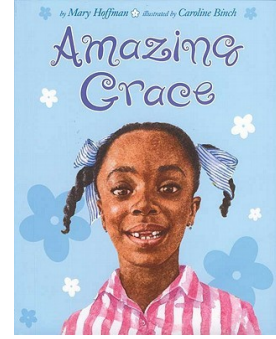


Unit 1: Our Community

WEEK 3 Day 3



Read Aloud
Amazing Grace, Read 1 of 3

Big Ideas	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 Question	How do we develop fairness, inclusivity and friendship in our community?
Content Objectives	I can use the illustrations and text to ask and answer questions about the main characters in the story. (R.4.K, R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
Language Objective	I can raise my hand and participate during read aloud to answer questions about key details (SL.2.K.a)
Vocabulary	amazing: very good, or wonderful fantastic: wonderful, excellent, great adventure: doing something new or interesting, like going to a new place
Materials and Preparation	<ul style="list-style-type: none">● <i>Amazing Grace</i> by Mary Hoffman● Pre-mark page numbers in the book to correspond with Read Aloud lesson● Think, Pair, Share chart● <i>Amazing Grace</i> vocabulary cards
Opening	<i>Today we are reading a story called Amazing Grace. Mary Hoffman wrote this story and Caroline Binch painted the beautiful pictures in this book. Under the title, I see a picture of a little girl. This story is all about a girl named Grace who loves stories! She especially loves to act out stories...just like many of you!</i>

	<p>Set a purpose: <i>Our book today is also a realistic fiction story like Full, Full of Love. That means it's not a true story, but it could have happened.</i></p> <p><i>Today, we are going to use pictures and information in the story to learn all about our character, Grace.</i></p>
<p>Text and Discussion</p> <p>Page 9</p> <p>This text does not have page numbers. Page 1 begins with "Grace was ..."</p>	<p>Define vocabulary: <i>Adventure</i> means an interesting trip or activity. I see Grace acting out a different activity in each of these pictures. She is acting out many different <i>adventures!</i></p> <p>Think aloud to identify main character: <i>I think that Grace is the main character because that's who the author writes about the most.</i></p> <p>Model describing character actions to identify character traits: <i>What have we learned about Grace so far?</i></p> <p><i>Let's see...[flip back to page 1]...the author said Grace loves stories. On page 1, I also see her smiling as she is listening to her Nana tell her a story!</i></p> <p><i>[flip to show illustrations on pgs 2-9] On these pages, I see Grace acting out many different adventures and on pg 9, the author said Grace loves to act out adventures.</i></p> <p><i>So far, I know the main character, Grace, loves stories and she loves acting out adventures in stories!</i></p>
<p>pages 12-13</p>	<p>Identify character trait: <i>The author wrote "Grace kept her hand up." Why do you think she kept her hand up? What does that tell you about the kind of person Grace is? [Sample answers: She doesn't give up, she thinks she can be Peter Pan]</i></p>
<p>Page 19</p>	<p>Identify character action and feeling: Turn and talk: <i>How is Grace feeling in this picture? How do you know? What was Grace thinking in this picture?</i> [re-read text to support thinking if necessary]</p> <p><i>The author said Grace thought, "I can be anything I want!" Let's repeat that together- "I can be anything I want!"</i></p>

<p>page 20</p>	<p>Define vocabulary: <i>Fantastic means wonderful or excellent! Why did Natalie tell Grace she was “fantastic?” Amazing also means wonderful or excellent.</i></p>
<p>page 23</p>	<p>Interpret key detail: <i>We read before that Grace thought, “I can be anything I want!” On this page, Nana said, “If Grace put her mind to it, she can do anything she wants.”</i></p> <p><i>What do you think Nana means by that? Elicit a few ideas and model thinking as needed.</i></p>
<p>Key Discussion and Activity</p>	<p>Hold or project image from p.15 so all children can see (depending on time, you can do this activity at another time of the day).</p> <div data-bbox="544 745 1068 1249" data-label="Image"> </div> <p>Grace cheered up, then later she remembered something else. “Natalie says I can’t be Peter Pan because I’m black,” she said. Ma looked angry. But before she could speak, Nana said, “It seems Natalie is another one who don’t know nothing. You can be anything you want, Grace, if you put your mind to it.”</p> <p><i>We did a great job learning about a character today by paying attention to details in the story and in the illustrations. Let’s practice thinking about how Grace was feeling in the middle of the story by looking closely at an illustration.</i></p> <p>Think,Pair, Share: Show chart of Think, Pair, Share steps and remind children of the routine.</p> <p><i>Discussion prompt 1: What’s going on in this picture?</i></p>

	<p><i>Discussion prompt 2: Look carefully at the faces of the characters. How do you think the characters are feeling in this picture? Why are they having those feelings?</i></p> <p>[Employ visual thinking strategy; point out the different characters in the picture and encourage children to notice the character’s facial expressions as clues to their feelings]</p>
Closing	<p><i>Today, we learned all about our main character, Grace by paying attention to details in the story and in the pictures.</i></p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <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>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</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>
Ongoing assessment	<ul style="list-style-type: none"> ● Listen to responses and partner discussions. Are children able to identify characters and character actions? Are children able to identify character traits? Do children refer to specific illustrations or the text to support their thinking? ● Observe children's participation behaviors. Are students raising their hands and taking turns to talk?

Notes
