



Read Aloud
Abiyoyo
 Read 5 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 Objective	I can use key details from the words and illustrations to retell the story’s message about community (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, Civics and Government 3.).
Language Objective	I can actively engage in group discussion routines (SL.1.K.a).
Vocabulary	<p>disappear: to go completely away, to become unable to be seen</p> <p>trick: a joke, or something that makes people believe something that is not true</p> <p>believe: to think that something is true</p> <p>foolish: silly</p> <p>community: a group of people who live, work, or do things together</p> <p>characters: the people or animals that the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger ● <i>Abiyoyo</i> vocabulary cards ● Story Elements Chart, from Day 3 <p>On the whiteboard write: What does the story of <i>Abiyoyo</i> teach us about communities?</p>

<p>Opening 1 minute</p>	<p>Review the text and the Story Elements chart. <i>We've done a lot of work with the story Abiyoyo this week! There's one part of our Story Elements chart we have not completed yet—the story's message.</i></p> <p>Set a purpose for the lesson. <i>Storytellers and authors have a message for their readers. Pete Seeger is an American singer and storyteller who retold this story, but it comes from a South African folktale, which means it was told by many people generations in South Africa. It was passed down from grandparents, to parents, to children.</i></p> <p><i>Today, we'll think about this question: What does the story of Abiyoyo teach us about communities? That will be the message that we add to the chart.</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>Text and Discussion 7 minutes</p> <p>page 41</p>	<p><i>Let's look closely at the last page of the story. What do you see in the illustration?</i></p> <p>Harvest a few responses.</p> <p><i>How does the community feel about the boy and his father, and why do they feel that way?</i></p> <p>As children share ideas, encourage them to explain their thinking by referring to the illustration and using their knowledge of the story.</p>
<p>pages 9-10</p>	<p><i>Just like the boy and his father changed, the community also changed in the story. Let's look back to what happened earlier in the story.</i></p> <p>Turn to pages 9 and 10. <i>What do you see in the illustration?</i></p> <p><i>How did the community feel about the boy and his father, and why did they feel that way?</i></p> <p>As children share ideas, encourage them to explain their thinking by referring to the illustration and using their knowledge of the story.</p>
<p>Key Discussion 5 minutes</p>	<p>Refer to the Story Elements chart, and invite children to discuss the story's message using the prompt on the whiteboard, What does the story of Abiyoyo teach us about communities?</p> <p>Facilitate a discussion, encouraging children to draw on their ideas about how characters change from the previous lesson.</p>

	Synthesize children's ideas and record in the “Message” part of the chart.
Closing 4 minutes	<p><i>What are some ways we might act in our classroom community, inspired by the message in Abiyoyo?</i></p> <p>Extend this discussion during a community meeting, as part of developing classroom agreements.</p>
Unit Question Chart 3 minutes	<p>Introduce the Unit Question Chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: What does it mean to be a member of a community? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children’s input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: A member of a community helps solve problems; a community celebrates its members; members of communities listen to each other and share their feelings and ideas with each other.</p>
Standards	<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.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g, what moment in a story an illustration depicts)</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.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children use details from illustrations to describe characters and key events?</p> <p>Do children use key details to retell the story’s message?</p> <p>What ideas do children share about what it means to be a member of a community?</p> <p>How do children participate in group discussion routines?</p>

Notes