Unit 1: Building Strong Communities

WEEK 2   Day 2

Big Idea	Caring for each other builds community.
Weekly Question	How do we benefit from being part of communities?
Content Objective	I can use key details in the text's illustrations and words to describe the setting of the story and why it is important. (R.6.1.a , R.11.1.a)
Language Objective	I can explain how the neighbors in the story benefit from being part of their group. (SL.2.1.a, Civics & Government 2)
Vocabulary	**Shabbat**: Saturday, held as a weekly holiday by Jews **waft**: drift **apartment**: home unit in a building with other units **tantalizing**: exciting and yummy **neighbors**: people who live near each other **celebrate**: honor and have fun **exasperated**: frustrated **stereotype**: simplification **perspective**: point of view **contribution**: addition **benefit**: gain something better
Materials and Preparation	● *Chik Chak Shabbat,* Mara Rockliff On the whiteboard, write: How does living in the apartment building help the neighbors form a community?

Text Talk U1 W2 D2

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	How do the neighbors benefit, or have a better experience, by being a part of this community?
Opening 1 minute	*Today we will reread* Chik Chak Shabbat *by Mara Rockliff.* Set a purpose for reading. *Today, by looking closely at the key details in the illustrations and words, we will describe the setting of the story and why it is important.*

Text and Discussion
16 minutes
 	
pages 3-4
	Think, Pair, Share.
	    The setting of a story tells where and when the story takes place. Based on what you see in the illustration, describe the setting—particularly where this story takes place.
	Lift ideas to the whole group.
	
	    From the images and words, what connects the neighbors because of this setting? [The smell of food cooking. The image of the smell wafting to each apartment shows us the connection.]

pages 7-8	*These pages describe and illustrate how the neighbors sit together in Goldie's apartment.*
	
	    How does the apartment building help the neighbors come together? Use the illustration and words to explain your thinking.
	Elicit a few responses.
	
	    What would be different if the neighbors didn't live in a building together?
	Elicit a few responses.

pages 9-10	*Another key element of the story is when it takes place. When does the story take place? Why is that important? Use the illustrations and words to help you.*
pages 15-16	***Exasperated*** *means really, really frustrated.* *What do we see in the pictures and what do we hear in the words that show us how the neighbors are feeling?*
pages 23-24	*What is going on in this picture? What do we see that adds to the words?* Elicit a few responses. *How does the setting of the story make it easy for the neighbors to get together?* [They can walk up the stairs or down the hall to see each other. They can knock on a neighbor's door and come inside.]

Key Discussion
7 minutes
	Think, Pair, Share.
	    Prompt 1:
	    How does living in the apartment building help the neighbors form a
	    community?
	
	    Prompt 2:
	    How do the neighbors benefit, or have a better experience, by being
	    a part of this community?

Closing 1 minute	*Reading* Chik Chak Shabbat *really showed us how neighbors in an* *apartment building can become a strong community!*
Standards	**R.6.1.a** Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. **R.11.1.a** Use illustrations and words in a text to describe its characters, setting, or events. **SL.2.1.a** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **Civics & Government 2**: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

Ongoing assessment	Listen to children's responses during whole group time and Think, Pair, Share.
	    Are children able to describe how the illustrations and words work together?
	    Are children able to describe the setting and explain its importance?

Notes