

Unit 1: Our Community

WEEK 2 Day 4



**Read Aloud**  
**“Towns in Maine” slides**  
Read 1 of 2

<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 Question</b>	Who and what makes a community?
<b>Content Objectives</b>	I can use key details from illustrations and words to ask and answer questions about an informational text. (R.4.K, R.11.K.a, R.11.K.c)  I can name the neighborhood I live in, as well as some places in my neighborhood where people live, work, or play together. (Geography 2)
<b>Language Objective</b>	I can ask questions about our town/neighborhood and seek additional information. (SL.1.K.c, SL.2.K.b)
<b>Vocabulary</b>	<b>neighborhood:</b> an area of a town or city <b>gather:</b> to come together <b>informational text:</b> text that provides facts, teaches about a topic
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● teacher created “Towns in Maine” slides</li><li>● projector and screen</li></ul> <p>Using the provided template, create slides that are relevant to your children. Include images and text highlighting specific places that are important to the communities represented in the classroom.</p>
<b>Opening</b> 2 minutes	Introduce the text. <i>When we read Abuela, we learned about some of the important people and places in Rosalba’s community. Even though it’s a story</i>

	<p><i>of fiction—it’s an imagined story—, it takes place in a real place, New York City.</i></p> <p><i>We don’t live in New York City; we live in a different place. What is our city called?</i></p> <p><i>_____ includes many different places where people live and work, and these different areas are called towns or <b>neighborhoods</b>. Our school is in the neighborhood/town of _____.</i></p> <p>Set a purpose for the read.</p> <p><i>Today, we’re going to read an informational text. <b>Informational text</b> includes facts and teaches us about a topic. Instead of a book, today’s text is a set of slides with photographs and words. The title is “Towns in Maine”</i></p> <p><i>As we read the slides, we will notice different community places, and we will share our questions about them.</i></p> <p>While reading the slides, remind children that there are only a few images and words to describe each neighborhood. Discourage generalizations about neighborhoods based on the information in each slide.</p>
<p><b>Text and Discussion</b></p>	<p>Display the slides and read the accompanying text. The following are a few prompts that may guide discussion:</p> <p><i>We learn from this slide that this building is _____. I wonder what people do in these _____.</i></p> <p><i>As we keep reading, you will gather new information and share your questions.</i></p> <p><i>What do you notice?</i></p> <p><i>What do you wonder?</i></p> <p><i>What kinds of community places do you see in this neighborhood of _____?</i></p> <p><i>What else do you see?</i></p> <p><i>What do you wonder?</i></p> <p>Model noticing key details.  <i>I notice a _____.</i></p>

	<i>The text tells us that people <b>gather</b> at _____. When people gather, they come together as a community to do something.</i>
<b>Key Discussion</b> 5 minutes	<p>Gather children in a circle for a whole group discussion. Select the slide that shows the neighborhood where the school is located. <i>What is familiar in these words and photographs?</i></p> <p><i>What do you think is missing from the text about our school’s neighborhood/town? What are some other important places in our neighborhood/town where people play, work, get what they need, or live?</i></p> <p>Harvest several responses.</p>
<b>Closing</b> 1 minute	<i>Today we used an informational text to learn about our town. We noticed that the text did not say everything we know about our community. Tomorrow you will have a chance to draw and write to show places that you think are important in your community.</i>
<b>Standards</b>	<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.c</b> Continue a conversation through multiple exchanges.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>Geography 2</b> Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <p>Do children use details from photographs and words to make noticings and wonderings?</p> <p>Do children use question words to form questions?</p> <p>How do children engage in Think, Pair, Share?</p> <p>How do children understand the concept of a neighborhood? How are their understandings of “community” developing?</p>

**Notes**

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