Serving Our Neighbors

Teacher Guide
Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Unit Review (1 Day)

Unit Assessment (1 Day)

Culminating Activities (2 Days)

Teacher Resources
Introduction

This introduction includes the necessary background information to be used in teaching the Serving Our Neighbors unit. The Teacher Guide for Serving Our Neighbors contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This unit includes a Pausing Point following Lesson 5. At the end of the unit, a Unit Review, a Unit Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than sixteen days total on this unit.

UNIT COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for Serving Our Neighbors
- Activity Book for Serving Our Neighbors
- Digital Components for Serving Our Neighbors
- Image Cards for Serving Our Neighbors
WHY THE SERVING OUR NEIGHBORS UNIT IS IMPORTANT

As students grow, their understanding of the world around them and how they fit into it continues to expand. Students first understand that they are members of their family community, then broader communities such as their church, school, and neighborhood. Students will begin the Serving Our Neighbors unit by learning about the basic idea of serving others as described by the Golden Rule, followed by a series of explorations of how they can serve others at school, at home, and in their neighborhood. Following the Pausing Point, students will learn about those who serve others, starting with the story of the Good Samaritan. Then, students will be introduced to jobs that are focused on serving in the community, including educators, emergency service workers, and members of the military. Students will also learn about how business owners provide valuable services in their community.

Texts work to build vocabulary and background knowledge about professions and concepts related to serving others. Texts also work to build context in the religious and cultural origins for commonly used phrases and establish background knowledge that will support future studies of history and literature. For more information on using religious source material in reading/language arts, consult the program guide.

All of the texts that students will be listening to and discussing in this unit provide opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to various strands from the Social Studies TEKS. This content is not a replacement for grade-level social studies instruction.

CORE CONTENT OBJECTIVES FOR SERVING OUR NEIGHBORS

• Identify characteristics of a good neighbor.
• Listen, ask questions, and make personal connections about helping at school.
• Evaluate and identify reasons that helping at home benefits everyone.
• Listen, ask questions, and evaluate details about working together to improve a community.
• Demonstrate an understanding of the Tier 3 word Samaritan.

• Write a sentence and illustrate a picture of what being a Good Samaritan means to them.

• Review details about the jobs of people who work in a school and identify familiar school helpers.

• Listen and ask questions about each branch of the military and describe ways the military assists and protects communities and the country.

• Listen, ask questions, and review key information about businesses within a community.

**WRITING**

In this unit, students will focus on written communication through drawing detailed pictures and writing short phrases or sentences in response to the Read-Alouds. With assistance, students will use graphic organizers to generate ideas for writing. Students will create riddles about community helpers for their peers to answer and will draft thank-you cards for first responders and veterans in their community.

The following activities may be added to students’ writing portfolios to showcase student writing within and across units:

• Idea Web (Lessons 1, 5)

• Drawing Activity (Lessons 2, 6)

• Sentence Writing (Lessons 3, 4, 10)

• Community Help Poster (Lesson 5)

• Riddle Writing (Lesson 7)

• Thank-You Cards (Lessons 8, 9)
CORE VOCABULARY FOR SERVING OUR NEIGHBORS

The following list contains all the core vocabulary words for *Serving Our Neighbors* as they appear in the lessons. Boldfaced words in the list have an associated activity or are directly referenced within the instruction. The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to be able to use some of them in conversation.

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SERVING OUR NEIGHBORS

Helping Our Neighbors

 PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will identify characteristics of a good neighbor and what it means to help someone.

TEKS K.1.A; TEKS K.1.C

Reading
Students will make connections and use details in the text “The Golden Rule” to answer comprehension questions.

TEKS K.5.E; TEKS K.5.G

Language
Students will demonstrate an understanding of the Tier 2 word rule.

TEKS K.3.B

Writing
Students will generate ideas for writing when responding to the text “The Golden Rule” and illustrate and write an informative sentence about a time someone has helped them.


Students will edit a sentence to ensure it contains a subject, a verb, and a complete thought.

TEKS K.10.D.i

FORMATIVE ASSESSMENT

Activity Page 1.2 “The Golden Rule” Comprehension Activity
With assistance, students will answer comprehension questions using details from the text. Students will also draw and write in response to the text.

TEKS K.5.G; TEKS K.10.B

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS K.5.G Evaluate details to determine what is most important with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing; TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas; TEKS K.10.D.i Edit drafts with adult assistance using standard English conventions, including complete sentences.
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ADVANCE PREPARATION

Introducing the Read-Aloud

• Gather images of emergency workers, law enforcement, military, educators, and business owners when introducing the terms to students.

Application

• Gather chart paper and markers for the idea web or prepare to use the Digital Component.

Universal Access

Reading

• Gather books from the library on emergency workers, law enforcement, military, educators, and business owners. Before the lesson, pass the books around the class for students to read and build background knowledge.

Writing

• Before the lesson, have students role play different examples and non-examples of being a helper.
CORE VOCABULARY

**helper, n.** a person who makes it easier for someone else to do something  
Example: I need a helper to build the doghouse.  
Variation(s): none

**kindness, n.** the act of being kind by showing care, love, or being friendly  
Example: She showed the new student kindness by giving her a tour of the school.  
Variation(s): none

**rule, n.** instructions that tell someone how they should or should not behave  
Example: The students understood the rule the teacher told them.  
Variation(s): none

**neighbor, n.**  
1. someone who lives nearby  
2. any person you meet  
Example: You should help your neighbor when they are in need.  
Variation(s): none

**sermon, n.** a talk on a religious subject or moral subject about right and wrong  
Example: The man gave a sermon at church.  
Variation(s): sermons

### Vocabulary Chart for “The Golden Rule”

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Lesson 1: Helping Our Neighbors

Introducing the Read-Aloud

Speaking and Listening: Students will identify characteristics of a good neighbor and what it means to help someone.

**UNIT INTRODUCTION (5 MIN.)**

- Tell students that for the next several days they will be learning about what it means to be a good neighbor. A neighbor can mean someone who lives near you, or it can mean any person you meet.

- Ask students to identify the neighbor sitting next to them. Ask the pairs to describe to each other what they like to do for fun.

- Call on two or three students to describe to the class what they and their neighbor have in common in terms of what they like to do for fun. [Pause for students’ responses: “We both like to . . .”]

- Explain to students that one way to be a good neighbor is to be a helper in the community. Students will learn about the role of different helpers in the community.

- Explain that there are many different ways someone can be a helper.

- Ask for student volunteers to share ways that they have helped someone.

- Explain to students that they will also learn about communities. Tell them that there are different kinds of communities (e.g., classrooms, schools, churches, and larger communities that people live in).

- A town or city is an example of a larger community. Towns and cities are made up of buildings, people, and streets in an area. They also have places such as schools, hospitals, libraries, and stores.

- In towns and cities, there are smaller communities called neighborhoods. These have people who live by each other and may share things such as a school, park, bank, or grocery store.

- Explain that students will also learn about the emergency workers, law enforcement, and military who work in our community and make it a safe place to live.

**Support**

Review Flip Book pages 8A.1–9A.7: Emergency Workers and Military Service Members (law enforcement, firefighters, military, educators, and business owners) when introducing the terms to students.

**Challenge**

Ask students to interview adults they know to find out if they have ever served in the military.

**TEKS K.1.A; TEKS K.1.C**

Listen actively and ask questions to understand information and answer questions using multi-word responses; Share information and ideas by speaking audibly and clearly using the conventions of language.
• Ask students to raise their hand if they have any family members or neighbors who are firefighters, police officers, doctors, nurses, or members of the military.
• Ask students to think about what they already know about each of these community members.
• Explain that they will learn about how educators and business owners also contribute to the community in different ways. Ask students “What is an educator?” (Someone who teaches others.) “What does a business owner do?” (They own a business that provides things people in the community need.)

CORE CONNECTIONS (5 MIN.)

• Background for Teacher: The text for today’s story of the Golden Rule features references from the Book of Matthew, a book of the New Testament of the Christian Bible, and Leviticus, a Book of the Jewish Torah and the Old Testament of the Christian Bible, along with references to Islam and Hinduism. The Book of Matthew features a famous sermon, commonly referred to as “The Sermon on the Mount.” “Do unto others as you would have done unto you” is a common English phrase to treat people like you would want them to treat you. This lesson helps students understand its origin and it also conveys an important lesson about respecting and caring for other people.

• Ask students if they have ever heard of the “Golden Rule”: Do unto others as you would have done unto you. Ask students what they think this rule means and discuss their responses.
• Tell students that today they will learn about the Golden Rule and where this saying comes from.
• Ask students to consider how they want to be treated and discuss their responses. Explain that one way people can help one another is by showing kindness.
• Ask students to think of a time someone was kind to them. Allow students to share their thoughts with a partner.

Check for Understanding

Recall: What is one way to be a good neighbor? (Someone can be a good neighbor by being a helper in the community.)
Lesson 1: Helping Our Neighbors

**Read-Aloud**

**Reading:** Students will make connections and use details in the text “The Golden Rule” to answer comprehension questions.

**Language:** Students will demonstrate an understanding of the Tier 2 word *rule*.

**PURPOSE FOR LISTENING**

- Listen carefully so you can learn more about the Golden Rule and the importance of showing kindness to others.

“THE GOLDEN RULE” (15 MIN.)

**Show Image 1A-1: A rule for living**

Have you ever heard the saying “Do unto others as you would have done unto you”? This saying is called the *Golden Rule.* Rules are instructions for how we should or should not behave. What do you think this rule means? [Pause for students’ responses and discuss.] It means that you should treat others the way you want to be treated. *How do you want to be treated by the people in this class?* [Pause for students’ responses.] (If you want to be treated kindly and with respect, the Golden Rule says that you should treat others the same way.) The phrase “Do unto others as you would have done unto you” is the most popular version of the Golden Rule in our country, but the Golden Rule has been around for a long time and in a few different versions.

Two versions of the Golden Rule come from the Bible. The Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions.

**Support**

Provide both examples and nonexamples of treating others with kindness.

**Challenge**

Ask students to think of examples of following the Golden Rule in different locations: at home, the store, a restaurant, etc.
Several books of the Christian Bible describe a man who lived a long, long time ago—nearly 2,000 years ago—in a part of the world that is very far from here. The man was named Jesus.

One of the books of the Bible describes Jesus giving a talk atop a small mountain. During this talk he wanted to share some very important lessons, so he climbed the mountain and spoke to a group of people who were gathered to hear him. The talks Jesus gave were called sermons. A sermon is a talk, like a lesson shared by a teacher, but the focus of the lesson is on a religious or moral subject. When Jesus talked about morals in his sermons, he was talking about the right and wrong way to act. Because Jesus shared this sermon up on a mountain, this talk is called “the Sermon on the Mount.” Mount is short for mountain.

Show Image 1A-2: What is the Golden Rule?
The Sermon on the Mount included many different lessons. Some of these included do not judge others; do not seek revenge, or try to get even with someone; and give to the needy. Beyond the Sermon on the Mount, there are many rules included throughout the Bible. Jesus said that the Golden Rule sums up, or combines, all of the other rules described throughout the Bible into one. “So in everything, do unto others as you would have done unto you.”

We can apply the idea of treating others the way we wish to be treated to many situations in our everyday lives. For example, if you saw someone sitting alone at lunch, what could you do to treat that person as you would wish to be treated? [Pause for students’ responses.] (Answers may vary but should support the idea that if students would not like to sit alone at lunch, they could offer to sit with someone who is sitting alone.) What if you noticed that someone in class had dropped their crayons all over the floor? How could you treat others as you would wish to be treated in this situation? [Pause for students’ responses.] You could be a helper and pick up the crayons too. A helper is someone who helps someone else. Can you think of other situations where it would be important to follow the Golden Rule? [Pause for students’ responses and discuss.]

1Matthew 7:12
“Do unto others as you would have done unto you” is the version of the Golden Rule most commonly used in our country today. But there are other, similar versions. The Jewish Torah is made up of five books, and those are also the first five books of the Christian Bible. According to those books, God spoke to a man named Moses to give him laws on how people should behave. One of these laws said to “. . . love your **neighbor** as yourself.”¹ The word **neighbor** has more than one meaning. It usually means someone who lives nearby. In this case, the word **neighbor** is used in a broad, or wide, way to mean all the people that we meet. To love your neighbor means to care for someone else and show them **kindness** and respect as you would wish to be treated. **What are ways you can show kindness and respect to your neighbors in our classroom?** [Pause for students’ responses and discuss.] By being kind and respectful, someone can show love.

Besides the two versions in the Bible, there are also versions of the Golden Rule in the ancient books from other religions, including Hinduism and Islam. The Golden Rule suggests that every small act of kindness matters. Most people think it is important to follow the Golden Rule. **How can you use the Golden Rule today to be kind to someone you know?**

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¹Leviticus 19:18

**Check for Understanding**

**Turn and Talk:** What lesson does the Golden Rule teach? *(It is important to treat others the way you want to be treated, with respect and kindness.)*
COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a sermon? *(A sermon is a talk on a religious or moral subject.)*

2. **Literal.** What is the Golden Rule? *(The Golden Rule means to do unto others as you would have done unto you or to treat others how you want to be treated.)*

3. **Inferential.** How could you apply the Golden Rule at school? *(Answers may vary but should reflect the idea of helping someone or treating someone kindly.)*

4. **Literal.** What are the two meanings of the word *neighbor*? *(Someone who lives near you and any person you meet.)*

5. **Evaluative.** Do you agree that everyone should follow the Golden Rule? Why or why not? *(Answers may vary but should reflect ideas on how they want to be treated by others.)*

WORD WORK: RULE (5 MIN.)

- In the Read-Aloud you heard “Have you ever heard the saying ‘Do unto others as you would have done unto you?’ This saying is called the Golden Rule.
- Say the word *rule* with me.
- *Rules* are instructions that tell you how to do something.
- The students understood the rule the teacher told them.
- Think about your time at school. Are there rules you have to follow? Try to use the word *rules* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “We have to walk in the hall. That is a rule.”]
- What’s the word we’ve been talking about?

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**Speaking and Listening**

**Exchanging Information and Ideas**

**Beginning**
Ask students yes/no questions about showing kindness, and encourage them to ask their own questions about ways to be kind to others (e.g., “Is eating lunch with a new student an example of showing kindness?”).

**Intermediate**
Provide students with specific sentence frames to ask and answer questions about showing kindness (e.g., “I can treat others with kindness by . . . ”).

**Advanced/Advanced High**
Encourage students to use content-related words to ask and answer questions in complete sentences (e.g., “What is the Golden Rule?”).

