in a neighborhood community. (Civics & Government 1, Civics & Government 2)</p>
Language Objective	I can use context to determine meanings of words or phrases in English and Spanish. (L.4.1.a)
Vocabulary	<p>muralist: a painter who makes large scale art on walls</p> <p>neighborhood community: a space bounded by a geographical area where people share space and ideas</p> <p>role: job or part you play</p> <p>responsibility: duty</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Quinito's Neighborhood</i>, Ina Cumpiano <p>On the whiteboard, write:</p> <p>What are some instances in which places and people are connected in Quinito's neighborhood?</p> <p>What different roles and responsibilities do people in a neighborhood community have?</p>

<p>Opening 2 minutes</p>	<p><i>Today we will read Quinito’s Neighborhood/El Vecindario de Quinito by Ina Cumpiano. This story is written in a combination of Spanish and English. This makes me think that both languages are important to the author. Thumbs up if you have read a book before with two languages. Why was this important?</i></p> <p>Elicit 2-3 responses.</p> <p>Set a purpose for reading. <i>As we read today, we will identify key details from the text that tell us about the different family roles and the different job roles people play in Quinito’s neighborhood. We will think about how the people are connected in Quinito’s neighborhood. Then, we will discuss more generally the roles and responsibilities members of a neighborhood community have.</i></p>
<p>Text and Discussion 12 minutes page 3</p>	<p>Check for understanding of key details. <i>Who are mami and papi?</i></p> <p><i>Yes—they are members of Quinito’s family. They also have important jobs.</i></p>
<p>page 5</p>	<p><i>I am noticing that Abuela and Abuelo are connected in more than one way. They are members of a family. Their work also brings them together. How does their work bring them together?</i></p> <p>Elicit a few responses.</p>
<p>page 6-7</p>	<p><i>A muralist is someone who paints large pictures on a wall. Why is the job of a muralist important in a community?</i></p>
<p>page 10-11</p>	<p><i>The details in the book tell me about different family relationships. Let’s list some of the family relationships we are noticing.</i></p> <p>Make a list on the board with the group.</p> <p>Finish reading the book.</p>
<p>Key Discussion 10 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Guillermo, Isabel, and Doña Estrella are all connected. Guillermo is marrying Isabel. That is a family connection. Doña Estrella is connected to them because she is making Isabel’s dress. That is a connection because Isabel is buying goods from Doña Estrella. What are some other instances in which places and people are connected in Quinito’s neighborhood? Describe those connections.</i></p> <p>Prompt 2:</p>

	<i>Based on the book and what we have learned so far in this unit, what different roles and responsibilities do people in a neighborhood community have? Why are these roles important?</i>
Closing 1 minute	<i>Today we read Quinto’s Neighborhood in order to describe how the people and places in the neighborhood are connected. Then we discussed roles and responsibilities in neighborhood communities in general. Tomorrow, we’ll think about the roles and people in communities we belong to.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>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>
Ongoing assessment	<p>Listen to children’s responses during whole group time and Think, Pair and Share.</p> <p>Are children able to tell key details in the book and describe how people and places are connected?</p> <p>Are children able to articulate important roles and jobs in the neighborhood community and why these are important?</p>

Notes



Text Talk U1 W3 D2