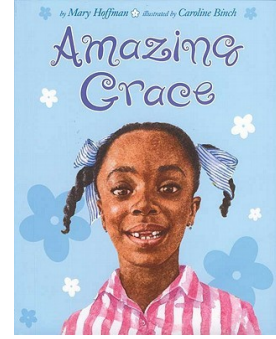


Unit 1: Our Community

WEEK 3 Day 5



Read Aloud
Amazing Grace, Read 3 of 3

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| Big Ideas | 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 | How do we develop fairness, inclusivity and friendship in our community? |
| Content Objectives | <p>I can describe character feelings by adding thought bubbles to illustrations. (W.3.K.b, R.4.K)</p> <p>I can explain how to be a caring member of my community by referring to details from a story. (Civics and Government 3)</p> |
| Language Objective | I can participate in a collaborative conversation with my classmates to discuss what the characters might be thinking in the story (SL.1.K.a) |
| Vocabulary | <p>amazing: very good, or wonderful</p> <p>fantastic: wonderful, excellent, great</p> <p>adventure: doing something new or interesting, like going to a new place</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Amazing Grace</i> by Mary Hoffman ● cut out thought bubbles to add to images ● markers ● tape (for thought bubbles) ● Complete Story Elements chart with images taped onto chart ● Unit Question Chart |

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| <p>Opening</p> | <p><i>We know this book pretty well now! Let's review our Story Elements chart. Give a brief summary of the story, highlighting the problem and solution and pointing to images on the chart.</i></p> <p>Set a purpose: <i>Today we are going to think about what the characters may be thinking in some of the illustrations. The illustrations and words in the story can help us understand how our characters feel. Then, we're going to think about what the story of Amazing Grace teaches us about how we should act towards other classmates at the Drama Center.</i></p> |
| <p>pages 1-11 This text does not have page numbers. Page 1 begins with "Grace was ..."</p> | <p>On the third read, picture walk through the first few pages and orally recap pages 1-11.</p> |
| <p>pages 12-13</p> | <p>Begin reading on page 12.</p> <p>Reinforce unit connections: <i>What kind of community members are Raj and Natalie being? Elicit ideas and model thinking as needed.</i></p> <p><i>That's right- they are not being caring members of their community in the beginning.</i></p> |
| <p>page 14</p> | <p>Model adding thought bubbles to illustration: <i>Hmm, the author wrote that Grace seemed sad and in the illustration, Grace doesn't look as happy as before. I wonder what Grace was thinking! If I was Grace and Raj told me I can't be Peter Pan because I'm a girl, I may be wondering.... "Is Raj right? Maybe only boys can be Peter Pan." I'm going to add that as a thought bubble to show what might be happening in this illustration [add thought bubble with writing to image].</i></p> <p><i>In this next illustration, Grace looks very sad. She remembered that her classmate says she can't be Peter Pan because she is black. Maybe she is thinking, "Maybe someone else should be Peter Pan." Add thought bubble to image.</i></p> <p><i>Let's take a look at Ma. She looks angry! What might she be thinking? Elicit children's ideas and add thought bubble with their response and initials.</i></p> |

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| | <p><i>What might Nana be thinking?</i> Elicit children’s ideas and add thought bubble with their response and initials.</p> |
| Key Discussion and Activity | <p>Shared writing to demonstrate understanding:</p> <p><i>Let’s take a look at these two illustrations</i> [show illustration on page 12-13 and 20-21].</p> <p><i>What might Grace’s classmates be thinking in this first illustration?</i> Teacher charts in thought bubble, but elicits children’s ideas. Put the child's initials next to each comment. As children share, be sure to ask: What makes you think that??</p> <p><i>What might Grace’s classmates be thinking in the illustration at the end of the story?</i> Teacher charts in thought bubble, but elicits children’s ideas. Put the child's initials next to each comment. As children share, be sure to ask: What makes you think that?</p> <p>Whole group discussion: <i>What does this book teach us about how we should treat other members of the class community?</i></p> |
| Unit Question Chart | <p>Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: Members of a community appreciate each other as individuals.</p> |
| Closing | <p>Highlight strong whole group discussion behaviors by using the word amazing to describe children’s actions.</p> |
| Standards | <p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</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>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| Ongoing assessment | <ul style="list-style-type: none"> Listen to responses and partner discussions. Are children able to identify characters and character actions? Are children able to |

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| | <p>identify character traits? Do children refer to specific illustrations or the text to support their thinking?</p> <ul style="list-style-type: none">● Observe children's participation behaviors. Are students raising their hands and taking turns to talk? |
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Notes