



**Text Talk**  
**Quinito's Neighborhood**  
 Read 2 of 2

<p><b>Big Ideas</b></p>	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
<p><b>Weekly Question</b></p>	<p>What roles and responsibilities do we have in our communities?</p>
<p><b>Content Objective</b></p>	<p>I can use key details from the illustrations and words to explain how people in a community share a common goal. (R.11.1.a, R.11.1.b, Civics &amp; Government 2)</p>
<p><b>Language Objective</b></p>	<p>I can add drawings to help me express my ideas about community roles. (SL.3.1.b)</p>
<p><b>Vocabulary</b></p>	<p><b>muralist:</b> a painter who makes large scale works on walls</p> <p><b>neighborhood community:</b> a space bounded by a geographical area where people share space and ideas</p> <p><b>role:</b> job or part you play</p> <p><b>responsibility:</b> a duty or task that you are expected to do</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Quinito's Neighborhood</i>, Ina Cumpiano</li> <li>● drawing and writing paper</li> <li>● drawing and writing tools</li> </ul> <p>On the whiteboard, write:                  Do you think the characters who are connected share a common goal? What might that be? Why do you think so?</p>

<p><b>Opening</b> 1 minute</p>	<p>Set a purpose. <i>Today we will read Quinito’s Neighborhood again. This time we will look closely at some illustrations and words in order to understand how different people in the neighborhood community contribute to a common goal. Then, we will have time to think about the roles we play in communities we belong to.</i></p>
<p><b>Key Discussion</b> 9 minutes pages 12-15</p>	<p>Read the text through.</p> <p>Return to pages 12-15 in order to examine the illustrations and words.</p> <p>Check for understanding. <i>What do Rafi and Luis Manuel do?</i></p> <p>Use the illustrations to deepen understanding. <i>What is happening in these pictures? Who is connected in the neighborhood because of the bread that is made?</i></p> <p>Think, Pair, Share. <i>How do the characters who are connected share a common goal? Why do you think so?</i></p>
<p><b>Reading Response</b> 10 minutes</p>	<p>Children will draw and write about a character, her/his role, and how that character shares a common goal with others in the community.</p> <p><i>Choose one character in Quinito’s Neighborhood that plays a role in the community. Think, Pair, Share. What is the role? How does that character share a common goal with others?</i></p> <p><i>Now you will have time to draw and write about the character you chose. Through your drawings and words, identify and illustrate the role, some roles others play, and how characters are connected by a common goal.</i></p> <p>Send children to draw and write. Circulate to support decisions that are grounded in the text and in unit concept development. Select 2-3 children to share and explain their work. The work of these children should be relevant to the group.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Call the children back to the group meeting area. <i>Let’s share some of the drawing and writing you did.</i></p> <p>Invite the 2 selected children to present their work. Allow time for a few questions and answers about the work presented.</p>

	<p><i>Just like the characters in Quinito’s Neighborhood, we also play important roles in our communities.</i></p> <p><i>Think, Pair, Share. What is a role you play in your community? How do you contribute to a common goal?</i></p>
<p><b>Standards</b></p>	<p><b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.</p> <p><b>R.11.1.b</b> Compare and contrast the experiences of characters in various texts.</p> <p><b>Civics &amp; Government 2:</b> 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.</p> <p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the whole group time and Think, Pair, Share and review their reading responses.</p> <p>Are children able to describe key details in the words and illustrations?</p> <p>Are children demonstrating understanding of how community members share a common goal?</p> <p>How are children responding in drawing and writing to the prompt given? Do they demonstrate understanding of unit content?</p>

**Notes**

