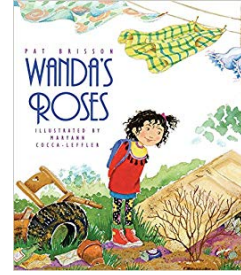


Unit 1: Building Strong Communities

WEEK 8 Day 1



Text Talk
Wanda's Roses
Read 1 of 2

Big Ideas	Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	What is a community?
Content Objectives	Using key details, I can describe the author's message. (R.5.1.a) I can describe the ways that the story's characters act as good members of a community. (Civics & Government 1)
Language Objective	I can answer questions about a text read aloud. (SL.2.1.a)
SEL Objective (Boston)	I can recognize positive indicators of healthy relationships and problem-solving strategies in the story. (SR 3.1)
Vocabulary	lot: empty area of land thorny: covered in thorns, prickly bloom: become a full flower cultivate: help to grow
Materials and Preparation	<ul style="list-style-type: none">• <i>Wanda's Roses</i>, Pat Brisson Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, "One morning in May..."

	<p>On the whiteboard, write:</p> <p>What are the ways that the characters in the story show they care about each other?</p> <p>What do you think the author is trying to teach us about what makes a community?</p> <p>Prepare the Weekly Question Chart with the question: What is a community?</p>
<p>Opening 1 minute</p>	<p><i>Today we will read Wanda’s Roses, by Pat Brisson. In this book, a girl named Wanda decides to cultivate, or help to grow, a bush that looks like a rose bush.</i></p> <p>Set a purpose for reading. <i>As we read today, we will gather key details in order to figure out what the author wants us to know about building community.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 4</p>	<p><i>A lot is an area of open land. Thorny means pointy and prickly. A flower in bloom is one that has grown and opened up.</i></p>
<p>page 7</p>	<p><i>Think, Pair, Share. What is Wanda excited about? What actions show her excitement?</i></p> <p>Elicit a few responses.</p> <p><i>What is Mrs. Turner’s response to Wanda’s idea? What do you think she means when she says “If that’s a rosebush, then I’m the queen of England?”</i></p>
<p>page 13</p>	<p><i>What are the ways Wanda helps her rosebush grow?</i></p> <p>Elicit a few responses.</p> <p><i>We know from other books we have read, like Chik Chak Shabbat, that neighbors can be part of a community. Let’s think about Wanda’s grown up neighbors. How do they respond to Wanda’s work with her rose bush? [They help, but they also express quietly that they don’t believe roses will grow.]</i></p>
<p>page 16</p>	<p><i>How does Mr. Sanchez respond to Wanda’s work?</i></p>
<p>page 20</p>	<p><i>What is Wanda’s idea about her rosebush? How does she decide to bring her neighbors together?</i></p>
<p>page 24</p>	<p><i>How do the neighbors respond to Wanda?</i></p>

<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1. <i>What are the ways that the characters in the story show they care about each other?</i></p> <p>Prompt 2. <i>What do you think the author is trying to teach us about what makes a community?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we read Wanda’s Roses, thinking about the community in the story. Tomorrow we will look closely at the illustrations.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p><i>This week we are exploring the question: What is a community?</i></p> <p><i>In Wanda’s Roses, the neighbors make up a community because they care about Wanda and each other. Let’s record this idea on our chart: Neighbors make up a community because they care about each other.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p>(Boston) SEL SR 3.1 Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one’s beliefs.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>What key details do children tell? How are children describing the ways the characters create a caring community?</p>

Notes



Text Talk U1 W8 D1