**ELPS 2.G; ELPS 3.C**
Lesson 1: Helping Our Neighbors

Application

**Writing:** Students will generate ideas for writing when responding to the text “The Golden Rule” and illustrate and write an informative sentence about a time someone has helped them.


Students will edit a sentence to ensure it contains a subject, a verb, and a complete thought.

**TEKS K.10.D.i**

**“THE GOLDEN RULE” IDEA WEB (10 MIN.)**

- Review the Golden Rule: “Do unto others as you would have done unto you.”

- As a class, brainstorm a list of ways you can show kindness and help others. (Examples: Holding the door open, helping you get up if you fall, sharing something, giving a compliment, helping you feel better when you are sad)

- Record these ideas on the idea web.

- Tell students about a time someone helped you. Explain the experience using a lot of detail. Draw a picture of the experience including the details you shared. Then, model writing a sentence.

- Explain to students that a sentence is a complete thought. It must have two parts: the subject (who or what the sentence is about) and the verb (what the subject is doing). Model identifying the subject and verb in the sentence. Read the sentence aloud to show it expresses a complete thought.

  - My brother helped.

  - *subject verb*

- Model covering up half the sentence and reading the other half to show it is an incomplete thought.

  - Example: My brother

  - » Ask students: Does this make sense? What is missing?

  - Example: helped

  - » Ask students: Does this make sense? What is missing?

**Support**

Provide students with a word bank associated with the topic of helping based on class discussion.

**Challenge**

Ask students to stretch their sentences by adding detail.

Example:

My brother helped. My brother helped me with my homework.
• Practice choral reading the following complete sentences together. Guide students to identify the subject and verb of each sentence.
  ◦ The boy swam.
  ◦ We played at the park.
  ◦ The dog ran away.
  ◦ The cat slept on the rug.
  ◦ We went to the park.

Check for Understanding

**Thumbs-Up/Thumbs-Down:** Is this a complete sentence?
  ◦ The girl *(thumbs-down)*
  ◦ The puppy ran up the stairs. *(thumbs-up)*
  ◦ jumped up and down *(thumbs-down)*
  ◦ My friends are swimming in the pool. *(thumbs-up)*
  ◦ The tiny bunny rabbits *(thumbs-down)*

“The Golden Rule” Comprehension Activity (10 Min.)

**Activity Page 1.2**

**Drafting**
• Ask students to look at the class list and think about a time someone has helped them.

• Tell students that now they are going to write about a time someone helped them. Explain that writers are able to write better if they talk about their ideas first.

• Assign each student a partner.

• Ask students to turn to the partner and tell them about the time someone helped them. Tell students to use a lot of details when explaining the experience like you did.
Lesson 1: Helping Our Neighbors

Take-Home Material

• Send home Activity Page 1.1.

Writing

Beginning
Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate
Have students describe their drawings using short sentence(s).

Advanced/
Advanced High
Have students describe their drawings using longer, more detailed sentence(s).

ELPS 5.G

Activity Page 1.1
SERVING OUR NEIGHBORS

Helping in Our School

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will listen, ask questions, and make personal connections about helping at school.

**TEKS K.1.A; TEKS K.5.E**

Reading
Students will evaluate details to determine important information in the story and use text evidence to support their answers.

**TEKS K.5.G; TEKS K.6.C**

Language
Students will demonstrate an understanding of the Tier 2 word *community*.

**TEKS K.3.B**

Writing
Students will describe ideas about how they can help at school, record their answers on a graphic organizer, and construct a pictorial response to the text.

**TEKS K.5.G; TEKS K.6.C**

Students will compose a sentence and edit for capitalization in the first letter and in a name.


FORMATIVE ASSESSMENT

Activity Page 2.1  “Helpers in Room 14” Comprehension

**Activity** With assistance, students will answer comprehension questions using details from the text. They will also be able to draw and write about a response to the text.

**TEKS K.11.B**

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.D.vii** Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name; **TEKS K.11.B** Dictate or compose informational texts.
# Lesson 2: Helping in Our School

## Lesson At a Glance

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This is a good opportunity to take a break.

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ADVANCE PREPARATION

Read-Aloud
• Be prepared to display an image of school.

Application
• Create a two-column chart on chart paper.
  ◦ Label the left side: “Places in the School”
  ◦ Label the right side: “Ways to Help Others”

Universal Access
Reading
• Before reading, take a walk around the school and discuss the different locations and behavior expectations in each area of the building.

Writing
• During the Read-Aloud, ask students to notice the details in each illustration and point out how it matches the text.
CORE VOCABULARY

**assigned, v.** to give a task or job to someone
Example: I was assigned the job of line leader.
Variation(s): none

**cafeteria, n.** a dining area or room where people are served food
Example: We are going to eat lunch in the cafeteria.
Variation(s): none

**classmate, n.** a student who is in the same class or goes to the same school as you
Example: My classmate is going to play a game with me.
Variation(s): classmates

**community, n.** a group of people who are connected to each other based on what they like or do
Example: Our community of artists gets together once a month to paint.
Variation(s): none

**opportunity, n.** a chance to do something
Example: She had the opportunity to travel to New York.
Variation(s): none

**volunteer, n.** a person who offers to help do something
Example: The lady said she will volunteer to pass out free books to the children.
Variation(s): none

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**Vocabulary Chart for “Helpers in Room 14”**

<table>
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<th>Type</th>
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<th>Tier 2 General Academic Words</th>
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<td></td>
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<td>opportunity (oportunidad)</td>
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<td>community (comunidad)</td>
<td>classmate</td>
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<tr>
<td>Multiple-Meaning</td>
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<tr>
<td>Sayings and Phrases</td>
<td>inside voice</td>
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</tbody>
</table>
Lesson 2: Helping in Our School

Introducing the Read-Aloud

Speaking and Listening: Students will listen, ask questions, and make personal connections about helping at school.

**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

Show an image of school.

- Brainstorm a list of places in the building that students visit throughout the week. *(cafeteria, gym, art, music, library, classroom, etc.)*

- Ask students to think about how they should behave in each of the different settings.

- Ask students the following questions:
  - In what part of the building is it appropriate, or okay, to throw balls? *(gym)*
  - In what part of the building is it appropriate, or okay, to eat ice cream? *(cafeteria)*
  - In what part of the building is it appropriate, or okay, to paint a picture? *(art class)*
  - In what part of the building is it appropriate, or okay, to whisper while we check out books? *(library)*

- Ask students, “Why do we follow different rules depending on where we are?” *(We follow different rules in different parts of the building depending on the purpose for being there.)*

**TEKS K.1.A; TEKS K.5.E**

**ELPS 1.E; ELPS 3.C**

Support

Use images of each part of the building when brainstorming.

Challenge

Have students draw a map of the building and label the different places they visit each week.

**EMERGENT BILINGUAL STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple wh– questions (e.g., “Where should we throw a ball?”).

Intermediate

Provide students with a specific sentence frame (e.g., “In the ___, we should . . . “).

Advanced/Advanced High

Encourage students to use key words in complex sentences (e.g., “We should whisper in the library when we check out a book.”).

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;

**TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.
Show an image of school.

• Tell students that today they will read a story about helping others in school.

• Ask students if they know what it means to help someone.

• Explain that there are opportunities to help others in every part of the school building. *Opportunity* is a vocabulary word in today’s story. It means a chance to do something. An opportunity to help someone means there is a chance to help someone.

• Ask students to turn to a partner and share a time someone has helped them.

Check for Understanding

**Recall:** What does opportunity mean? (*Opportunity means having the chance to do something.*)
Lesson 2: Helping in Our School

Read-Aloud

**Reading:** Students will evaluate details to determine important information in the story and use text evidence to support their answers.

**Language:** Students will demonstrate an understanding of the Tier 2 word *community*.

**PURPOSE FOR LISTENING**

- Tell students to listen carefully to find out ways to help others at school.

**“HELPERS IN ROOM 14” (15 MIN.)**

Show Image 2A-1: Classroom community
This is the kindergarten class in Room 14. Meet Mr. Hernandez, their teacher. Last week, Mr. Hernandez assigned or gave each classmate their own classroom job. The students have been going over the rules. They are learning what they need to do for each of the different jobs. Mr. Hernandez taught the students that because they all come to this classroom to learn, grow, and work together, they are a classroom community. The students also learned that, in communities, people help each other make sure it is safe for learning, growing, and working. How do you think the students and Mr. Hernandez will help each other at their school and in the classroom?

**TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Today, the students finally got to do their classroom jobs. They could not wait to show Mr. Hernandez that they knew what to do. Asher was excited to be the greeter for his classroom community. What are some other jobs that students can do in the classroom? [Pause for students’ responses.] (Discuss the name of each job and what has to be done for that job.) Mr. Hernandez welcomed all the students as they walked into the classroom that morning. Asher liked the way Mr. Hernandez took the time to say “hello” to each student. Asher’s classroom job would be to answer the door and greet people as they came to the classroom throughout the rest of the day. He couldn’t wait to make others feel welcome in the classroom, as Mr. Hernandez did. He liked smiling and saying “hi” to people. He also didn’t mind holding the door for others. Asher thought about the rules for his job as he put away his backpack and lunchbox and headed to the carpet.

“I have to remember to use an inside voice when greeting so I don’t interrupt the rest of the class when they are learning or working,” Asher said to himself. Why do you think Asher is reminding himself not to make so much noise?

Just as they started going over the morning message, there was a knock on the door. A big smile came over Asher’s face. Mr. Hernandez looked over at him, nodded with a smile, and continued teaching. This was Asher’s opportunity, or chance, to show that he could do the job of being the classroom greeter. He calmly stood up and walked behind his classmates. He walked to the door and placed his hand on the door handle. This is it, he thought. He opened the door quietly to see Mrs. Gresh, who works in the front office. With her was a girl he had never seen before.

Asher took a deep breath and, with his inside voice, said, “Hi there, my name is Asher. Welcome to Room 14, Mr. Hernandez’s kindergarten class. How can I help you?” Asher stood calmly and waited patiently for one of them to speak.
“Well, good morning, Asher. This is Sofia. She is starting school here and is joining your classroom! Could you take Sofia to meet Mr. Hernandez, please?” Mrs. Gresh asked him.

“Yes, I can,” he said happily. Why do you think Asher answered the classroom door quietly? [Pause for students’ responses.] (Answers will vary but should include being quiet and calm with his body and voice so he did not bother his classmates’ learning or interrupt Mr. Hernandez’s teaching.)

Asher and Sofia walked over to Mr. Hernandez, who was at the front of the class. He was telling the students that they had a new classmate. He introduced Sofia to the rest of the students and asked her if she wanted to share anything. Sofia told the class that she had just moved to town, has one brother, and has a cat named Milo. She also shared that she loves drawing.

After Sofia told her classmates about herself, Mr. Hernandez had the students work on their spelling words. While the students were working, Mr. Hernandez showed Sofia the classroom. She learned where to put her backpack and lunchbox. She also found where her desk and carpet spot were. Then she joined her classmates to practice the spelling words. The morning went by quickly. Soon, it was time for lunch.

Why do you think Mr. Hernandez showed Sofia where to put all of her things and where she sits? [Pause for students’ responses.] (Answers will vary but should include so that she doesn’t get confused about where materials are in the classroom and so that she doesn’t accidentally sit in someone’s spot or mistakenly use another student’s backpack hook.)

The students of Room 14 walked in a quiet, straight line down the hallway on the way to lunch. Before they got to the cafeteria, or lunchroom, Mr. Hernandez stopped the class. He opened the bathroom door and grabbed a handful of paper towels. Then, he used them to wipe something up. Sofia watched as he quietly and quickly cleaned up the mess. She and her classmates stood quietly, patiently waiting. Once Mr. Hernandez threw the trash away, he happily told the students how proud he was that they were quiet in the hallway. Then the class continued on their way to lunch. What do you think could have happened if Mr. Hernandez didn’t clean up the mess?
Lesson 2 Helping in Our School

Show Image 2A-5: Cafeteria help
Mr. Hernandez walked the class through a door with a sign that said “Cafeteria” on it. He led them to their table. The kids who were buying lunch went to the lunch line. They stood in a line like they did in the hallway and waited their turn. As they waited, they whispered about what they were going to get for lunch. Would it be pizza or chicken nuggets? Sofia held her lunchbox in her hand. She was thinking about who she was going to sit next to.

“Can I sit next to you?” asked a classmate named Lily.

A smile came over Sofia’s face. “Yes, please! Thank you for asking me.”

Sofia followed Lily to their chairs. On the way, Sofia saw a piece of trash on the floor. She remembered how Mr. Hernandez had stopped earlier to clean up a mess even though it wasn’t his. She picked up the piece of trash and made sure to put it in the trash can. It made Sofia feel good that she was already helping her new school community by keeping it clean. Lily and Sofia ate their lunches and talked about their cats until it was time to clean up and head back to the classroom. How did Mr. Hernandez and the students of Room 14 help the school community in the hallway and the cafeteria? [Point to the illustrations and pause for students’ responses.] (Answers will vary but should include Mr. Hernandez cleaning up the mess so that others don’t slip and fall, kids waiting quietly in the hallway so that other classes can still learn, waiting in a line in the lunch line so the lunch person knows who is next, and whispering so that the lunch person can hear who they are helping.)

Show Image 2A-6: The welcomer

Once they got back into the classroom and everyone was seated, Asher raised his hand and waited until Mr. Hernandez called his name.

“Yes, Asher?” Mr. Hernandez asked.

“I noticed you were extra busy today. You were teaching all of us, and you were helping Sofia feel welcomed. So I was thinking,” Asher said, “what if we make a job called a ‘welcomer’? This person could help show a new student around our classroom and school and help them learn the rules.”
Mr. Hernandez thought to himself for a moment and then said, “That’s a wonderful idea, Asher! You all are a part of this classroom and school community. You all know how things are supposed to be here, so who better to help out than the students in Room 14? Is there anyone who would like to volunteer to be the first one to do this job for our classroom community?”

Lily thought about how she would like to have someone who is kind to show her around. She liked meeting Sofia today, too. Lily also knew all about how her classroom and school runs. She raised her hand. When Mr. Hernandez called on her, she excitedly said, “I would love to volunteer to be the welcomer for our classroom!” Mr. Hernandez thanked Lily for volunteering and Asher for sharing the idea. How do you think Mr. Hernandez felt when Asher noticed that he needed help throughout his day? How did Lily demonstrate the Golden Rule? [Pause for students’ responses.]

