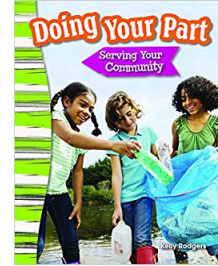


Unit 1: Building Strong Communities

WEEK 3 Day 5



Text Talk
Doing Your Part
pages 20-23

Big Ideas	People belong to communities. Everyone has a role. People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objective	I can answer questions about text features and key details in order to explain why caring for others is important. (R.4.1.a, R.8.1 b)
Language Objective	In partners and in the whole group, I can explain what it means to be part of a community where individuals have responsibilities. (Civics & Government 1, SL.1.1)
Vocabulary	elderly: older members of the community lonely: not having anyone with you and wishing you did; feeling all alone the past: a long time ago protection: keeping others safe needs: urgent wishes wild: in a natural habitat, not domesticated survive: keep living shelter: places that provide food and protection for people or animals that need help donate: give adopt: give a home and care to

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers • classroom agreements <p>On the whiteboard, write: What are different ways that people can care for the elderly and pets? Why is this important?</p> <p>Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read another section of <i>Doing Your Part</i> by Kelly Rodgers. The section we will read is called “Care for Others.”</i></p> <p>Set a purpose for reading. <i>As we read today, we will use important text features and details to help us explain different ways of caring for others and why that matters.</i></p>
<p>Text and Discussion 10 minutes pages 20-21</p>	<p>Use the heading as a clue to the section’s topic. <i>The heading of this section is called “Care for Others.” The heading usually gives us an important clue about what the section is about. From reading this heading alone, and using what we know, what will this section be mostly about?</i></p> <p><i>This section heading doesn’t tell us exactly what the section is about because it’s hard to guess who “Others” are.</i></p> <p><i>We’ll have to read more.</i></p>
<p>page 21, paragraph 1</p>	<p>Check for understanding. <i>Who are the elderly? Why might they need help?</i></p>
<p>page 21, paragraph 2</p>	<p><i>Lonely means feeling all alone. Thumbs up if you ever feel lonely.</i></p> <p><i>The past refers to a long time ago. Why is it helpful to learn about the past?</i></p>
<p>pages 20-21</p>	<p><i>Let’s look closely at the photographs and read the captions on these pages. What do you notice?</i></p> <p><i>I am remembering CJ in Last Stop on Market Street and thinking about how he affected others and was affected by others on the bus and at the soup kitchen.</i></p> <p><i>Think, Pair, Share. Based on the text, how can we make positive change by visiting the elderly?</i></p>

<p>page 22, paragraph 1</p>	<p>Protection is keeping others safe. Survive means to keep living.</p> <p>Check for understanding. <i>What do we learn about pets here? What kind of help do they need?</i></p>
<p>page 22, paragraph 2</p>	<p>Check for understanding. <i>What can you do at an animal shelter?</i></p>
<p>Key Discussion 8 minutes</p> <p>page 22-23</p>	<p><i>Let’s look closely at the photographs and captions now. These important text features give us more information.</i></p> <p><i>What do you see in the first photo?</i></p> <p><i>What do you see in the second?</i></p> <p><i>Let’s read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let’s read the text box called Animal Rights.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, what are different ways that people can care for the elderly and pets? Why is this important?</i></p>
<p>Closing 1 minute</p>	<p><i>We have just read about how we can help others like the elderly and pets.</i></p> <p><i>How do we help each other in our classroom?</i></p> <p>Refer to the classroom agreements and make connections.</p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What roles and responsibilities do we have 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: caring, communities we are in, doing things for others, etc.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>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.</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>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	Notice children’s descriptions of how to help the elderly and pets. Note how children are able to connect this kind of responsibility to the community with their own classroom agreements.

Notes