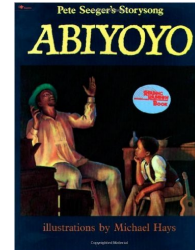


Unit 1: Our Community

WEEK 1 Day 1



Read Aloud
Abiyoyo
 Read 1 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objective	I can identify the characters in a story. (R.6.K.a, R.6.K.b)
Language Objective	I can follow the agreed-upon routines for discussions, including sharing my thinking and listening to my classmates with care. (SL.1.K.b)
Vocabulary	<p>disappear: to go completely away, to become unable to be seen</p> <p>trick: a joke, or something that makes people believe something that is not true</p> <p>believe: to think that something is true</p> <p>foolish: silly</p> <p>community: a group of people who live, work, or do things together</p> <p>characters: the people or animals that the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Once upon a time”. ● <i>Abiyoyo</i> vocabulary cards <p>Prepare to address stereotypes depicted in the illustrations. The “town” in the book is made up of a seemingly multicultural group of people. Explain</p>

	<p>that the town is not based on a real place or a real time period, and that characters in the story dress in ways that represent many time periods, places, and groups of people. As children make observations about the ways the characters appear, guide them towards an understanding that not all people with a given skin tone dress in the ways depicted in the illustrations.</p>
<p>Opening 2 minutes</p>	<p><i>This year we are going to learn about different topics and read a lot of books together! This time in the day is called Read Aloud. During Read Aloud we will read a text together and talk together about what we are reading and learning.</i></p> <p>Introduce the text. <i>This week we are reading a story of fiction called Abiyoyo [point to the title]. Pete Seeger is the author—he wrote the book. He borrowed the ideas for this story from a South African folktale. Michael Hays illustrated this book, which means he created the pictures.</i></p> <p>Set a purpose for reading. <i>Our first unit this year is called Our Community. A community is a group of people who live, work, or do things together. The characters in Abiyoyo are part of a community. Today when we read, we will identify the important characters in the story. Characters are the people or animals in the story.</i></p> <p>Establish a whole group conversation routine for Read Alouds. <i>When we work and talk together in our classroom community this year, we will need to make sure that we can hear everyone’s ideas. One way that we can do that is to take turns when we talk. In our classroom, you can raise your hand to signal that you have an idea to share. I am going to ask some questions while I am reading today. You will have time to think, and then you can raise your hand if you have a response that you would like to share with the class.</i></p> <p>Raising hands is just one example of a way to signal having something to say in a whole group discussion. Select and teach the particular routine that will be used during whole group discussions.</p>
<p>Text and Discussion 12 minutes</p> <p>page 2</p>	<p><i>Disappear means to go away. See how the illustration shows that the card disappeared?</i></p> <p><i>On this page, I see the boy playing his ukulele, the father making cards disappear, and three other grown-ups who live in the town. I’m thinking that the townspeople might not like the ukulele because</i></p>

	<i>I see one character covering her ears [point to the illustration] and another character pointing to the door [point to the illustration].</i>
page 4	<i>The father played tricks on people—that’s not nice! He played jokes on them!</i>
page 10	<i>Who are the people in this illustration?</i> <i>Why are the community members asking the boy and his father to leave?</i> Harvest a few responses. <i>We’ll think more about this as we continue to read this story.</i>
page 16	<i>Wow! Who is this new character?</i> <i>This is a giant named Abiyoyo! A giant is a made up creature. As we can see in the illustration, giants are really, really big.</i>
page 40	Refer to the illustration. <i>What do you see happening in this picture?</i> <i>Why do you think the community is doing that?</i> Harvest a few responses while pointing to the image of the townspeople lifting the boy and the father on their shoulders.
Key Discussion 6 minutes	Remind children of the expectation for signaling a turn in whole group conversations. As children share ideas, highlight actions that show active listening to peers’ ideas, such as looking at the speaker, nodding, etc. <i>Who are the important characters in this story?</i> Harvest several responses. As children speak, turn back to illustrations that support their responses. <i>If you have not volunteered to share your ideas yet, think about whether you might be ready to share for the next question.</i> <i>What did we learn about the boy, the father, and Abiyoyo?</i> Harvest several responses. Turn back to illustrations that support children’s ideas. (Note that the same question will be asked on Day 2; thus, allow for children’s developing understanding. For example, children may say that the boy and father are able to do magic or are brave, but may not yet make connections to caring for the community.)
Closing 1 minute	<i>Tomorrow we will read this story again so that we can learn about and describe the boy and his father even more.</i>
Standards	R.6.K.a With prompting and support, identify characters settings and major events in a story.

	<p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
Ongoing assessment	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children identify the characters?</p> <p>How do children use the text to support their ideas in discussion?</p> <p>How do children participate in group discussion routines?</p>

Notes