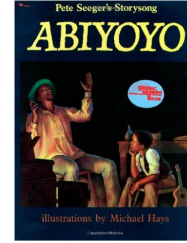


Unit 1: Our Community

WEEK 1 Day 2



Read Aloud
Abiyoyo
 Read 2 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 act out <i>Abiyoyo</i> in order to describe the characters. (R.6.K.a, R.6.K.b)
Language Objective	I can demonstrate the meaning of words from the story by acting them out. (L.5.K.d)
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 ● <i>Abiyoyo</i> vocabulary cards
Opening 1 minute	<p>Introduce the text.</p> <p><i>Yesterday we read the story Abiyoyo and identified the important characters in the story. On the cover we can see the boy and his father who saved their community from the giant, Abiyoyo.</i></p> <p>Set a purpose for reading.</p>

Read Aloud U1 W1 D2

	<p><i>Today, we're going to act out this story to better understand the characters to describe them.</i></p> <p><i>Remember, the people in a story are the ____ [have students chime in "characters"]. The characters live and do things together, so they are all members of a community.</i></p>
<p>Text and Discussion 12 minutes page 2</p>	<p>Gather children in a circle to allow for story acting in the center of the circle. Invite children on stage (the center of the circle) to play parts as characters are introduced throughout the book. On this page, invite children to play the parts of the boy, the father, and community members (3-5).</p> <p><i>Let's act out the story of Abiyoyo! When we act something out we pretend to be the characters in the story.</i></p>
<p>page 4</p>	<p>Invite a couple of children to be actors, dramatizing the scene to show the meaning of the word disappear.</p> <p><i>How can you show that the glass disappeared? Does anyone have any advice for our actors?</i></p> <p>Invite children to dramatize the characters' feelings.</p> <p><i>How might the community members' faces look when the father plays tricks on them? What feeling is that? What other feelings can our actors show?</i></p>
<p>page 10</p>	<p><i>How might the boy and his father be feeling here? How can our actors show this feeling?</i></p>
<p>page 14</p>	<p>Invite one child to act out Abiyoyo. Invite the rest of the children to act out the moment of seeing the shadow of Abiyoyo on the horizon.</p>
<p>page 15</p>	<p>Invite several children to act as the community members, showing their reaction to Abiyoyo.</p>
<p>page 19</p>	<p><i>It's important in our class community to take turns. Thank you, ____ and ____, for helping us act out the beginning of the story!</i></p> <p>Select two different children to be the boy and the father. Set a precedent of choosing at least one child who is not a boy to communicate that, in acting, people can be anyone.</p>
<p>page 24</p>	<p><i>How are the boy and his father feeling here? How can our actors show that they are brave?</i></p>
<p>page 25</p>	<p><i>How should our Abiyoyo actor make her body look? How can she show a foolish grin?</i></p>

	Continue to act out the rest of the story in this way.
Key Discussion 6 minutes	<p>Invite all the children to sit down for a whole group discussion. Remind them of routines for whole group discussion.</p> <p><i>How does the community feel about the boy and his father at the end of the story?</i></p> <p>Harvest children’s ideas and refer them to the text and illustrations for support.</p> <p><i>What more have we learned about the boy, the father, and Abiyoyo after acting out the story today?</i></p>
Closing 1 minute	<i>Today you acted out the story of Abiyoyo. We will use this strategy to help us understand more stories this year!</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <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>L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Ongoing assessment	<p>Observe children’s participation during story acting and listen to children’s responses during the whole group conversation.</p> <p>How do children describe the characters?</p> <p>Do children demonstrate comprehension of the characters and events through acting?</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