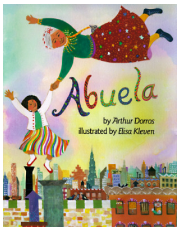
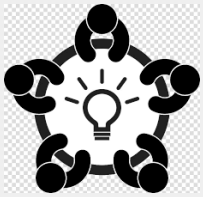
WEEK 2 Day 1



Read Aloud
Abuela
Read 1 of 3, pages 1-15

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 Question	Who and what makes a community?
Content Objectives	I can use illustrations and words in the text to describe the story's setting. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.b) I can explain the role of the author and illustrator of a text. (R.9.K.a, R.9.K.b)
Language Objective	I can follow the agreed-upon rules and routines for discussion. (SL.1.K.a)
Vocabulary	**abuela**: *grandma* in Spanish **swoop**: to fly down quickly **leap**: to jump **adventure**: an interesting trip or activity **setting**: where and when the story takes place **author**: person who writes a book or other text **illustrator**: person who creates pictures for a text **illustration**: picture that goes with a text
Materials and Preparation	• *Abuela*, Arthur Dorros Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, "Abuela takes me on the bus."

	● *Abuela* vocabulary cards ● *Abuela* slides ● technology to project slides ● chart paper and marker Prepare a Think, Pair, Share chart that demonstrates the steps of the routine with visuals. For example: **Think, Pair, Share** 1. Think 2. Pair 3. Share  On the whiteboard write: What do you see in the illustration? What do we learn about Rosalba's community from the illustration?
Opening 2 minutes	Introduce the text. *Today we are starting a new book; the title is* Abuela [point to the title]*. The author of the book is Arthur Dorros and the illustrator is Elisa Kleven. What do the author and illustrator each do?* *The **author** is the person who writes the story, and the illustrator creates the pictures, or **illustrations**, that go with the words.* *Is "aubela" a word that you know?* *"Abuela" means "grandma" in Spanish.* *The author of this book did not grow up as a Spanish speaker; he learned Spanish by studying it and traveling to places where Spanish is spoken.*

	*This book is **fiction**, it's a made up story. Arthor Dorros, the author, decided to have his characters speak both Spanish and English. The characters are Rosalba and her **abuela**, her grandmother. Rosalba is bilingual, like many of us!* Set a purpose for the read. *A **setting** is where and when a story takes place. The setting of this story is New York City. The characters in our story visit many different places in New York City. They go on an **adventure**, an exciting trip! Today, we are going to use the illustrations and the words in the story to describe the setting.*
Text and Discussion 10 minutes page 4	*What do you see in the illustration on this page? Let's look at it closely.* Show the slide of the page. Invite children's responses. *I see trees and flowers, and some people roller skating in the park.* Point to the illustration while describing observations. *We can learn so much about the setting from the illustrations. Already, we have learned that many different kinds of people play in Rosalba's community park.*
page 7	*To **swoop** is to fly down and back up quickly.* Make a swooping gesture with a hand and arm.
page 11	*This illustration of Rosalba's city is so detailed! Let's read a few more pages. Then we'll come back to look carefully at this illustration to understand more about the story's setting.* Read through page 15.
Key Discussion 7 minutes	Have children move into a circle to model Think, Pair, Share with a second adult or with a child. *Today we will learn a way to share ideas called Think, Pair, Share. We will use this routine a lot this year!* *Today, _____ [adult or child] and I will show you how to think, pair, and share. We are going to answer this question: What do you see in the illustration?* Display the slide of page 11. Refer to the chart to explain each step of the Think, Pair, Share routine. *Before we begin talking, we are both going to **think**. We'll look closely at the illustration and think about what we see. Everyone, think along with us.* Refer to the Think, Pair, Share chart.

	*Now we are going to **pair**. We'll turn our bodies so we can talk together as partners. We'll sit knee to knee so that we can see and hear each other.* Model sitting knee to knee. *When we talk with our partners, we use quiet voices so that we can hear each other but not disturb the other pairs, who are also talking.* *The question is, "What do you see in the illustration?"* Model having each partner talk and listen. *What did you just notice?* [partners sat knee to knee, used quiet voices, took turns, listened to each other, etc.] Refer to the Think, Pair, Share chart. *When it's time to **share**, we turn back to the whole group and share our ideas.* Invite other children to join in to share their responses. Model the routine a second time, using the second prompt, What do we learn about Rosalba's community from the illustration? [Her community has many tall buildings, it has many people, dogs, cars, and stores; the people in her community do not all look the same, there are lots of different kinds of people; people do different activities.]
Closing 1 minute	*Tomorrow you will get a chance to use Think, Pair, Share with a partner! We will read the rest of the story to find out more about Rosalba's community.*
Standards	**R.6.K.a** With prompting and support, identify characters settings and major events in a story. **R.6.K.b** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **R.11.K.a** With prompting and support, describe the relationship between illustrations and the text. **R.11.K.b** With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. **R.9.K.a** Identify texts that provide information. **R.9.K.b** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text **SL.1.K.a** Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
Ongoing assessment	Listen to children's responses during whole group conversation and the Think, Pair, Share practice. Do children notice and describe details in illustrations? How do children describe the setting?

	What observations do children make about productive ways to engage in the Think, Pair, Share protocol?

Notes