



Read Aloud
“The More We Get Together” (song)

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	Why is collaboration and working together important? When is it important to work in a group or independently?
Content Objective	I can determine and describe a song’s message by discussing key words and phrases. (R.4.K, R.7.K)
Language Objective	I can describe with details a time when I collaborated with peers. (SL.3.K.a)
SEL Objective	I can identify and describe times when I play and work collaboratively with my classmates. (SR.2.1- Boston Social Relations)
Vocabulary	together: with other people; in companionship
Materials and Preparation	<ul style="list-style-type: none"> ● “The More We Get Together” slides ● projector and speakers ● chart paper and markers <p>Write out the lyrics to “The More We Get Together.”</p> <ul style="list-style-type: none"> ● Think, Pair, Share chart <p>On the whiteboard write: When are times in our classroom when we work together in a group, instead of by ourselves? Why is collaboration important?</p>
Opening	Introduce the text. <i>Today our text is a song, instead of a book!</i>

<p>4 minutes</p> <p>slide 1 (title)</p>	<p>Refer to the song on chart paper and slides.</p> <p><i>This is a song that has been sung by many people and for many years. Before we read it ourselves, we will listen to a singer named Raffi so we learn the tune.</i></p> <p>Play the audio on slide 1 and invite children to chime in after a few verses.</p> <p>Set a purpose for the read.</p> <p><i>We're going to read and sing the song together using echo and choral reading, just like we do during our Shared Reading lessons. Then we'll talk about the song's message and continue our discussion about collaboration, or working together.</i></p>
<p>Text and Discussion</p> <p>8 minutes</p> <p>Full song, read 1</p>	<p>Invite children to echo sing the song two lines at a time, while tracking the print with a pointer. Model fluent and expressive reading and singing.</p> <p>In the last stanza, add names of the children in the classroom.</p>
<p>Full song, read 2</p>	<p>Invite children to chorally sing the song once through, while tracking the print with a pointer.</p> <p>As needed, identify familiar beginning sounds in some of the key words such as /m/ in more, /t/ in together and /f/ in friends.</p>
<p>stanza 1</p>	<p>Invite children to discuss key lines of the song.</p> <p><i>What do you think the song means by "the more we get together the happier we'll be?"</i></p>
<p>stanza 2</p>	<p>Invite children to discuss key lines of the song in a whole group discussion.</p> <p><i>What do you think the song means by "my friends are your friends, and your friends are my friends?"</i></p>
<p>Key Discussion</p> <p>5 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>When are times in our classroom when we work together in a group to work or play, instead of by ourselves?</i></p> <p>Prompt 2: <i>Why is collaboration important?</i></p>
<p>Closing</p> <p>1 minute</p>	<p><i>You all worked collaboratively right now to make sense of our new song! Tomorrow we'll think about everything we've learned over the last few weeks about communities.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p>

	<p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SR 2.1. (Boston Social Relations) Develop rewarding positive relationships and work collaboratively with others.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How do children make meaning of the song’s message?</p> <p>Do children use the song’s key words and phrases to understand its message?</p> <p>Do children identify times in the classroom when it’s important to work collaboratively?</p>

Notes