Check for Understanding

**Recall: Why is it important to help others in the school community?**
*(It is important to help others in the school so that it is safe for learning, growing, and working.)*

**Comprehension Questions (10 min.)**

1. **Inferential.** What does using an “inside voice” mean? *(It means that you should use a quiet voice, so you are not loud.)*

2. **Literal.** What is the teacher’s name in this story? *(The teacher’s name is Mr. Hernandez.)*

3. **Literal.** What does the classroom greeter do? *(They welcome people who come to the classroom so that instruction is not interrupted.)*

4. **Inferential.** Why was Asher happy when Ms. Gresh, who works in the front office, brought Sofia into the room? *(He had an opportunity to do his job and introduce Sofia to their classroom.)*

5. **Evaluative.** How did Sofia feel when Lily asked if she could sit beside her? *(She was happy.) How do you know? *(You can tell Sofia was happy because she smiled.)*
WORD WORK: COMMUNITY (5 MIN.)

1. In the story, you heard, “Mr. Hernandez taught the students that because they all come to this classroom to learn, grow, and work together, they are a classroom community.”

2. Say the word community with me.

3. A community is a group of people who are connected to each other based on what they like or do.

4. Our community of artists gets together once a month to paint.

5. Your school community is one type of community. You are connected to each other because you all go to school in the same place. Can you think of another community you may be a part of? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I am a part of a ___ community, because . . .”]
Lesson 2: Helping in Our School

Application

Writing: Students will describe ideas about how they can help at school, record their answers on a graphic organizer, and construct a pictorial response to the text.

**TEKS K.5.G; TEKS K.6.C**

Students will compose a sentence and edit for capitalization in the first letter and in a name.


**TWO-COLUMN CHART: WAYS TO HELP AT SCHOOL (10 MIN.)**

Generating Ideas for Writing

- Explain to students that they are going to write about what they learned today. Before they write, they will help come up with ideas for writing using a graphic organizer called a two-column chart.

- Writers use graphic organizers to help organize their thoughts.

- Ask students to describe different ways they can help at school. Record student ideas on the two-column chart.

- Choose one of the ideas and model writing a sentence and drawing a picture of the idea.

  - Example: “clean up” Discuss that this is a fragment and not a complete sentence. Ask students the following question: “Who or what is cleaning up?” Explain that they will need to add a noun as a subject to make this sentence complete: They clean up.

  - Explain they can add other nouns too, to add detail to the sentence: They clean up with Sam.

  - Explain that writers capitalize the beginning of a sentence and the names of people. Point out the capital letter at the beginning of the sentence and in the person’s name: Sam.

  - Guide students to locate the nouns in the sentence. (they, Sam) Explain to students that proper nouns, including the names of people, like Sam, are always capitalized.
• Draw an illustration to match the sentence.

CLASSROOM HELPERS DRAWING ACTIVITY (10 MIN.)

Drafting
• Students will choose one of the ideas from the two-column chart to write about.
• For those that need additional support, provide sentence stems for students to use to help them draft their sentences.
• Students will draw their illustration of helping in class and write a sentence to match.
• Remind students to draw details in their picture and capitalize the beginning of the sentence.
• Circulate, providing specific feedback to students about their sentences.

Check for Understanding

Oral: Describe one way you can help someone while at school.

Exit Pass
Tell students to circle the correct pictures on Activity Page 2.1 about the story “Helpers in Room 14” as each sentence is read aloud.

1. Circle the image that shows how Mr. Hernandez helped in the hallway.
2. Circle the image that shows the classroom helpers in Room 14.
3. Circle the image of Asher doing his job as the classroom greeter.
4. Circle the image of students working together to keep the cafeteria clean.
5. Circle the image of the place where Lily showed kindness and asked to sit with Sofia.

Support
Allow students to use a sentence stem when writing: “The classmate helped by . . .”
SERVING OUR NEIGHBORS

Helping in Our Homes

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will make connections from the text to personal experiences they have of helping at home and will listen and ask questions about how everyone can contribute by helping at home.

 populous K.1.A; TEKS K.5.E

Reading
Students will evaluate information in the text to identify reasons that helping at home benefits everyone, and they will discuss topics and determine the basic theme using text evidence with adult assistance.

 populous K.5.G; TEKS K.7.A

Language
Students will demonstrate an understanding of the Tier 2 word responsibilities.

 populous K.3.B

Writing
With assistance, students will describe ideas about how they can help at home, record their answers on a graphic organizer, and construct a pictorial response.

 populous K.5.G; TEKS K.6.E; TEKS K.10.A

Students will be able to write an informative sentence about how they can help at home, using correct ending punctuation.


FORMATIVE ASSESSMENT

Two-Column Chart
Ways to Help at Home With assistance, students will record facts from the read-aloud and generate ideas that describe different ways to help at home.


TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS K.5.G Evaluate details to determine what is most important with adult assistance; TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing; TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; TEKS K.10.D.viii Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; TEKS K.11.B Dictate or compose informational texts.
# LESSON AT A GLANCE

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<td>Purpose for Listening</td>
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<td>Word Work: Responsibilities</td>
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This is a good opportunity to take a break.

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<tr>
<td>Two-Column Chart: Ways to Help at Home</td>
<td>Whole Group</td>
<td>20 min.</td>
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</table>
ADVANCE PREPARATION

Application

• Create a two-column chart on the board/chart paper. Label one column “Places in a Home” and the second column “Ways to Help.” Alternatively, you may access a digital version in the online materials for this unit.

Universal Access

Writing

• Allow students to act out how they can help at home before writing it.
**CORE VOCABULARY**

_**appreciate,** v._ when a person shows that they feel grateful for something or someone  
Example: The neighbors appreciate us for helping them move, so they made us some cookies.  
Variation(s): appreciation

_**responsibilities,** n._ doing what you are supposed to do, even if no one asks  
Example: The teacher has many responsibilities.  
Variation(s): responsibility

_**tidy,** v._ to move things back into place in a neat and organized way  
Example: Before the kids left, they took time to tidy their desks.  
Variation(s): tidying, tidied

_**utensils,** n._ tools that you can hold and that can be used around the house; there are different kinds of utensils, like kitchen, fishing, and writing utensils  
Example: When eating spaghetti, I like to use a spoon and fork as my utensils.  
Variation(s): utensil

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**Vocabulary Chart for “Dominic’s Responsibilities”**

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<tr>
<th>Type</th>
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<th>Tier 2 General Academic Words</th>
<th>Tier 1 Everyday Speech Words</th>
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<tr>
<td>Vocabulary</td>
<td>utensils (utensilios)</td>
<td>appreciate responsibilities (responsabilidades) tidy</td>
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<td>Multiple-Meaning</td>
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</table>
Lesson 3: Helping in Our Homes

Introducing the Read-Aloud

**Speaking and Listening:** Students will make connections from the text to personal experiences they have of helping at home and will listen and ask questions about how everyone can contribute by helping at home.

**TEKS K.1.A; TEKS K.5.E**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Review with students what they have learned about how to help at school and why it is important to help.
- Remind students that they have previously learned how families helped one another in colonial times in the Colonial and Native Americans unit. Ask students how children helped in their homes during colonial times. (*Answers may vary but could include that children helped collect water, make butter, cook meals, tend to the garden, tend to the animals, and collect firewood.*) Ask students why children had so much responsibility in colonial times. (*There were no stores to buy items. Anything a family needed to eat, wear, or use, had to be made. There were many tasks that needed to be done.*)
- Ask students if they remember what the word chores means? (*Chores describe work or tasks that need to be done around the home to help.*)
- Tell students that they can help their families just like they help their friends at school.
- Explain that different families live in different types of homes. Different types of homes, include houses with one or two stories, apartments, and townhomes. The places where people live can have different rooms or areas just like schools have different rooms and areas.
- Ask students to give examples of rooms that can be found in homes and what chores may be done in those rooms. (*Answers may vary but locations may include kitchen, living room, bedroom, office, and chores may include variations of cleaning.*)

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;
**TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.
ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

• Tell students they will learn about the ways they can help at home and why it’s important to help at home.

• Explain to students that there are different people who live in homes and help take care of each other called caregivers. [People who take care of us, like our parents, grandparents, aunts, or uncles, can be caregivers.]

• Ask students to provide an example of how they or someone they know has helped in their home. [Pause for students’ responses and discuss.]

Check for Understanding

Stand Up/Sit Down: Caregivers are people who take care of you. (stand up)
Your pet fish can be a caregiver. (sit down)
Grandparents can be someone’s caregivers. (stand up)
Read-Aloud

**Reading:** Students will evaluate information in the text to identify reasons that helping at home benefits everyone, and they will discuss topics and determine the basic theme using text evidence with adult assistance.

**Language:** Students will demonstrate an understanding of the Tier 2 word **responsibilities**.

**PURPOSE FOR LISTENING**

- Tell students they will be reading a story about a boy named Dominic who helps at home. Tell them to listen carefully to learn about the different ways Dominic helps at home.

**“DOMINIC’S RESPONSIBILITIES” (15 MIN.)**

*Show Image 3A-1: Welcome home*
This is Dominic. He has two new twin brothers. His parents and grandparents need more help in the house because they have been very busy taking care of the new babies. Dominic’s mom gave him a list of chores to do today. What kind of chores do you think Dominic’s mom gave him? [Pause for students’ responses.]

*Show Image 3A-2: Big brother*
Dominic’s parents and grandparents spend a lot of time looking after the babies. Now that Dominic is a big brother, he has more **responsibilities**. A responsibility is an action that you are supposed to do, even if no one asks or if no one is watching. What types of
responsibilities do you think Dominic may have at home? [Pause for students’ responses.] The list of chores that Dominic’s mom gave him explained all of the responsibilities he had for that day. Dominic looked at the first chore on the list. He read carefully, “Make Your Bed.”

Show Image 3A-3: Making the bed
Dominic walked into his bedroom. This was his favorite place in the house. Dominic walked to his bed. The pillow was on the floor. His sheets were messy. He couldn’t even find his favorite stuffed animal, Teddy. Dominic did not like how this looked. He missed seeing Teddy, too. So he crossed off the first item on his chore list and made the bed. He put his pillow back at the top of the bed and fixed the sheets. As he moved one of his blankets, he found his stuffed animal. He put it on the pillow and smiled. Dominic liked how his bed looked now. It made him feel calm that his bed was made. He also liked knowing where all of his things were. Why do you think making the bed made Dominic smile and feel calm?

Show Image 3A-4: Picking up
Next, he read the words “Pick Up” on his list. Dominic walked to the family room and looked around. There were shoes, cups, and his school supplies on the floor. Dominic knew that those things didn’t need to be in that room. He took the shoes and placed them by the door. Then he placed the cups in the kitchen. Finally, he took time to tidy up his school supplies. When something is tidy, it means things are where they belong. It looks neat and organized. Dominic took them to his room and organized them so that he could find them later. Dominic walked back into the room and looked around. He thought about how the room was before—messy. Now he saw a clean area with lots of space. He liked this much better. How do you think it made Dominic feel by tidying up the room for his family?
Lesson 3 Helping in Our Homes

Show Image 3A-5: Putting away dishes
After crossing off the words “Pick Up,” Dominic looked at the next word on his chore list. He sounded out the word “Dishes.” Dominic went into the kitchen. He knew that he needed to put the dishes away in the right places. Dominic removed the clean plates, cups, and utensils from the drying rack. **Utensils** are tools or objects that you can use to help you in the kitchen. Some examples of utensils are forks, spoons, or knives. Chopsticks are another example of a utensil that some people use. He did not mind putting away the dishes. Dominic liked knowing where the dishes were so that they could be found quickly. *What are some other ways that you can help in the kitchen?* [Pause for students’ responses.] (Answers will vary but should include examples such as sweeping the floor, mopping the floor, wiping the counters, washing the dishes, setting the table, folding napkins, helping cook a meal, etc.)

Show Image 3A-6: Time with family
Dominic crossed off the word “Dishes.” His list of chores was all done! He wasn’t sure what to do next. He enjoyed being responsible and helping in his home.

Dominic heard his family’s voices coming from the family room. He went back into that room to see them all playing together.

“Dominic, I am glad you cleaned our family room. We can all sit together and spend time with each other,” said Dominic’s mom.

“Thank you, Mom,” Dominic replied.

“I **appreciate** all the work you have done. You helped us a lot today with responsibilities around the house,” Dominic’s mom told him. **Appreciation** is when you feel grateful or thankful for something or someone. There are different ways to show that you appreciate someone or something. You can tell them by thanking them, or you can do something kind or helpful for them.

Dominic felt good knowing he had helped in the house today. Now he could enjoy sitting in the tidy room with his family. Dominic wanted to read a book to his baby brothers. He found a book quickly and picked it up. Dominic sat down next to his family, and they read the book together. *How did cleaning the family room earlier help Dominic and his family?*

Challenge
Ask students to offer suggestions for different ways they can show appreciation to people at home and at school.
Dominic thought about all the responsibilities he had today. He had made his bed, tidied the family room, put the dishes away, and played with his brothers. It was a lot. He knew his parents and grandparents worked hard taking care of him. He wondered how they always managed to get everything done! He wanted to thank them.

Dominic made them a card to show his appreciation. He handed them the card.

“Wow! Thank you for the card,” they said. “We love you, Dominic.”

“I love you, too,” said Dominic. In this story, Dominic shows appreciation to his parents and grandparents. For whom would you like to show appreciation for in your home?

Check for Understanding

One-Word Answer: What is the theme, or message, of the Read-Aloud? (helping)
What is it called when you have jobs at home that need to be done almost every day? (chores)
When you feel grateful for someone or something, you can show them what? (appreciation)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Why does Dominic have more responsibilities now? (Dominic’s mom and grandparents spend a lot of time looking after the twin babies, or he is a big brother now.)

2. **Literal.** What chores were on the list for Dominic? (Make his bed, pick up the family room, and put away the dishes.)

3. **Literal.** How did Dominic show appreciation to his grandparents and mom? (Dominic made them a card.)

4. **Inferential.** What responsibilities do Dominic’s mom and grandparents have? (Answers may vary but should support the idea that they provide food for the kids, play with the kids, change the twins’ diapers, take Dominic to school.)
Lesson 3: Helping in Our Homes

Application

Writing: With assistance, students will describe ideas about how they can help at home, record their answers on a graphic organizer, and construct a pictorial response.

**TEKS K.5.G; TEKS K.6.E; TEKS K.10.A**

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5. **Evaluative.** Think-Pair-Share: How does having a clean home help Dominic’s grandparents, mom, and baby brothers? *(Answers may vary but should support the idea that it helped everyone in the family, not just Dominic; for example, items are easier to find, the family is able to spend more time together, and Dominic’s caregivers don’t have to clean up after him.)*

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**WORD WORK: RESPONSIBILITIES (5 MIN.)**

1. In the Read-Aloud you heard, “Now that Dominic is a big brother, he has more responsibilities.”

2. Say the word responsibilities with me.

3. *Responsibilities* are things that you are supposed to do even if no one asks you or is watching you.

