



**Read Aloud**  
***Abiyoyo***  
 Read 4 of 5

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?  |
| <b>Guiding Questions</b>         | Who and what makes a community?<br>Why is collaboration and working together important?   |
| <b>Content Objective</b>         | I can use the illustrations and text to describe how the main characters change over the course of the story (R.6.K.a, R.6.K.b, R.4.K, R.11.K.a, R.11.K.c ).  |
| <b>Language Objective</b>        | I can use details from the text to answer questions about a story in a group discussion. (SL.1.K.a, SL.2.K.a)   |
| <b>Vocabulary</b>                | <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>trick:</b> a joke, or something that makes people believe something that is not true</p> <p><b>believe:</b> to think that something is true</p> <p><b>foolish:</b> silly</p> <p><b>community:</b> a group of people who live, work, or do things together</p> <p><b>characters:</b> the people or animals that the story is about</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Abiyoyo</i>, Pete Seeger</li> <li>● <i>Abiyoyo</i> vocabulary cards</li> <li>● Story Elements chart, from Day 3</li> </ul> <p>On the whiteboard write:<br/>How did the boy and his father change over the course of the story?</p>  |

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|  | <p>If needed, listen again to the song that appears at the end of the book, <a href="#">“Abiyoyo”</a>. The song is the first track of the linked recording, and precedes Pete Seeger’s telling of the story.</p>   |
| <p><b>Opening</b></p>  | <p>Review the text.<br/> <i>We’ve been reading Abiyoyo this week, and we’ve written some of the story elements on our chart.</i></p> <p>Set a purpose for the lesson.<br/> <i>Today, we’ll use both the words and the illustrations to answer the question on the whiteboard: How did the boy and his father change over the course of the story?</i></p> <p><i>We’ll zoom in on important events at the beginning, middle, and end of the story in order to answer this question.</i></p> <p>Plan to revisit only the select pages for this lesson, rather than reread the entire text. Allow time for children to view the illustrations closely on each of these pages.</p> |
| <p><b>Text and Discussion</b><br/> 10 minutes<br/> pages 3 and 4</p> | <p>Read the pages and show the illustration.<br/> <i>How are the father’s actions making his community feel? Look closely at the illustration to learn how the community is reacting to his tricks.</i></p> <p>Harvest children’s responses.</p>   |
| <p>pages 7 and 8</p>   | <p>Read the pages and show the illustration.<br/> <i>How are the father’s actions making his community feel here? Again, look closely at the illustration to learn how the community is reacting to his tricks.</i></p> <p>Elicit responses from children who did not respond to the earlier question.</p>   |
| <p>pages 9-18</p>  | <p>Turning through these pages, engage children in a picture walk to revisit the events of the story, without reading the text.</p>  |
| <p>pages 19-20</p>   | <p>Read the pages and show the illustration.<br/> <i>Based on the father’s words, we know he is thinking about how to help his community.</i></p> <p><i>Look closely at the illustration of the boy. What does it show?</i></p> <p>Harvest a few responses. Highlight the phrase, “the boy is also thinking of how to be helpful.”</p>   |
| <p>pages 25-37</p>   | <p>Read the pages without stopping. Invite children to chime in during the Abiyoyo song.</p>   |
| <p>page 38</p>   | <p><i>How are the boy and his father using their music and magic now?</i></p>  |

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|  | <p><i>How is this different than how they used their music and magic at the beginning of the story?</i></p> <p>Harvest several responses.</p>   |
| <p><b>Key Discussion</b><br/>8 minutes</p> | <p>Invite children to participate in a whole group discussion, reminding them about established expectations for active and respectful listening.</p> <p><i>How did the boy and his father change over the course of the story?</i></p> <p>Harvest several responses.</p> <p><i>The boy and his father used their kind hearts, magic, and music to solve a problem and help their community!</i></p> <p><i>When is a time when you solved a problem in order to help your community? How did you do it? You might think about your community as your family, or as the place where you live, or a school community.</i></p> <p>Facilitate a discussion. This discussion might be referred to and extended during the morning meeting.</p>   |
| <p><b>Closing</b></p>                      | <p><i>In many stories we read this year in K2 we'll see how characters change over the course of the story. You too, will grow and change during your year in K2!</i></p>   |
| <p><b>Standards</b></p>                    | <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.a</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><b>SL.2.K.a</b> 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><b>Ongoing assessment</b></p>           | <p>Listen to children’s responses during the whole group conversation.</p> <p>Do children describe the characters at key events?</p> <p>Do children describe how the characters changed?</p> <p>Do children identify a time in their own lives when they overcame an obstacle?</p>  |

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|  | How do children participate in group discussion routines? |
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**Notes**

Large empty rectangular box for taking notes.