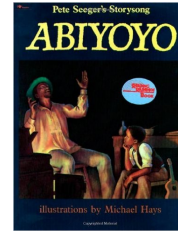


Unit 1: Our Community

WEEK 1 Day 3



Read Aloud
Abiyoyo
 Read 3 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 Objectives	I can use key details to retell the major events of the story. (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b) I can explain how the characters in the story show kindness toward their community (Civics and Government 3).
Language Objective	I can use details from the text to answer questions about a story in a group discussion. (SL.1.K.b, SL.2.K.a)
Vocabulary	disappear: to go completely away, to become unable to be seen trick: a joke, or something that makes people believe something that is not true believe: to think that something is true foolish: silly community: a group of people who live, work, or do things together characters: the people or animals that the story is about
Materials and Preparation	Preview the song that appears at the end of the book, “Abiyoyo” . The song is the first track of the linked recording, and precedes Pete Seeger’s telling of the story. <ul style="list-style-type: none"> • <i>Abiyoyo</i>, Pete Seeger

Read Aloud U1 W1 D3

- *Abiyoyo* vocabulary cards
 - chart paper and markers
- Prepare the following Story Elements chart with “Characters” and “Setting” filled in.

Story Elements	
<i>Abiyoyo</i> by Pete Seeger	
Orientation:	
<u>Characters</u> <i>boy</i> <i>father</i> <i>Abiyoyo</i> <i>community members</i>	<u>Setting</u> <i>the town</i> <i>outside of the town</i> <i>over several days</i>
Sequence of Events:	
Problem	Resolution
Message:	

Opening
1 minute

Introduce the text.
*Yesterday we acted out the story Abiyoyo and described the characters. Here we have a chart that shows the **elements**, or parts, of stories.*

*I’ve written down the names of the important characters and the setting. The **setting** is where and when the story takes place. Let’s read what I’ve written on the chart together.*

Invite children to echo read the character names and the setting.

Set a purpose for reading.
Stories not only have characters and settings, they have a sequence of events. The events happen in an order and often include a problem and a resolution. The resolution is how the problem gets resolved, or worked out. Today, we’re going to retell the story of Abiyoyo, and we’ll be sure to include the problem and the resolution in our retelling.

	<i>As we are reading, when you think we have come to the story's problem, put your finger on your nose!</i>
Text and Discussion 10 minutes page 10	<p>Read the beginning of the text with minimal stops.</p> <p><i>I saw some friends put their fingers on their noses. What is a problem that has happened so far?</i></p> <p>Harvest children's ideas. [The father played tricks and so the community did not want them there; the boy and father were sent out of the community.]</p> <p><i>These are problems the boy and his father are facing. However, there is an even bigger problem that the whole community is about to face. Let's keep reading!</i></p>
page 18	<p><i>I see fingers on noses again! What is the problem?</i></p> <p>Harvest children's ideas. [Abiyoyo is coming and is eating the farm animals; the people in the community are scared of the giant, Abiyoyo.]</p> <p><i>Yes! Abiyoyo coming is a big problem for the community. Let's keep reading to remember how the problem is resolved.</i></p>
page 22	<p><i>I notice that instead of running away from Abiyoyo, the father and the boy are going towards Abiyoyo to be problem solvers!</i></p> <p>Read to the next stopping point without pausing. Children may chime in during the Abiyoyo song.</p>
page 38	<p><i>How was the problem resolved?</i> [The boy and the father used their magic for good; the boy and his father were brave and tricked Abiyoyo by singing.]</p> <p>Harvest a few responses.</p> <p>Read to the end of the text.</p>
Key Discussion and Activity 8 minutes	<p>In a whole group discussion, invite children to retell the problem and resolution. Especially elicit responses from children who did not speak during the reading. As children share the resolution, extend the discussion by asking,</p> <p><i>How did the boy and his father show kindness for their community?</i></p> <p>Harvest several ideas and record a synthesis of children's ideas on the chart.</p> <p>Leave the "Message" part of the chart for the Day 5 lesson.</p>
Closing 1 minute	<i>Tomorrow we will think about how the boy his father changed in this story. There is so much to think and talk about with just one story!</i>

<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</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> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children identify and describe story elements?</p> <p>How do children describe the problem and resolution?</p> <p>How do children participate in group discussion routines?</p>

Notes