4. If you have responsibilities, it means there are things you should do without someone being around you or without someone asking you to do it. When we say a responsibility, we are talking about one thing that we should do without someone being around to watch us or asking us to do it.

5. I have responsibilities at home. It is my responsibility to take the trash bag outside for the garbage truck.

6. We have responsibilities at home and at school. Tell about a responsibility that you have or could do. Try to use the word responsibilities or responsibility when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A responsibility I have at school/home is . . .” or “At home/school, it is my responsibility to . . .”]

7. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** How did Dominic feel after completing all his responsibilities? Be sure to use the conventions of language and support your answer with details from the story. *(Answers may vary but may include responsible, proud, etc.)*
Students will be able to write an informative sentence about how they can help at home, using correct ending punctuation.


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**TWO-COLUMN CHART: WAYS TO HELP AT HOME (20 MIN.)**

**Generating Ideas**

- Refer to the Ways to Help at Home chart that you prepared in advance.

- Explain to students that they are going to write about what they learned today using a two-column chart.

- Tell students that writers use graphic organizers to help them organize their thoughts.

- Ask students to name a room that is found in a home. Have them describe the different ways they can help at home in that room. Record student ideas on the two-column chart.

- Choose one of the ideas and model writing a complete sentence and drawing a picture that illustrates the idea.
  - Example: I can help at home in the laundry room by helping Alison fold the clothes.

- Point out to students that when they write sentences, they leave spaces between words.

- Explain to students that writers always begin sentences with capital letters. Remind students that they always capitalize the pronoun I and proper nouns. Have students point to where they see capital letters in the example sentence.

- Explain to students that writers always place ending punctuation at the end of the sentence. Point out the period at the end of the sentence.

- Provide sentence stems as needed.

- Circulate around while the students are working on their sentences to provide support and feedback.

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**Exit Pass**

Have students write one sentence explaining how they can help their families. Encourage them to use the chart created as a class.

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**TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** interact with sources in meaningful ways such as illustrating or writing; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.11.B** Dictate or compose informational texts.
SERVING OUR NEIGHBORS

Helping Clean Up

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will review key information about helping clean up at school and at home.

TEKS K.1.C

Reading
With teacher support, students will use the title of the text to predict ideas that the author may discuss about cleaning up. After reading, students will confirm predictions made prior to the Read-Aloud.

TEKS K.5.C

Students will generate questions about the importance of keeping the environment clean to help our neighbors during reading to deepen understanding and gain information about the topic.

TEKS K.5.B

Language
Students will demonstrate an understanding of the Tier 2 word environment. Students will demonstrate an understanding of the multiple-meaning word can.

TEKS K.3.B

Writing
With assistance, students will use text evidence to create a class checklist of ideas with teacher support.

TEKS K.6.C

Students will use a class-created checklist to provide a written response to text and be able to write an informative sentence about one action they will take to clean up the environment to help their neighbors.

TEKS K.3.B

FORMATIVE ASSESSMENT

Activity Page 4.1 Drafting an Action Students will use a class checklist of ideas for ways to clean up as a resource for writing a sentence. Students will select and write about one action they would like to take to contribute to cleaning up.


TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance; TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; TEKS K.6.C Use text evidence to support an appropriate response; TEKS K.6.B Provide an oral, pictorial, or written response to a text; TEKS K.11.B Dictate or compose informational texts.
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<td>Generating Ideas: Ways to Help Checklist</td>
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<tr>
<td>Sentence Writing: One Way to Help</td>
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ADVANCE PREPARATION

Application
• Prepare a checklist on chart paper for use during the Sentence Writing Activity.
  ◦ Write “Ways to Help” on the top of the paper.
  ◦ Create a checklist by drawing 5–8 lines in a list with a box or space before each line.

Universal Access
Reading
• You may wish to bring in examples of items that can be recycled, reused, or something that you can reduce the use of.

Writing
• Have students draw out how they can help the environment before writing their sentence.
**CORE VOCABULARY**

**environment, n.** everything around us, including living and nonliving things  
Example: Frogs need a wet environment.  
Variation(s): none

**landfill, n.** a place where waste material, which cannot be recycled, goes to be buried in the ground  
Example: The garbage will probably go to the landfill.  
Variation(s): none

**recycle, v.** to take materials and create new items with them  
Example: The company plans to save all of their empty boxes in order to recycle them.  
Variation(s): recycled, recycling

**reduce, v.** to use less of something  
Example: Using a cloth towel to clean up instead of paper towels can help reduce the use of paper.  
Variation(s): reduced, reducing

**reuse, v.** finding a new way to use something again  
Example: He wanted to reuse a jar as a pencil holder.  
Variation(s): reusing, reused

**waste, n.** things you bought and are done using  
Example: When you are done with a snack, the waste or wrapper goes in the trash.  
Variation(s): none

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**Vocabulary Chart for “Denise and the Three Rs”**

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Lesson 4: Helping Clean Up

Introducing the Read-Aloud

Speaking and Listening: Students will review key information about helping clean up at school and at home.

What Have We Already Learned? (10 Min.)

Show Image Cards 1–5

- Review the two-column charts created in the previous lessons about helping at school and at home.
- Tell students that they can help in other places too, not just school or at home.
- Ask students to give examples of other places they have been to that are not school or home. (Answers may vary but may include the grocery store, a park, movie theater, library, mall, etc.)
- Display Image Cards 1–5 one at a time. Tell students to think about how they could help in each of those different places.

Essential Background Information and Terms (5 Min.)

- Tell students that the title for today’s Read-Aloud is “Denise and the Three Rs.”
- Ask students what they think the Three Rs has to do with cleaning up, if they have heard of the Three Rs, and what they think the Rs stand for. [Pause for students’ responses.]
- If students do not have background knowledge of the Three Rs, explain that the phrase refers to reduce, reuse, and recycle. Use the core vocabulary to explain these words.
- Gesture to the area around you, and ask students to think about what the story will tell them about cleaning up areas. Ask students to provide an example of how they helped clean up an area. [Pause for students’ responses and discuss responses.]

Support

Refer back to Image Cards 1–5 to remind students of the examples of helping at home.

Challenge

Encourage students to expand on their way of helping at school or at home by explaining how it helps others.

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.
• Explain to students that the environment is everything around us in which we live. An environment consists of living things, such as trees, grass, animals, and people. An environment also consists of nonliving things such as buildings, rocks, water, and even the air we breathe.

**Check for Understanding**

**One-Word Answer:** What is the word for everything around us in which we live, which could include buildings, flowers, people, cars, and the air? (*environment*)

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**EMERGENT BILINGUAL STUDENTS**

**Speaking and Listening**

**Exchanging Information and Ideas**

**Beginning**
Ask students yes/no questions about the image and encourage them to ask their own questions about the image.

**Intermediate**
Encourage students to build on what the previous student said about the image.

**Advanced/Advanced High**
Challenge students to say something more about what the previous student said about the image.

**ELPS 1.E; ELPS 2.G; ELPS 3.F**
Lesson 4: Helping Clean Up

Read-Aloud

**Reading:** With teacher support, students will use the title of the text to predict ideas that the author may discuss about cleaning up. After reading, students will confirm predictions made prior to the Read-Aloud.

Students will generate questions about the importance of keeping the environment clean to help our neighbors during reading to deepen understanding and gain information about the topic.

**Language:** Students will demonstrate an understanding of the Tier 2 word *environment*.

**PURPOSE FOR LISTENING**

- Tell students they will be learning about how we can clean up in different environments.
- Ask them to try to remember what the Three Rs mean and how we can use them in different environments.
- Tell students they will listen to a story called “Denise and the Three Rs.” Ask students to make predictions about the story based on its title.
- Tell students to listen carefully to the Read-Aloud to find out more about today’s topic: helping clean up.

**“DENISE AND THE THREE RS” (15 MIN.)**

Show Image 4A-1: Introducing the Three Rs

Today, Mrs. Chang taught Denise and her classmates about the Three Rs. The class has been learning about different ways to help the environment that our neighbors live in. The Three Rs mean to **reduce, reuse, and recycle**. These are three ways we can help our neighbors live in a better environment. Does anyone have any questions or thoughts on how the Three Rs can help us in our lives?

**TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.
Mrs. Chang wanted her students to practice reducing, reusing, and recycling at home. She reminded Denise and her classmates of their task at the end of the day.

“Don’t forget to do the Three Rs this weekend,” said Mrs. Chang.

Denise walked down the hallway with her classmates. They talked about how to do the Three Rs at home. They were excited to help their neighbors live in a cleaner environment. At the end of the hallway, Denise saw her Grandpa. He was waiting to walk her home.

**Show Image 4A-2: Reduce**

“How was school today?” asked Grandpa.

“It was great! We learned about the Three Rs in class,” said Denise. “The Three Rs means that we should try to reduce, reuse, and recycle whenever possible. These are some ways we can help our neighbors keep living in a clean environment.”

“What does reduce, reuse, and recycle mean?” Grandpa asked.

“Each word means something different. Reduce means to use less of something. Reuse means to use again. And recycling means to use materials to make new things,” Denise explained to her Grandpa.

Grandpa asked, “Are we doing any of those things right now?”

“Yes, we are! We are walking instead of driving,” Denise said with a smile on her face.

“You are right,” said Grandpa. “Walking helps reduce the amount of cars on the road. That helps keep our air clean.”

As they continued to walk home, Denise thought about how else she could reduce, reuse, and recycle. *Can you think of other examples to reduce the use of something? [Pause for students’ responses.] How can some of these examples help our neighbors live in a clean environment?*
Show Image 4A-3: Recycle and reuse
Denise was hungry when they got home. Her grandpa made her a snack. She had a cup of apple juice and a bowl of cereal. As she ate, she looked at the back of the cardboard cereal box and noticed the recycle symbol on it. [Point to image.] “I’m all finished!” Denise exclaimed. “Can you recycle this, please?” she asked, handing the box to Grandpa.

“Of course,” Grandpa said. “We already reduced the amount of traffic on the roads on the way home by walking. Now, we can recycle the cardboard. This is easy!”

“It really is,” Denise said. “Next, we are going to reuse something. I wonder how we could reuse this apple juice bottle.”

Denise thought about it for a minute, then said, “We could use it to hold pretty flowers. I can clean it out, and we can pick flowers from the garden to put in it.” Denise helped Grandpa clean out the bottle. They filled it up with water and then walked out into the garden and picked a handful of colorful flowers.

“Perfect,” Denise said, stepping back to admire them. “Using the Three Rs is so easy!” Why does Denise think that using each of the Three Rs is easy?

Show Image 4A-4: Trash
Show an image of two cans: one for trash and one for recycling with the symbol.

Denise and her grandfather decided to finish the afternoon with a walk to the park. Before they left, Grandpa suggested they grab some rubber gloves and keep an eye out for trash.

On their way to the park, Denise saw a burger wrapper on the ground. She put her gloves on, carefully picked it up, and walked over to where there were two cans. One read “Recycle,” and the other read “Trash.” Which do you think Denise should put the trash in, and why? Denise remembered Mrs. Chang teaching her that not everything can be recycled. [Point to the image.] Things that can be recycled have a symbol on them. The recycling symbol has three arrows that go in a triangle. Denise looked for the symbol on the wrapper but couldn’t find one. She put the wrapper in the can that read “Trash” because
she knew it was something that could not be recycled. She wondered where things went after the trash can. *The word can can mean different things. When we say trash can, it is a place where trash belongs.*

Denise asked her Grandpa, “Where does the trash go after it gets picked up?”

“Well,” Grandpa explained, “it goes to a landfill. A landfill is where materials that cannot be recycled go. It’s important to recycle the waste materials that can be recycled and to throw all other garbage into the trash.” *Waste materials are things that you bought and are done using. A banana peel, a broken toy, and an empty juice bottle are all examples of waste materials. When you are finished with the item, it can be reused, recycled, or put in the trash. What you do with the product depends on what it is made of.*

Show Image 4A-5: Home

Denise thought about how using the Three Rs wasn’t that hard. It made her feel good to help her community. As they walked home with flowers, they talked about other ways to reduce, reuse, and recycle. Denise thought about how she could bring her own reusable water bottle to school. That would help reduce the number of people using plastic water bottles.

Grandpa said, “Could you and your classmates recycle juice bottles so that they can be made into other products?”

“Oh yeah, we could. They have the recycling symbol on them, so those are okay to recycle,” Denise said.

“We’ve thought of other ways to reuse and recycle. How can you show that you are practicing reducing?” asked Grandpa.

Denise said, “What about the water we use when we wash our hands? I could do my best not to play with the water but focus on cleaning up.”

“I think that is a good idea that you can do even at school,” Grandpa said, smiling.

Denise couldn’t wait to tell Mrs. Chang how she and Grandpa practiced using the Three Rs.
Check for Understanding

**Recall:** What are three things you can do to help keep the environment clean for our neighbors? These are also called the Three Rs. (*reduce, reuse, recycle*)

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Inferential.** Describe one example that shows how you can reduce the amount you use of something. (*Answers may vary but should support the idea that something is being used less.*)

2. **Inferential.** Describe one example that shows how you can reuse something. (*Answers may vary but should support the idea that you are using an item again.*)

3. **Inferential.** Describe what recycled materials are. (*Recycled materials are things that have already been used and can no longer be used again. They are made into something new instead of being thrown away into the garbage.*)

4. **Literal.** Where does trash go after it gets picked up by the garbage truck? (*Trash goes to a landfill after it gets picked up.*)

5. **Evaluative.** Think-Pair-Share: Why is it important to reduce, reuse, and recycle? (*Answers may vary but should support the idea that these three things help keep the environment clean for us and our neighbors.*)

**Confirm Prediction:** Before reading, we made predictions about the story based on its title, “Denise and the Three Rs.” How were our predictions right and how were they wrong? How do we know?
1. In the Read-Aloud you heard, “The class has been learning about different ways to help keep the environment clean for our neighbors.”

2. Say the word *environment* with me.

3. The *environment* is everything that is around us, that we live in. That includes living things like people and animals, and nonliving things like fences and streets. The environment also includes the air we breathe.

4. There are also different environments like school, home, and the park.

5. The school environment has students.

6. Tell about one thing you see or have seen in an environment, like school, home, or a park. Try to use the word *environment* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The ___ environment has . . .”]

