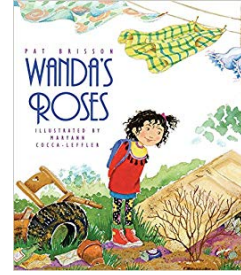


Unit 1: Building Strong Communities

WEEK 8 Day 2



Text Talk
Wanda's Roses
 Read 2 of 2

Big Ideas	<p>Caring for each other builds community.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Question	What is a community?
Content Objective	I can use the illustrations and words in the story to describe the main character, Wanda, as a member of her community. (R.6.1.a, R.11.1.a, R.11.1.b, Civics & Government 1)
Language Objective	<p>I can listen to and speak with my classmates with care. (SL.1.1.a)</p> <p>I can build on the comments of others. (SL.1.1.b)</p>
SEL Objective (Boston)	I can relate to how the character is motivated to overcome obstacles and become a positive member of the community. (SM 2.1)
Vocabulary	<p>lot: empty area of land</p> <p>thorny: covered in thorns, prickly</p> <p>bloom: become a full flower</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wanda's Roses</i>, Pat Brisson ● Sentence Frames for Discussion, Parts 1 and 2, from Week 6, Day 2 and Week 7, Day 3 <p>Decide whether to post all of the Sentence Frames for Discussion or a subset of these based on the strengths and needs of the class.</p>

	<p>On the whiteboard, write:</p> <p>How does Wanda help her community?</p> <p>How can you contribute to your community in inspiring and positive ways?</p>
<p>Opening 1 minute</p>	<p><i>Today we will read Wanda’s Roses, by Pat Brisson, again.</i></p> <p>Set a purpose for reading. <i>As we read today, let’s use the illustrations and words to help us describe Wanda and how she contributes to her community.</i></p>
<p>Text and Discussion 13 minutes</p> <p>page 8</p>	<p><i>Let’s read this page closely and look carefully at the illustrations. What is Wanda doing? How do you think she feels while she is doing it?</i></p> <p><i>Think, Pair, Share. How is what Wanda is doing contributing to the community?</i></p>
<p>pages 11-12</p>	<p><i>How is the lot changing because of Wanda’s work? What details do you notice in the illustrations and words to make you say that?</i></p> <p>Elicit a few responses.</p>
<p>pages 13-15</p>	<p>Read the pages, then return to linger on the illustrations on pages 13, 14, and 15.</p> <p><i>What do you notice in the illustrations?</i></p> <p><i>From the illustrations, what can you tell about Wanda and her neighbors? Why is this important?</i></p> <p>Elicit a few responses.</p>
<p>pages 18-19</p>	<p><i>What does Wanda do that is surprising? How does her action contribute positively to her neighborhood?</i></p>
<p>pages 22-23</p>	<p><i>Look at the illustrations and think carefully about the words. What ways do you notice the neighbors coming together as a community? What was Wanda’s role in making this happen?</i></p>
<p>Key Discussion 10 minutes</p>	<p>Clarify illustrations and words, paging through the book slowly. <i>What kind of person is Wanda? What details from the text tell you that?</i></p> <p>Think, Pair, Share. <i>How does Wanda help her community?</i></p> <p>Next, arrange the class in such a way that they can have a group discussion, directing their comments to their classmates. The class will discuss a key question as a whole group, using the Sentence Frames for Discussion.</p>

	<p>Before the lesson, decide whether to post all sentence frames or use a subset of these.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here.</i></p> <p>Read the chosen prompts.</p> <p><i>Our question for this discussion is: How can you contribute to your community in inspiring and positive ways?</i></p> <p>Engage the class in a group discussion. Take notes about how children are responding using the sentence frames.</p>
<p>Closing 1 minute</p>	<p><i>Wanda’s Roses gave us one example of the ways that people come together to inspire and support each other in a community.</i></p>
<p>Standards</p>	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>R.11.1.b Compare and contrast the experiences of characters in various texts.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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>(Boston) SEL SM 2.1. Motivate oneself to overcome obstacles and achieve personal and academic goals.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share. Take notes during the final discussion.</p> <p>How do children describe the main character, Wanda?</p> <p>How do children explain the ways people can contribute positively to their community?</p>

<p>Notes</p>

