



Read Aloud
Abuela
 Read 2 of 3, Pages 16-34

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 Objective	I can use illustrations and words in the text to describe the story’s characters. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can follow the agreed-upon rules and routines for discussion. (SL.1.K.a)
Vocabulary	<p>abuela: <i>grandma</i> in Spanish</p> <p>swoop: to fly down quickly</p> <p>leap: to jump</p> <p>adventure: an interesting trip or activity</p> <p>setting: where and when the story takes place</p> <p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>illustration: picture that goes with a text</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abuela</i>, Arthur Dorros ● <i>Abuela</i> vocabulary cards ● Think, Pair, Share chart, from Day 1 <p>Strategically pre-assign Think, Pair, Share partners and ensure children are seated next to their partners as the lesson begins. Some groups may be triads to support learners who may not yet feel comfortable sharing or who are learning English.</p>

	<p>On the whiteboard write: Who are some of the people in Rosalba’s community and what did you learn about them?</p>
<p>Opening 1 minute</p>	<p>Introduce the text. <i>Today we will continue reading Abuela by Arthur Dorros. When we stopped reading yesterday, Rosalba was imagining flying over New York City with her abuela.</i></p> <p>Set a purpose for the read. <i>Yesterday, we focused on the setting in the story, where it takes place. Today, we’ll use the illustrations and the words to learn about the characters in the story, the people in Rosalba’s community. Let’s read to find out who they are and what they do in their community.</i></p> <p>Begin by reading on page 15 for context.</p>
<p>Text and Discussion 12 minutes page 16</p>	<p><i>What do we learn about Abuela on this page?</i> Harvest a few responses. <i>Thumbs up if you also have family members who moved here from another country. Someone who moves from one country to another, like Abuela did, is an immigrant. Communities in the United States benefit from including many immigrants from all over the world.</i></p> <p>As appropriate, extend discussion about children’s experiences of immigration during a class community building meeting at another time. <i>The author doesn’t tell us which country Abuela came from, but we know it is a place that grows fruits like mango and where many people speak Spanish.</i></p> <p><i>What kind of work does Abuela’s cousin do?</i></p>
<p>page 22</p>	<p><i>Look closely at the illustration. What can we learn about Tío Pablo and Tía Elisa?</i></p>
<p>page 28</p>	<p><i>The people in Rosalba’s family have lots of different kinds of jobs!</i></p>
<p>Key Discussion 6 minutes</p>	<p><i>Yesterday we demonstrated Think, Pair, Share. Today you’ll try a Think, Pair, Share with a partner.</i></p> <p>Refer to the chart to review the steps and expectations of the routine.</p> <p><i>Here’s your question: Who are some of the people in Rosalba’s community and what did you learn about them?</i></p> <p>Signal children through each step of the routine. As children talk with partners, circulate to support their conversations.</p>

	During the whole group Share conversation, turn back to relevant pages of the text that support children’s ideas to reinforce using the words and illustrations to respond to text. Possible responses include: Her tío and tía own a store that sells candy, her dad works in an office, her Abuela moved here from another country where they speak Spanish.
Closing 1 minute	<i>Tomorrow, we will read this whole book again and think even more about the character Abuela and why she is such an important part of Rosalba’s community.</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>Global Connections Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <p>Do children notice and describe details in illustrations?</p> <p>How do children describe characters?</p> <p>What connections or knowledge do children share on the topic of immigration?</p> <p>How do children engage in Think, Pair, Share?</p>

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Read Aloud U1 W2 D2