7. What’s the word we’ve been talking about?
Lesson 4: Helping Clean Up

Application

**Language:** Students will demonstrate an understanding of the multiple meaning word *can*.

- **TEKS K.3.B**

**Writing:** With adult assistance, students will use text evidence to create a class checklist of ideas with teacher support.

- **TEKS K.6.C**

Students will use a class-created checklist to provide a written response to text and be able to write an informative sentence about one action they will take to clean up the environment to help their neighbors.


**MULTIPLE-MEANING WORD: CAN (5 MIN.)**

**Show Poster 1M: Can**

- Remind students that in the Read-Aloud they heard, “She wondered where things went after the trash can.”
- Explain that *can* in this sentence is a noun. It is a thing.
- Tell students that the *can* is a container to hold things. In this story there is a *can* that holds trash and a *can* that holds recycling. A soda *can* is another example of a *can* that holds something. It holds soda.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- Tell students that *can* can also mean something you do. It is an action or verb.
- I can go to the grocery store. You can use the slide.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- Have students turn to a partner and make a sentence for each meaning of *can*.

**Flip Book Poster 1M**

**EMERGENT BILINGUAL STUDENTS**

**Reading**

**Analyzing Language**

**Beginning**
Ask questions that students can answer by pointing to the correct image on Flip Book Poster 1M (e.g., “Which image shows a can that can hold something?”).

**Intermediate**
Ask students to provide examples of items related to each meaning of *can* (e.g., “What is something you can do?”).

**Advanced/Advanced High**
Have students use each meaning correctly in context.

**TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.11.B** Dictate or compose informational texts.

**ELPS 2.C; ELPS 3.D**
• Remind students to use complete sentences.

• Call on a few students to share their responses.

**PREPOSITIONS ACTIVITY: TO, FROM (5 MIN.)**

- Remind students that prepositions are words that we use to tell us the location of things like *above, under, and beside*.

- Explain to students that *to* and *from* are also prepositions.
  - Paul is going *to* the market.
  - Pick a book *from* the table.

- Tell students that in the sentence, the word *to* tells us where Paul is going. The word *from* shows where the book is.

- Read the sentences to students. Tell students to choose from the two prepositions in the lesson example, *to* and *from*, to complete the sentences.
  - She can go __ the park. (She can go to the park.)
  - We are __ Texas. (We are from Texas.)
  - They walked __ the door. (They walked to the door.)
  - The town is not that far __ us. (The town is not that far from us.)
  - Does he want __ come __ the park with us? (Does he want to come to the park with us?)

**CLASS CHECKLIST (5 MIN.)**

- Remind students that in the Read-Aloud today they learned how they can help clean up the environment for their neighbors using the Three Rs: reduce, reuse, and recycle.

- Explain to students that they are going to write about what they learned today using a checklist.

- Tell students that they will be helping create a checklist by sharing ideas of how they can help clean up the environment for their neighbors.

- Explain to students that a checklist is another way that writers organize their thinking by using a list. When a writer uses an idea, they will check that idea off the list to show that that idea has already been used so that they don’t use it again.
• Show students the checklist you created in advance on chart paper. Tell students that together you are going to create a list of ideas to help clean up the environment for their neighbors.

• Ask students to describe the different ways they learned from the Read-Aloud that they can help clean up the environment for their neighbors. As they share, record student ideas on the checklist.

• You may also ask students to show where in the story they found this idea.

• Encourage students to think of other ways not in the Read-Aloud of how they can help clean up the environment for their neighbors.

• Explain to students that they are going to write a sentence that tells others what they will do to help clean up an environment for their neighbors.

• Tell them that when something is done to help clean up the environment, it is called an action.

**SENTENCE WRITING: ONE WAY TO HELP (5 MIN.)**

**Activity Page 4.1**

• Choose one idea and model writing a complete sentence to show an action of keeping the environment clean for our neighbors. Then check off the idea that was written to show that it has been used.

  ◦ Example: One action I will take to keep the environment clean for my neighbors is reusing my lunch box.

• Have students turn to Activity Page 4.1 and read the directions.

• Remind students to use an idea off of the checklist and write in a complete sentence.

• Encourage students to use the words reduce, reuse, and recycle.

• Circulate around while the students are working on their sentences to provide support and feedback.

**Support**

Reread small sections of the text aloud or show images, as necessary, to help students think of ideas.

**Challenge**

Prompt students to add more detail to their writing and explain why their action is important to help their neighbors live in a clean environment.
As students turn in their activity page, have them read their written response describing one action they can take to help their neighbors live in a clean environment.
SERVING OUR NEIGHBORS

Kids Help Their Communities

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will review and share information that they have already learned about cleaning up at school and at home from previous lessons, and they will listen and ask questions about ways of working together to improve a community.

TEKS K.1.A; TEKS K.1.C

Reading
Students will discuss details in the text and make connections to what they know about what a community consists of, and they will evaluate details in the text to determine reasons that helping in a community benefits everyone.

TEKS K.5.E; TEKS K.5.G

Language
Students will demonstrate an understanding of the Tier 2 word resident.

TEKS K.3.B

Writing
With assistance, students will use a graphic organizer to generate additional ideas about different ways they can help their community.

TEKS K.5.H; TEKS K.10.D.i

Students will provide a pictorial and written response to text by creating a poster inviting others to help their own communities.


FORMATIVE ASSESSMENT

Community Help Poster
With teacher assistance, students will brainstorm additional ideas for ways to serve and help improve their community. Students can build on ideas from the text but should also come up with some new ideas. Students will use the idea web as a resource to create a poster inviting others to help their own communities.


TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS K.5.G Evaluate details to determine what is most important with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; TEKS K.5.H Synthesize information to create new understanding with adult assistance; TEKS K.10.D.i Edit drafts with adult assistance using standard English conventions, including complete sentences; TEKS K.6.B Provide an oral, pictorial, or written response to a text; TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing.
## Lesson at a Glance

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<th>Materials</th>
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<td>What Have We Already Learned?</td>
<td>Whole Group</td>
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<td>Essential Background Information and Terms</td>
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<td><strong>Read-Aloud (30 min.)</strong></td>
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<td>Purpose for Listening</td>
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<td>Comprehension Questions</td>
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<td>Word Work: Resident</td>
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<td><strong>This is a good opportunity to take a break.</strong></td>
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<td>Community Help Poster</td>
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ADVANCE PREPARATION

Application

• Prepare an idea web on the board/chart paper for use in this lesson. Alternatively, you may access a digital version in the online materials for this unit.

• Have a piece of chart paper for you to use and one blank piece of paper for each student to create their poster.

Universal Access

Reading

• If possible, show images of community areas in your town, such as the library, park, or pool.

Writing

• You may wish to bring in example posters that can be found in the school or around your community, such as posters promoting school choir concerts, community events, or school clubs.
**CORE VOCABULARY**

**benefit, v.** to be helpful or do good  
Example: My dog will benefit from getting exercise on daily walks.  
Variation(s): none

**improve, v.** to make better  
Example: Adding flowers to the front yard will improve how nice it looks.  
Variation(s): none

**litter, n.** trash or garbage  
Example: It is not a good idea to leave litter on the ground because it is dirty and smelly.  
Variation(s): none

**resident, n.** a person who lives in an area or town  
Example: As a resident of the town, I go to the city parade every year.  
Variation(s): residents

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**Vocabulary Chart for “The Cleanup”**

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<tr>
<th>Type</th>
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<th>Tier 2 General Academic Words</th>
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<tr>
<td>Vocabulary</td>
<td>litter</td>
<td>benefit <em>(beneficiar)</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>improve</td>
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<td></td>
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<td>resident <em>(residente)</em></td>
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**Sayings and Phrases**
Lesson 5: Kids Help Their Communities

Introducing the Read-Aloud

Speaking and Listening: Students will review and share information that they have already learned about cleaning up at school and at home from previous lessons, and they will listen and ask questions about ways of working together to improve a community.

TEKS K.1.A; TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

• Review what students have learned about helping at school, home, and the environment from previous lessons.

• Ask students to share how being responsible at school, home, and in the environment can help others.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

• Tell students they will be learning how we can help in our communities.

• Remind students that there are different kinds of communities (e.g., classrooms, schools, and larger communities that people live in). A town or city is an example of a larger community. Towns and cities are made up of buildings, people, and streets in an area.

• Remind students that in towns and cities, there are smaller communities called neighborhoods. These have people who live by each other.

• Ask students to provide examples of what makes up a town or neighborhood community. [Pause for student responses and discuss.] (Answers will vary but should include houses, parks, people, schools, stores, restaurants, etc.)

Check for Understanding

Thumbs-Up/Thumbs-Down: Are the people in this room all a part of the same classroom community? (thumbs up)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.
TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Support

As necessary, prompt students with examples of what they may have heard, such as putting trash in the can, helping pick up toys, or reusing an item.

Challenge

Encourage students to continue brainstorming ways they can help clean up the environment and how it helps others.
Lesson 5: Kids Help Their Communities

Read-Aloud

Reading: Students will discuss details in the text and make connections to what they know about what a community consists of, and they will evaluate details in the text to determine reasons that helping in a community benefits everyone.

TEKS K.5.E; TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word resident.

TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students to listen to learn about how we can help clean up in our communities and how it helps others in the same community.

“THE CLEANUP” (15 MIN.)

Show Image 5A-1: The park at the lake
It was a hot summer day, and the Abara cousins were at the park with Aunt Stephanie. Imani and Joseph were enjoying the swings and basketball court. They wanted to cool off, so they walked down to the lake. As the three of them got closer to the water, they noticed a bad smell. When they got to the shore, they saw litter everywhere. Litter is another word for trash. Litter can be wrappers, old food, or things that can’t be used anymore.

Show Image 5A-2: Walking home
“Well,” said Aunt Stephanie, “I’m sorry, we can’t really enjoy this area because of the garbage. Let’s go home to cool off and enjoy popsicles.”

While on the way home, they talked about how sad it was that there was so much trash.
at the park. **What other things can you find besides grass, sand, swings, or basketball courts in a park?**

“I can’t believe there is a whole area of the park that no one can enjoy,” said Joseph.

“Yeah,” Imani agreed. “I really would like to swim in the water. Then, I would eat a popsicle while sitting with my toes in the sand.”

“Whose job is it to make sure the beach area at the park is clean?” asked Joseph.

“Well,” said Aunt Stephanie, “the people who use the park and beach area are responsible for keeping it clean. Everyone in the community must work together to make sure it stays clean.”

Imani asked, “Is there anything we can do to help?”

“Maybe we could work together to clean it up,” said Joseph.

Aunt Stephanie said, “That’s a good idea. We are going to need some help. Who do you think we should ask?”

“I think we should ask as many people as we can! It’s a big area,” exclaimed Imani.

“We could even pass out posters at school,” said Joseph.

“Yes! What if we hang them at the grocery store and the post office? A lot of people go to those places,” Imani said. “We could even call the news!”

“I like those ideas,” said Aunt Stephanie. “This is a community park, so it’s great to include all of the **residents** of Leederville. A **resident** is another word for a person who lives in a town or area.”

**Show Image 5A-3: Making posters**

The week went by quickly as they prepared for the cleanup. Imani and Joseph created fliers that gave information about the cleanup. They passed them out all over Leederville. They were excited, but they still needed supplies for the cleanup. They went to the store to get what they needed.
Show Image 5A-4: Community cleanup

They saw Mr. Minshew, their neighbor, reading a flier at the store. “Cleanup at 10:00 a.m., Leederville Community Park, Beach Area. This Saturday. We are definitely going,” said Mr. Minshew. He asked his family, “Remember when we used to have picnics at the beach when it was clean?”

“I sure do! We even have some wonderful pictures of the family at the beach,” said Mrs. Minshew.

“That is why we are going to help out. I have great memories there and want to improve it for others to enjoy,” Mr. Minshew said. To improve something means to make it better. Can you think of a time you helped improve something? [Pause for students’ responses.]

Joseph and Imani were happy to hear that people in the community knew about the cleanup. They wondered who would show up to help clean. Joseph, Imani, and Aunt Stephanie got their supplies and went home to rest.

Show Image 5A-5: Cleanup day

The next day was cleanup day! Aunt Stephanie, Joseph, and Imani walked to the park. They had gloves, trash bags, and a few boxes for items that could be recycled. They were excited and could not wait to get started.

When Joseph and Imani got to the park, they saw many people. There were kids from their soccer team and kids from school. Joseph and Imani were glad to know that they had help today. They even saw their art teacher, Ms. Lee.

“Hi, Ms. Lee. We did not know you lived by this park,” Imani said.

“I don’t live near this park, but I am a resident of the community. Thank you for organizing this cleanup. I used to spend a lot of time here when I was younger,” Ms. Lee said. “It will be good for it to be clean again. People will benefit from using the area in many ways.” When people benefit from something, it means something is helpful or it does something good. How will the community benefit from the beach area being clean? [Pause for students’ responses and discuss.]
“You’re welcome,” Joseph and Imani said. “We are glad you are here to help.”

Show Image 5A-6: Cleaning up
Aunt Stephanie, Imani, and Joseph headed to the beach area in the park. They stood, looking at the sandy area. “Let’s get started,” said Imani with a smile. Before they began, Aunt Stephanie reminded them of safety rules.

“Does everyone have closed-toe shoes on?” she asked, glancing at everyone’s feet. Everyone had worn sturdy tennis shoes. “Great! Now, don’t forget, wear your gloves and don’t pick up anything sharp. Let’s go!”

They put their gloves on and started picking up garbage. Aunt Stephanie saw an old bicycle tire. She carried it to the big garbage can that was nearby. Imani and Joseph worked with a few other kids to pick up trash. They made sure to recycle the items that could be recycled. The community spent the day working hard to clean the beach. They were able to get it cleaned while the sun was out. Everyone was thankful that they worked together to complete it in one day.

Show Image 5A-7: Time to enjoy the park
Now, the community could enjoy the clean beach at the park. Mr. Minshew brought popsicles to share. He passed them out. “Thank you,” said Imani.

“Don’t forget to put your trash in the trash can,” Joseph reminded everyone.

Joseph and Imani sat down next to Aunt Stephanie on the sand. They ate their popsicles and looked around at the clean beach. There were so many people sitting with their families and friends. Joseph and Imani appreciated the help they got from their community. They could not wait to see all the new ways people would enjoy the park.

