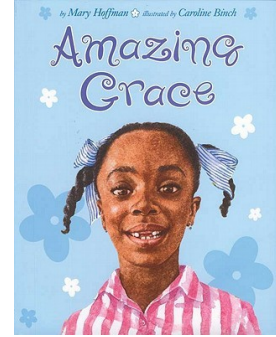


Unit 1: Our Community

WEEK 3 Day 4



Read Aloud
Amazing Grace, Read 2 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 ask and answer questions about the events in <i>Amazing Grace</i> . (R.4.K) I can act out a story as a way to retell the key events (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b).
Language Objective	I can participate in a collaborative conversation with my classmates to discuss the problem and solution story (SL.1.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 ● <i>Amazing Grace</i> vocabulary cards ● Images of key events from the beginning (page 4-5), middle (page 14-15), and end of the book (page 21) ● Think, Pair, Share chart ● Story Elements chart

Story Elements	
<i>Amazing Grace, Mary Hoffman</i>	
Characters	Setting
Beginning	Middle
	End

Opening

Yesterday, we read the story Amazing Grace! We learned that although Grace had her feelings hurt, she didn't give up and believed in herself.

Set a purpose:
*Today, we are going to act out the story Amazing Grace as a strategy to help you understand the important events. Two words we can use to talk about what happened in a story is **problem** and **solution**.*

*A **problem** is a problem that the main character has in the story. The **solution** is how the problem in the story was fixed, or solved. As we are reading and acting out the story today, think carefully- what is the problem in the story and how does the problem get fixed, or solved?*

page 1
 This text does not have page numbers. Page 1 begins with "Grace was ..."

Read through the text and act out simultaneously.
 Choose children to come to the front and be *Grace, Nana, Ma, and Grace's classmates*. Have the rest of the children sit in a circle and encourage the children to act out the scenes as they happen in the read.

pages 12-13

Select new children to act out the part of Grace, Nana, and Ma for the middle of the story :

*It's important in our class community to take turns.
 Thank you ___ and ___ for helping us act out the beginning of the story!*

How should Grace's face look when the children in her class community tell her she can't be Peter Pan because she is a girl and she is black? What kind of feeling is Grace feeling here?

page 18-19

Select new children to act out the part of Grace for the end of the story:

	<p><i>It's important in our class community to take turns. Thank you ___ and ___ for helping us act out the middle of the story!</i></p> <p><i>How is Grace feeling now in the story? How should our Grace actor make his/her body look? How do you know Grace isn't feeling sad anymore? Why do you think she feels better now?</i></p> <p>Ask children to defend thinking by explaining how they used the text and illustration to support their idea.</p>
<p>Key Discussion and Activity</p>	<p><i>I have some images from the book. Can you quickly help me organize them onto this chart [display labeled chart] that says 'beginning,' 'middle' and 'end'? Have students come to the chart to place images in the correct place on the chart, and guide as needed to keep this portion of the lesson brief.</i></p> <p>Think, Pair, Share:</p> <p>Discussion prompt 1: <i>Which one of these images shows the problem in the story? What was Grace's problem?</i></p> <p>Call on a few pairs to share out their responses to the whole group. [Circle the image showing Grace feeling sad and label that image "problem." Affirm children's thinking by saying, <i>So I'm hearing that Grace's problem was...</i>]</p> <p>Discussion prompt 2: <i>Which one of these images show the solution to the problem? How did Nana help solve the problem?</i></p> <p>Call on a few pairs to share out their responses to the whole group. [Circle the images showing Nana taking Grace to the ballet and Grace playing the part of Juliet, thinking she can be anything she wants, and label that image "solution";]</p>
<p>Closing</p>	<p>Reinforce strong partner talk behaviors. Highlight partnerships who showed strong partner-talk behaviors.</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information.</p>

	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
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

Read Aloud U1 W3 Day 4