Challenge
Have students think of other examples of when they benefited from something.
Check for Understanding

Recall: Who is responsible for keeping the park clean? (The people who use the park or residents of the community are responsible for keeping the park clean.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is litter? (*Litter is another word for trash.*)

2. **Inferential.** Why did Imani and Joseph want to clean up the park in the first place? (*Answers may vary but should support the idea that they wanted to be able to use and enjoy all areas of the park.*)

3. **Literal.** What did Mr. Minshew and his family enjoy doing at the beach before there was garbage everywhere? (*They had picnics at the beach.*)

4. **Literal.** What did Joseph, Imani, and Aunt Stephanie do to let the residents of Leederville know about the cleanup? (*They created fliers with the time, the place, and what the cleanup was and posted them around the community.*)

5. **Evaluative.** Think Pair Share: Why do you think it is important to help clean up different environments in your community? (*Answers may vary but should include details from the Read-Aloud, such as we share the areas or so we can use the areas safely.*)

WORD WORK: RESIDENT (5 MIN.)

1. In the Read-Aloud you heard, “This is a community park, so it’s great to include all of the residents of Leederville.”

2. Say the word resident with me.

3. A resident is another word for a person who lives in a town or area.

4. People like our principal or your parents are residents of our community.

5. Tell us about some people who are residents of our community. Use the word resident when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “___ is a resident.” or “A resident who lives in our community is ___.”]

6. What’s the word we’ve been talking about?
Lesson 5: Kids Help Their Communities

Application

Writing: With assistance, students will use a graphic organizer to generate additional ideas about different ways they can help their community.

**TEKS K.5.H; TEKS K.10.D.i**

Students will provide a pictorial and written response to text by creating a poster inviting others to help their own communities.


**IDEA WEB: WAYS TO HELP OUR COMMUNITY (5 MIN.)**

- Display the idea web you prepared in advance.
- Explain to students that they are going to write about the different ways they have learned to help their community.
- Tell students that writers use this graphic organizer to organize their ideas about one topic.
- Ask students to share ways they can help their community. Add the ideas to the idea web.
- Encourage students to think of other ideas that are not in the Read-Aloud.
- Explain to students that they are going to create a poster that shares one way that others in the community can help keep the environment clean.

**COMMUNITY HELP POSTER (15 MIN.)**

- Model for students choosing one idea from the web. Write a complete sentence that encourages others to help with that idea. Then, illustrate a picture(s) that matches the sentence.
  - Example: You can help make sure trash goes in the trash can so wildlife doesn’t eat it.
  - Ask students to identify parts of the sentence. *(a capital letter at the beginning, end punctuation, who is the sentence about, or [you]*)
- Distribute blank paper, pencils, and markers.
- Have students write a sentence about how they can help their community and draw a picture to match. Remind students that their sentences must have a capital letter, a noun, a verb, and end punctuation.

**Support**

If students have difficulty thinking of ideas, reread pertinent lines of the Read-Aloud and/or refer to specific images.

**Challenge**

Encourage students to add more detail to their poster by describing how that action can help the environment or how other residents can benefit from it.

**Writing**

**Beginning**

Provide support for students in writing simple words and phrases.

**Intermediate**

Provide support for students in writing short sentences.

**Advanced/Advanced High**

Have students expand on their ideas by writing longer, more detailed sentences.

**ELPS 5.G**

**Lesson 5 | Kids Help Their Communities**

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• Provide sentence stems, if needed.

• Circulate while the students are working on their sentences to provide support and feedback.

---

**Exit Pass**

**Oral:** As students hand in their posters individually, have them respond to the following question: What is one way you can help clean up your community?

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End of Lesson
NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed in this section, but it is highly recommended that you use the Mid-Unit Assessment to assess students’ knowledge of taking care of the earth. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

CORE CONTENT OBJECTIVES

Students will:

• Identify characteristics of a good neighbor and what it means to help someone.

• Generate ideas for writing when responding to the text “The Golden Rule” and illustrate and write an informative sentence about a time someone helped them.

• Listen, ask questions, and make personal connections about helping at school.

• Describe ideas about how they can help at school, record their answers on a graphic organizer, and construct a pictorial response to the text.

• Make connections from the text to personal experiences they have of helping at home, and listen and ask questions about how everyone can contribute by helping at home.

• Evaluate information in the text to identify reasons that helping at home benefits everyone.

• Write an informative sentence about how they can help at home

• Generate questions about the importance of keeping the environment clean to help our neighbors.

• Write an informative sentence about one action they will take to clean up the environment.

• Listen and ask questions about ways of working together to improve a community.
• Evaluate details in the text to determine reasons that helping in a community benefits everyone.

• Use a graphic organizer to generate additional ideas about different ways they can help their community.

• Provide a pictorial and written response to text by creating a poster inviting others to help their own communities.

### MID-UNIT ASSESSMENT

#### Helping Others

**Materials: Activity PP.1**

- Activity Page PP.1 contains six images, four of which represent ways students can help in their communities, and two of which do not. Have students cut out the four images that relate to helping in their communities and glue or tape them onto a blank sheet of paper.

**Image Review**

- Show the images from any Read-Aloud again and have students retell the Read-Aloud using the images.

**Key Vocabulary Brainstorming**

**Materials: Chart paper or whiteboard**

- Give students a key unit concept or vocabulary word, such as *community*.

- Have them brainstorm everything that comes to mind when they hear the words, such as *home, school, responsibilities, volunteer, neighbor,* etc.

- Record their responses on the chart paper, chalkboard, or whiteboard for reference.

#### Class Book: Reduce, Reuse, Recycle

**Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this unit.

- Have students brainstorm important information about the various ways students can help in their communities.

- Have each student choose one idea to draw a picture of and ask them to write a caption for the picture.

- Before completing the book, have students create a cover and title page, listing themselves as authors and illustrators. Remind students about the roles of authors and illustrators, if needed.
• Bind the pages to make a book to put in the class library for students to read again and again.

• You may choose to add more pages upon completion of the entire unit before binding the book.

**Challenge: Classroom Versus Home**

• Compare and contrast ways students would help at home and school. How can we be helpful at school? How can we be helpful in the classroom? Record student answers on a Venn diagram.

**My Responsibilities**

**Materials: Drawing paper, drawing tools**

Ask students what responsibilities they have at home or at school. Remind students what responsibilities are. Have students draw pictures of their responsibilities at home or at school. Help them to write the name of their responsibility or chore at the top of their drawing.

**Class Job List**

• Students have now learned many different ways that they can help in their home and school communities.

• Discuss with students possible jobs around the classroom that could contribute to their classroom community.

• Make a list of jobs, then add them to the class job list.
  
  ◦ For example, items could include making sure that the water is turned off in the bathrooms, picking up trash on the floor, putting toys away, etc.

• At the end of each week, have students report back to the class on the progress of the jobs on their class list.

**Nature Walk**

**Note:** This activity requires additional adult support.

• Go on a nature walk to observe areas around or in front of the school that might need to be cleaned up.

• Return with bags and other cleaning supplies to pick up trash around their school community.

• Students could also do a “nature walk” through the school to find trash that might need to be picked up in the hallway, cafeteria, or other shared spaces.
Nouns and Verbs Word Sort

**Materials:** List of nouns and verbs from the unit, a set of two index cards for each student with the words “Thing or Noun” on one card and the words “Action or Verb” on the other

- Distribute set of two index cards to each student
- Review the meaning of each word on the cards. Remind students that nouns can mean a person, place, or thing.
- Tell students that you will read a word to them, and they will show if it is a thing or noun by holding up the “Thing or Noun” card.
- Tell them that they can show the word is an action word or verb by holding up the “Action or Verb” card.
- Read the words and wait for the card response before reading the next word on the list.
- If time allows, have students think of their own words and share orally with the class. Have the students use their cards to indicate if the word is a noun or a verb.

Reuse Art Fair

**Note:** This can be done in coordination with the art teacher or can be made into a home–school connection activity.

- Have a few reuse art project options ready for students to choose to do. Some suggestions include coffee can planters, egg carton organizers, yogurt cup or plastic bottle shakers, milk carton birdhouses, cereal box place mats, and shoebox treasure chests.
- You may wish to ask students for their suggestions as well and add those to the options.
- Once your class is finished with their reuse art projects, set up a Reuse Art Fair in your room (or another open space area in the school).

Clean-Up Dramatization

- Have students pretend to clean up an area in their home or at school. Have students use their bodies to make cleaning motions like putting toys away, washing dishes, throwing trash away, etc. Make sure students talk about what they are doing as they are doing it. Encourage students to use key words like volunteer, helper, tidy, and recycle.
Poetry

- Additional resources to support with the study of the poem “The Clock” by Mother Goose can be found in the Digital Components for this unit, and in the Teacher Resources section of this Teacher Guide.
SERVING OUR NEIGHBORS

The Good Samaritan

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will review past lessons and share ideas on different ways they can help others in need.

**TEKS K.1.C**

Reading
Students will make inferences and generate questions before, during, and after reading “The Good Samaritan.”

**TEKS K.5.B; TEKS K.5.F**

Language
Students will demonstrate an understanding of the Tier 3 word *Samaritan*.

**TEKS K.3.C**

Writing
After reading the text, students will write a sentence and illustrate a picture of what being a Good Samaritan means to them.


Students will edit sentences for pronouns.

**TEKS K.10.D.vi**

FORMATIVE ASSESSMENT

Activity Page 6.1 Good Samaritan Drawing Activity After reading and discussing the text, students will create an illustration and write a caption to show what being a Good Samaritan means to them.

**TEKS K.6.E**

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.11.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
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ADVANCE PREPARATION

Read-Aloud
- Create a three-column chart using chart paper and markers or use the Digital Component.
  ◦ Title chart: “Generating Questions”
  ◦ Label columns: “Before Reading,” “During Reading,” “After Reading”
- If possible, locate an age-appropriate news story about someone acting as a Good Samaritan or another real-world example of a Good Samaritan that students may be familiar with.

Universal Access
Reading
- Display a map of Israel. Point out Jericho and Jerusalem. Show images of the landscape to build background knowledge.
**CORE VOCABULARY**

**criminals, n.** people who do not obey the law  
Example: The criminals stole what the man had.  
Variation(s): criminal

**Samaritan, n.** a person from Samaria, which is a region in ancient Israel  
Example: The Samaritan was a long way from home.  
Variation(s): none

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### Vocabulary Chart for “The Good Samaritan”

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Lesson 6: The Good Samaritan

Introducing the Read-Aloud

**Speaking and Listening:** Students will review past lessons and share ideas on different ways they can help others in need.

**TEKS K.1.C**

**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Ask students to share what they already know about community helpers.
- Ask students to think of ways they can help others in need.
- Have students turn to a partner and share ways they can help others.
- Ask students to say the Golden Rule and explain what it means.

**ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)**

- **Background for Teacher:** The text of today’s lesson is derived from the story of the Good Samaritan found in the Book of Luke in the New Testament of the Christian Bible. The term “Good Samaritan” has become a commonly used term to describe individuals who selflessly give aid to others.

- Remind students that they learned about the Golden Rule in Lesson 1. Explain that in today’s lesson they will hear a story called “The Good Samaritan.” This story shows what it means to follow the Golden Rule. But it also shows that sometimes people do not follow the Golden Rule. “Good Samaritan” is a commonly used term we still use today, and it comes from this story in the Bible.

- Explain that this story from the Bible is from very long ago, and in the Bible was told by a man named Jesus. In the Bible, Jesus gave many talks, like the Sermon on the Mount, and he used the phrase “Do unto others as you would have done unto you.”

- This story from long ago includes people known as the Israelites and people known as the Samaritans. These people lived in different kingdoms in a place that was called Israel. Explain that Israel is a country today and point to it on a map. Explain that ancient Israel was also a place long ago, but it was set up a bit differently then.

- Explain to students that readers are constantly thinking about the story as they read. One way they do this is by asking questions before, during, and after.

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.
after reading. Ask students to think of questions they have about the story they are about to read. Record these questions on the three-column chart under “Before Reading.”

Check for Understanding

Recall: Where does the term “Good Samaritan” come from? (It comes from a story in the Bible.)

Lesson 6: The Good Samaritan

Read-Aloud

Reading: Students will make inferences and generate questions before, during, and after reading “The Good Samaritan.”

Language: Students will demonstrate an understanding of the Tier 3 word Samaritan.

PURPOSE FOR LISTENING

• Explain to students that as they are listening to the story about the Good Samaritan, they should think of some questions they have about the story.

• Tell students to listen to see if any of their questions are answered.

“THE GOOD SAMARITAN” (15 MIN.)

Show Image 6A-1: What is a Good Samaritan?

Have you ever heard a person described as a Good Samaritan? [Pause for students’ responses.] A Good Samaritan is someone who does something good for someone else just because it is the right thing to do. Good Samaritans show kindness by helping others.

Support

Take a picture walk before reading to preview the illustrations and build background knowledge.

TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance; TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
They help because it’s the right thing to do. But why do we call these people Good Samaritans?

The name comes from a Bible story. Remember the story of the Golden Rule we read? In that story, we learned that one way to say the rule is to love your neighbor as yourself. But just who, exactly, is a neighbor? [Pause for students’ responses.] Remember, the word neighbor has more than one meaning. It usually means someone who lives nearby. But it can also mean anyone we meet. In the Bible, Jesus told this story about the Samaritan to show what the word neighbor means and how we should treat our neighbors.

Show Image 6A-2: A journey begins
The story features four men. In the story, the first man, an Israelite, was traveling on the road from Jerusalem to Jericho, a long, long time ago. Jericho and Jerusalem are towns near each other, in ancient Israel, where people who were Israelites lived. [Display a world map, pointing out Israel, Jericho, and Jerusalem.] The traveler was walking alone up many hills on a rocky road. It was not an easy walk. How do you think the man felt while he was walking up and down many hills on a rocky road? [Pause for students’ responses.] (Answers may vary but should support the idea that the man was tired and probably thirsty.) In those days, there weren’t as many police, and there wasn’t as much respect for people or for following the law. The road was dangerous, with many places for criminals to hide. Criminals are people who don’t obey the law. And that is just what happened: criminals jumped out, took everything the man had, and ran off. They left the man alone and injured. Injured means hurt. He had nothing and needed help.

Show Image 6A-3: People walk by
Soon after, a second man came walking down the road. The second man was from Jerusalem, the same place as the injured man, and was also an Israelite, like the injured man. Do you think this second man was a neighbor of the injured man? [Pause for students’ responses.] When this second man saw the injured man, he passed by on the other side. This means the second man avoided getting close to the injured man; instead, he crossed to the other side of the road just so he would not be near him. Why do you think the second man passed by on the other side? [Pause for students’ responses and discuss.] (Answers will vary but should
How do you think the injured man felt when the second man passed him by? [Pause for students’ responses.] (sad, confused)

A third man came down the road next. This third man also came from the same place as the injured man, and was also an Israelite, like the injured man. Do you think this third man was a neighbor of the injured man? Do you think he will stop for the injured man? [Pause for students’ responses.] So too, this third man, when he came to the place and saw the injured man, passed by on the other side. This means the third man also avoided getting close to the injured man; instead, he crossed to the other side of the road just so he would not be near him. Why do you think the third man passed by on the other side? [Pause for students’ responses and discuss.] (Answers will vary but should reflect ideas such as perhaps he worried for his own safety.) How could the second man and the third man have shown kindness to the injured man? [Pause for students’ responses.] (They could have stopped and helped him.)

Show Image 6A-4: A Good Samaritan comes

Finally, a fourth person came along the road, riding a donkey. This man was a Samaritan. A Samaritan is a person from Samaria, which was a city and region in a different part of ancient Israel. [Point to Israel on a world map.] Samaritans were part of a different group of people, and lived in different towns than the Israelites. As two different groups, Israelites and Samaritans did not get along, and sometimes even attacked one another. And this had been true for a long time. But this Samaritan stopped to help the injured Israelite. How do you think the injured man felt when someone finally helped him? [Pause for students’ responses.] (Answers may vary but should support the idea that the man felt thankful and happy.)

The Good Samaritan cared for the hurt man by cleaning and wrapping his wounds in bandages. “He went to him and bandaged his wounds, pouring on oil . . . Then he put the man on his own donkey, “brought him to an inn and took care of him.”[1] A long time ago, oil was used as a type of medicine to clean and disinfect wounds. An inn is somewhere where travelers stop to rest, like a hotel. Remember, the criminals had taken everything from the man, so the Samaritan used his own money to pay for the hurt man’s food and shelter. In this story, the Samaritan chose to help the Israelite traveler even though he thought the

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1 Luke 10:34
traveler probably didn’t like him just because he was a Samaritan. *Why do you think the Samaritan would do so much for a stranger?* [Pause for students’ responses.] (Answers may vary but should support the idea that he did it because it was the right thing to do and because the Israelite man needed help.)

### Show Image 6A-5: Kindness matters

Remember the original question: “Who is my neighbor?” A version of the Golden Rule says to love your neighbor as yourself. There are four people in the story. Who do you think was being a neighbor? *Think of the injured man, the second man, the third man, and the Samaritan.*

*Who was a good neighbor to the injured man in the story? Why?* [Pause for students’ responses.] (Answers may vary but should reflect the idea that the Samaritan stopped to help the injured man with his wounds, give him food, and help him find shelter.) This story teaches a valuable lesson. What do you think people can learn from this story? [Pause for students’ responses.] (To help people who need it.) Have you ever acted as the Good Samaritan did and helped someone in need? [Pause for students’ responses and discuss.]

### Show Image 6A-6: The Good Samaritan Laws

Today, many states, including Texas, have special laws called Good Samaritan Laws. They are designed to encourage people to step in and help someone who is hurt or needs help. *What does being a Good Samaritan look like in school? The next time you see a classmate who needs help, think about the Good Samaritan in this story. What will you do?* [Pause for students’ responses and discuss.]

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### Check for Understanding

**Infer:** Why do we now have Good Samaritan Laws? (Answers may vary but should include ideas about being a good community member or neighbor by helping others. Helping others makes our community a better place to live.)
COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** How do you think the man felt when he was left alone and injured on the road? *(scared, hurt, lonely, worried, etc.)*

2. **Inferential.** What can you infer about the Samaritan based on his actions? *(Answers may vary but should include ideas of him being caring, nice, helpful, a good neighbor, etc.)*

3. **Literal.** How many people passed the injured man without helping? *(two)*

4. **Literal.** How did the Good Samaritan help the injured man? *(He cleaned and bandaged his wounds and gave him food and shelter.)*

5. **Evaluative.** Do you think the two men who passed by were wrong for not helping the injured man? Why or why not? *(Answers may vary but should reflect ideas on how to treat others.)*

WORD WORK: SAMARITAN (5 MIN.)

1. In the Read-Aloud you heard, “This man was a Samaritan.”

2. Say the word Samaritan with me.

3. If someone is a Samaritan, they are from Samaria, which is a city in ancient Israel. [Point out Israel on a map.]

4. The Samaritan walked down the road.

5. Good Samaritan is a phrase we use to describe someone who helps someone they don’t know. Can you name ways a Good Samaritan might help others in their community? [Call on several students to answer. Encourage students to use the phrase in a sentence.]

6. What’s the word we’ve been talking about?
Lesson 6: The Good Samaritan

Application

Writing: After reading the text, students will write a sentence and illustrate a picture of what being a Good Samaritan means to them.

Students will edit sentences for pronouns.


THREE-COLUMN CHART: GENERATING QUESTIONS (10 MIN.)

Asking Questions

• Reread the questions from the “Before” and “During” columns of the chart.
• Ask students to share answers they found to those questions.
• Ask “What questions do you have about being a Good Samaritan?” [Add student questions to the “After Reading” column of the chart.]
• Explain that good readers are often left with questions after reading a story. They may or may not find the answers in the text. It leaves them thinking about the story.

GOOD SAMARITAN DRAWING ACTIVITY (10 MIN.)

Activity Page 6.1

Drafting and Pronouns

• Ask students to think about the questions they came up with about being a Good Samaritan.
• Ask students “What does being a Good Samaritan mean to you?” Allow time for discussion.
• Model writing an example sentence and illustrating a detailed picture of this sentence.
  ◦ Example: If I saw a woman on the side of the road with a flat tire, I would stop to see if she needed help.

TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing; TEKS K.11.B Develop drafts in oral, pictorial, or written form by organizing ideas; TEKS K.10.D.vi Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
• Explain to students that often sentences have pronouns. A pronoun is a word that can be used in place of a noun. (Some pronouns include: I, me, we, she, he, it, they, them.)
  ◦ Examples:
    » Sarah went to the store. She went to the store.
      (noun)    (pronoun)
    » The pencil fell on the floor. It fell on the floor.
      (noun)    (pronoun)
• Continue listing examples until students show understanding.
• Students will complete their own drawing and write a sentence on what being a Good Samaritan means to them.

Check for Understanding

Oral: Ask students to identify pronouns in your example sentence about what being a Good Samaritan means to you.
  ◦ Example: If I saw a woman on the side of the road with a flat tire, I would stop to see if she needed help.

Challenge

Ask students to underline the pronouns in their example.

EMERGENT BILINGUAL STUDENTS

Writing

Beginning
Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate
Have students describe their drawings using short sentence(s).

Advanced/Advanced High
Have students describe their drawings using longer, more detailed sentence(s).

ELPS 3.J; ELPS 5.F
Lesson 6: The Good Samaritan

Take-Home Material

FAMILY LETTER

Activity Page 6.2

• Send home Activity Page 6.2.
SERVING OUR NEIGHBORS

Community Helpers: Educators

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will review details about the jobs of people who work in a school and will identify familiar school helpers.

**TEKS K.1.A; TEKS K.1.D**

Reading
Students will evaluate details to determine a short description of each school helper's job and will discuss and list the duties and responsibilities of the people who work in a school.

**TEKS K.5.G; TEKS K.5.H**

Language
Students will demonstrate an understanding of the Tier 2 word *dedicated*.

**TEKS K.3.B**

Writing
Students will create and answer riddles about community helpers at school using evidence from the text.


FORMATIVE ASSESSMENT

Community Helper Riddles

**Whose Job?** Students will brainstorm ideas for riddles about community helpers at school. With assistance, students will create and share riddles with classmates.


_Technical Education Knowledge and Skills (TEKS)_, K-12 Edition: Language Arts and Reading Developed by: Texas Education Agency (2012).
# LESSON AT A GLANCE

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<td>Word Work: Dedicated</td>
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</tbody>
</table>

**This is a good opportunity to take a break.**

<table>
<thead>
<tr>
<th>Application (20 min.)</th>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Brainstorm</td>
<td>Whole Group / Independent</td>
<td>20 min.</td>
<td>chart paper, markers, paper</td>
</tr>
<tr>
<td>Community Helper Riddles: Whose Job?</td>
<td></td>
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</tbody>
</table>
ADVANCE PREPARATION

Application
• Fold student papers in half ahead of the lesson.

Universal Access

Reading
• Gather different books about community helpers within the school. The school or local library may be good resources.

Writing
• Consider writing the names of familiar community helpers in your school on the chart paper such as the principal’s name, the custodian’s name, the librarian’s name and so on.

• You may wish to create a class Community Helper Book as you progress through this unit. Post the various letter pages on the wall before binding it into a book at the close of this unit.
**CORE VOCABULARY**

**dedicated, adj.** careful attention and time put to a task or purpose
   Example: The teacher was dedicated to her students’ success, so she spent hours planning lessons.
   Variation(s): dedicate

**leader, n.** the person who leads or commands a group, organization, or country
   Example: We waited for our leader to arrive so important decisions could be made.
   Variation(s): none

**role, n.** the job or part a person has in a particular situation
   Example: A student’s role is to learn when they are at school.
   Variation(s): none

**solutions, n.** answers or ways to solve a problem or a difficult situation
   Example: Our class brainstormed solutions to make the lunch line move quicker.
   Variation(s): solution

**successful, adj.** accomplishing or achieving a goal or purpose
   Example: The canned food drive was successful this year, having collected more than 500 cans for the local shelter.
   Variation(s): success

---

**Vocabulary Chart for “Community Helpers at School”**

<table>
<thead>
<tr>
<th>Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
<th>Tier 1 Everyday Speech Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td>dedicated (dedicada) role (rol) solutions (soluciones) successful</td>
<td>leader (líder)</td>
</tr>
<tr>
<td>Multiple- Meaning</td>
<td></td>
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<tr>
<td>Sayings and Phrases</td>
<td></td>
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</tbody>
</table>
Lesson 7: Community Helpers: Educators

Introducing the Read-Aloud

Speaking and Listening: Students will review details about the jobs of people who work in a school and will identify familiar school helpers.

TEKS K.1.A; TEKS K.1.D

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review with students ways they have learned people help each other.
- Review with students ways they learned they can help in school.
- Remind students there are adults in our communities whose job it is to help other people.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- Tell students that in this Read-Aloud, they will hear about community helpers in our school.
- Explain that a school has many adults whose job it is to help the students or the school run smoothly.
- Explain that adults who work in schools are often called educators because they have jobs that educate, or teach children.
- Ask students if they can think of any other adults who work at the school that are not teachers.
- Explain that there are community helpers who work at a school but are not classroom teachers. These adults have important jobs also.
- Tell students that in this Read-Aloud, they will hear more about educators and other school community helpers.
- Tell students to turn and talk: Share an example of an adult who helps you in school and an adult who helps you out of school. Remind students that they should follow the rules of speaking politely and taking turns.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.
TEKS K.1.D Work collaboratively with others by following agreed upon rules for discussion, including taking turns.
Check for Understanding

**One-Word Answer:** What are people who teach children called? (**educators**)

Unit 7  Serving Our Neighbors
Lesson 7: Community Helpers: Educators

Read-Aloud

Reading: Students will evaluate details to determine a short description of each school helper’s job and will discuss and list the duties and responsibilities of the people who work in a school.

*TEKS K.5.G; TEKS K.5.H*

Language: Students will demonstrate an understanding of the Tier 2 word *dedicated.*

*TEKS K.3.B*

**PURPOSE FOR LISTENING**

- Explain that this Read-Aloud is about community helpers who work in our schools.
- Tell students to listen carefully for ways community helpers contribute to our school.

“COMMUNITY HELPERS AT SCHOOL” (15 MIN.)

A school is a community. Every community has a group of people whose jobs help their community. These people each play an important role in making sure the needs of the community are met. *A role is a job or a person’s part to play in their community.*

Show Image 7A-1: School

Did you know that schools are full of community helpers? Can you think of anyone who helps others at our school? [Pause for students’ responses.]

Show Image 7A-2: Meeting goals

You are right: Teachers are community helpers. Teachers have an important role, or part, in a school community. They spend many years learning and practicing how to be a teacher. Teachers help students every day. *How does a teacher help their students? [Pause for*
A teacher’s role is to support their students, which they do in many ways.

One way teachers support their students is by teaching their students new skills that will help them be successful when they get older. Being successful means that you have reached the goals you have set. A goal is something that you want to achieve, or reach. People often work hard to achieve their goals. Some goals are smaller, like beating a new level on a video game or finishing a long book. Some goals are bigger, like going to college or saving enough money to buy a car. The skills we learn at school will help us to achieve our goals when we are older.

**Show Image 7A-3: Learning**

At school we learn about subjects such as math, science, reading, writing, and social studies. Teachers help their students learn math skills that will help them in their everyday life. Did you know that you use math skills every day? We use math when we grocery shop, pay bills, count our toys, or add up scores in a game we are playing. *When was the last time you used math? [Pause for students’ responses.]*

We also learn to read and write with our teachers’ help. We could not send text messages or write letters if we could not read or write. We learn about the world around us in science. We use skills we learn in social studies to understand history and to read maps. Adults use skills they learned from their teachers in school every day in their jobs!

**Challenge**

Ask students to recall the three ways teachers help their students. *(They help students meet their goals, learn new skills, and find solutions to problems.)*

**Show Image 7A-4: Teacher helping students**

Teachers have another important job. They care about their students! Teachers help their students find solutions, or ideas for actions that will solve problems. Teachers help their students learn how to be responsible and how to get along with other people.
Another community helper in schools has a very important job. Listen carefully to see if you know who this helper is. Oftentimes, this community helper was once a teacher. They do not work in a classroom anymore but have an office at the front of the school. This person is the leader of the school, so they are in charge of the students and teachers. Their job is to make sure everyone is safe and has what they need to learn. Do you know who it is? [Pause for students’ responses.]

This community helper is called a principal. A school’s principal is a very important person. A principal has a lot of responsibilities to make sure the school runs well. A principal helps solve problems that the students and teachers may have. They also help answer questions from the students’ parents, caregivers, and other family members. Do you know the name of our school’s principal? [Pause for students’ responses.]

This school has a third community helper. This community helper is called a librarian. A librarian works in the school’s library. When we go to the library, our librarian can help us find the perfect book. They might read a book to our class. Sometimes they help us use the computer or teach us skills for how to use the library. They also teach us how to find information in books. Librarians order new books for us to enjoy. You might see librarians helping adults and children at the library in our town.
Show Image 7A-8: Cafeteria staff and crossing guard

If you keep walking around our school, you will see there are helpful people everywhere. This school has a school nurse that helps take care of us when we are sick or hurt. Schools also have custodians that help keep our spaces clean. They can help fix things that break in the school, too! [Point to image.] The community helpers in the cafeteria make food for us to eat each day. If you look outside, you might see other community helpers at the beginning and end of the day. [Point to image.] Some of these helpers are called crossing guards, and they help students and their families get across the street safely.

Show Image 7A-9: Working together

Our community is lucky to have these helpers who are dedicated to making our lives better. Being dedicated means that you work at something until it is finished. Community helpers at our school work together to make our school the best place it can be. Why do you think this picture shows everyone with their hands together? Make sure you say “thank you!” the next time you pass one of our community helpers at school!

Check for Understanding

Show Image 7A-4: Teacher helping students; Image 7A-6: School principal with parents; Image 7A-7: Librarian; Image 7A-8: Cafeteria staff and crossing guard

Point and Say It: Point to each community helper, and have students say the name of each community helper represented. (teacher, principal, librarian, cafeteria staff and crossing guard)
COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who is the leader of the school? *(The principal is the leader of the school.)*

2. **Inferential.** Why do you think some people want to be teachers and choose that as their profession? *(Teachers like to help their students.)*

3. **Literal.** Which community helper helps keep track of the school’s books and helps students find books? *(The librarian helps keep track of the school’s books and helps students find books.)*

4. **Literal.** How does a crossing guard help the students in a school? *(Crossing guards ensure students get across the street safely.)*

5. **Evaluative.** If you could be a community helper in a school, which job would you like to do and why? *(Answers may vary, but should include support from the Read-Aloud.)*

WORD WORK: DEDICATED (5 MIN.)

1. In the Read-Aloud you heard, “Our community is lucky to have these helpers who are dedicated to making our lives better.”

2. Say the word *dedicated* with me.

3. *Dedicated* means that you work at something until it is finished.

4. Someone might be dedicated to building something, or to being good at a sport, saving money, or beating a level in a game.

5. Tell about a time you were dedicated, meaning you worked at something until it was finished or you did it. Try to use the word *dedicated* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was dedicated to . . .”]

6. What’s the word we’ve been talking about?

**Use a Making Choices activity for follow-up.** I am going to say several sentences. If what I say describes someone who is *dedicated*, say, “They are *dedicated.*” If what I say describes someone who is not *dedicated*, say, “They are not *dedicated.*”

- A person keeps playing soccer, even when their team is losing. *(They are dedicated.)*
- Someone spends the whole summer learning to swim so they can use the slide at the pool. *(They are dedicated.)*
- A person does not like how the game is going, so they quit. (*They are not dedicated.*)
- A person starts a lemonade stand to make money but goes inside after a few minutes. (*They are not dedicated.*)
- Someone practices piano every night. (*They are dedicated.*)
Lesson 7: Community Helpers: Educators

Application

Writing: Students will create and answer riddles about community helpers at school using evidence from the text.


**BRAINSTORM (5 MIN.)**

- Ask students to brainstorm the names of community helpers that work in a school (e.g., teacher, principal, librarian, custodian, cafeteria staff, and crossing guards).

- Ask students to recall a few details for each role. Write next to the community helper’s name (e.g., teacher: works in a classroom, teaches new skills, finds solutions, sets goals; custodian: fixes things, helps keep school clean, etc.).

- Record student responses on chart paper, a chalkboard, or whiteboard for reference.

**COMMUNITY HELPER RIDDLES: WHOSE JOB? (15 MIN.)**

- Distribute papers that have been folded in half.

- Ask students to listen carefully to instructions before they start working.

- Tell students they are going to pick a community helper from the list on the board or chart paper.

- Tell students they are going to write two clues on the front page of their paper. Tell students this is where the riddle will go for their partner to read.

- On the chart paper, model the following example::
  1. Where? *(They work in the cafeteria.)*
  2. What do they do? *(They help serve us food.)*

- Remind students that the word *they* is a pronoun and that a pronoun is a word that takes the place of a noun. Ask students: What noun does *they* take the place of in this sentence? *(cafeteria workers).*

- Tell students that after they write their riddles, they should draw a picture on the inside of their paper. This will show their partner the answer to the riddle.

**TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing. **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases. **TEKS K.10.E** Share writing.
• Direct students to use a pronoun in their riddle to represent the noun in the sentence. Remind students that this is the title of the community helper the riddle is about.

• Remind students that their writing should have a capital letter at the beginning of the sentence.

• Remind students to include where the community helper works.

• Circulate around the room, assisting children in editing their writing by looking for prepositions in clue 1. (Teachers work in a classroom; Crossing guards work in the road, etc.)

• After students have written their riddles and drawn their pictures, have each student share their riddle with a partner or with the class.

• Display the riddles for students to read again and again.

Check for Understanding

Recall: Which community helpers work in a school? *(Teachers, principals, custodians, librarians, cafeteria staff, and crossing guards all work in a school.)*
SERVING OUR NEIGHBORS

Community Helpers: Emergency Services

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will review details about emergencies and emergency helpers and will share what they know about people whose jobs involve helping in emergency situations.

TEKS K.1.A; TEKS K.5.E

Reading
Students will evaluate details and describe characteristics of first responders.

TEKS K.5.G

Language
Students will demonstrate an understanding of the Tier 3 word responders.

TEKS K.3.B

Writing
With assistance, students will use a graphic organizer to draft a thank-you card for a first responder.


FORMATIVE ASSESSMENT

Activity Page 8.1 Drafting Activity With assistance, students will use a graphic organizer to draft a thank-you card for a first responder.

TEKS K.10.A; TEKS K.10.B

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS K.5.G Evaluate details to determine what is most important with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; TEKS K.6.A Describe personal connections to a variety of sources; TEKS K.6.B Provide an oral, pictorial, or written response to a text; TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas.
# LESSON AT A GLANCE

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<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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<tbody>
<tr>
<td><strong>Introducing the Read-Aloud (10 min.)</strong></td>
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<tr>
<td>What Have We Already Learned?</td>
<td>Whole Group</td>
<td>10 min.</td>
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<tr>
<td>Essential Background Information and Terms</td>
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<tr>
<td><strong>Read-Aloud (30 min.)</strong></td>
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<tr>
<td>Purpose for Listening</td>
<td>Whole Group</td>
<td>30 min.</td>
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<td>“Our Heroes in Emergency Services”</td>
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<td>Comprehension Questions</td>
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<tr>
<td>Word Work: Responders</td>
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<tr>
<td><strong>This is a good opportunity to take a break.</strong></td>
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<tr>
<td><strong>Application</strong></td>
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<tr>
<td>Drafting Activity</td>
<td>Whole Group/Independent</td>
<td>20 min.</td>
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- Flip Book: 8A-1–8A-10
- Letter Format Chart (Digital Components)
- Activity Page 8.1
**ADVANCE PREPARATION**

**Application**
- Create the following Letter Format chart on chart paper, a wall, or bulletin board in the classroom. Alternatively, you may access a digital version in the online materials for this unit.

```
Letter Format

Dear _____________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

From, ___________________________

                                  __________
```

**Universal Access**

**Reading**
- Gather different books about first responders. The school or local library may be good resources.

**Writing**
- You may wish to create a class Community Helper Book as you progress through this unit. Post the various letter pages on the wall before binding it into a book at the close of this unit.
**CORE VOCABULARY**

**dispatch, v.** to send out quickly  
Example: There was a large fire, so the fire department had to dispatch all of their fire trucks to the scene.  
Variation(s): dispatcher

**investigators, n.** people who find details and information about something  
Example: The investigators examined the scene of the car accident.  
Variation(s): investigate

**patrol, v.** to keep watch by going around, over, or through an area  
Example: At night, our dog likes to patrol the yard for cats before coming inside.  
Variation(s): patrols, patrolling

**primary, adj.** the main or most important aspect or part of something  
Example: Our primary goal at school is to learn as much information as we can.  
Variation(s): none

**responders, n.** people that respond, or show up to a scene, especially in an emergency  
Example: We waited for the responders to arrive at the scene.  
Variation(s): responder

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**Vocabulary Chart for “Our Heroes in Emergency Services”**

<table>
<thead>
<tr>
<th>Type</th>
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<tr>
<td>Vocabulary</td>
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<td>patrol (patrulla)</td>
<td></td>
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<tr>
<td></td>
<td>dispatch (despacho)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>investigators (investigadoras)</td>
<td>primary (primaria)</td>
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</table>
Lesson 8: Community Helpers: Emergency Services

Introducing the Read-Aloud

Speaking and Listening: Students will review details about emergencies and emergency helpers and will share what they know about people whose jobs involve helping in emergency situations.

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

• Review with students what a community helper is.
• Remind students that community helpers are people whose job it is to help the members of their community.
• Review community helpers found in a school.
• Tell students that today’s Read-Aloud tells about another group of community helpers, first responders.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

• Tell students that in this Read-Aloud, they will hear about community helpers who respond to emergencies.
• Explain to students that emergencies are serious things that happen in life. Explain that when there is an emergency, we often need help right away.
• Ask students if they can think of an example of an emergency.
• Explain that there are community helpers whose job it is to help people in emergencies.
• Tell students that in this Read-Aloud, they will hear more about community helpers that help people in serious situations.

Support
Remind students that community helpers can work anywhere in the community, not only at schools.

Challenge
Ask students if they know any community helpers that use vehicles to get around (e.g., firefighters, police officers, garbage collectors, etc.).

TEKS K.1.A; TEKS K.5.E

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.
TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance.
Check for Understanding

Thumbs-Up/Thumbs-Down:

- Is a fire an emergency? (thumbs-up)
- Is breaking a toy an emergency? (thumbs-down)
- Is having a broken bone an emergency? (thumbs-up)
- Does an accident where someone is hurt count as an emergency? (thumbs-up)
- Is misplacing your shoe an emergency? (thumbs-down)

Speaking and Listening

Exchanging Information and Ideas

Beginning
Ask students yes/no questions about whether different scenarios are considered emergencies or not, and encourage them to ask their own questions about the subject (e.g., “Is losing a toy considered an emergency?”).

Intermediate
Encourage students to build on what the previous student has said about emergencies that are helpful (e.g., “Losing a toy is not an emergency.”).

Advanced/Advanced High
Challenge students to say something more about what the previous student said about emergencies (e.g., “Losing a toy is not an emergency because . . .”).

ELPS 2.D; ELPS 2.G; ELPS 3.F
Lesson 8: Community Helpers: Emergency Services

Read-Aloud

Reading: Students will evaluate details and describe characteristics of first responders.

**TEKS K.5.F; TEKS K.5.G**

Language: Students will demonstrate an understanding of the Tier 3 word responders.

**TEKS K.3.B**

**PURPOSE FOR LISTENING**

- Explain that this Read-Aloud is about community helpers who respond to emergencies.
- Tell students to listen carefully for ways community helpers help members of their community who need immediate, or fast, help.

**“OUR HEROES IN EMERGENCY SERVICES” (15 MIN.)**

![Image 8A-1: 9-1-1]

**Show Image 8A-1: 9-1-1**

Sometimes serious things happen in our life that we don’t expect, and we need help right away. This is called an emergency. An emergency could be something such as the need to get to the hospital quickly after getting hurt. It could be something like needing the fire department to put out a fire. In an emergency where we need help right away, we can call 9-1-1 on the phone for help. *[Point to image.] 9-1-1 is an easy number to remember. Look at how I can dial those three numbers, 9-1-1, on the phone. Can you pretend to dial 9-1-1? It is important to remember that 9-1-1 is only called when there is an emergency. When you call 9-1-1, workers called first responders show up to help. First responders can be police officers, firefighters, or people who respond to medical emergencies called Emergency Medical Technicians (EMTs). People choose to be first responders because they like to help people.

**TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.
Support

Reinforce that first responders are community helpers that show up to an emergency to help others.

Show Image 8A-2: First responder uniforms

[Point to image.] These uniforms represent the three types of first responders. Can you name each type of first responder by their uniform? [Pause for students’ responses.] First responders are important community helpers because they have special training that allows them to help in emergencies. Our community needs first responders to keep us safe. Listen carefully as we learn more about each type of first responder.

Show Image 8A-3: Police officers

One type of first responder is a police officer. A police officer’s job is to enforce the law. This means they make sure people follow the laws to keep everyone safe. Officers enforce laws by giving out tickets for people not following the law and making sure their communities are safe. To become a police officer, you have to go through a police training program. This training program is usually called the Police Academy. Whether a police officer goes to college or the Police Academy, they will learn about the laws they will enforce and how to be a police officer.

Show Image 8A-4: Police patrol cars

You probably see police officers all around our community. Police officers drive around our community and patrol in their cars. Patrolling means they are watching for situations that are dangerous or could become dangerous.

Police officers have many important responsibilities. You may also see them patrolling large events like the county fair or a big sports game. They can help find lost children and adults. They can visit schools. Police officers also help with managing traffic. Other types of police officers do not do patrols. These include detectives and investigators. An investigator is a person who looks for clues to solve crimes. They investigate, or spend time finding facts and talking to people who might have clues about crimes committed.
**Show Image 8A-5: Police K9, school resource officer**

Did you know that there are different kinds of police officers? Some police officers patrol public areas on bikes or motorcycles. Some police officers only patrol the highway. Some police officers are K9 officers. A K9 officer is like a police officer, but their partner is a specially trained police dog. *The term K9 is a nickname for police dogs. The scientific name for a dog is a canine, spelled c-a-n-i-n-e.* These dogs do all sorts of jobs that help police officers. You might have also seen a school resource officer. These police officers work at schools, help solve problems, and keep students safe.

**Show Image 8A-6: Firefighter**

Another first responder is a firefighter. What do you know about firefighters? [*Pause for students to respond.*] Firefighters get special training for how to put out fires. *This training is called Fire Science. Fire Science explains how fires can spread and what people can do to put them out.* Firefighters are also trained to help treat people who might have injuries.

**Show Image 8A-7: Firefighters in the community**

When they are not fighting fires, firefighters also help rescue people who might need it. They take care of their fire engines and other equipment so that it works in an emergency. Many firefighters go into the community and teach people what to do in a fire and how to put it out. Firefighters also work with police officers and Emergency Medical Services (EMS) when there is an accident or other emergency. When you call 9-1-1, many times firefighters come to the scene with the police.
Show Image 8A-8: Ambulance EMS/EMT
Do you know what this vehicle is called? [Point to the image, and pause for students’ responses.] That’s right. This is an ambulance. EMTs and paramedics use an ambulance to take people who are having a medical emergency to the hospital. The ambulance is full of special tools to treat people’s injuries and illnesses.

Show Image 8A-9: Paramedic and EMT
Because they are taking care of people’s health, it takes a lot of training to become an EMT or paramedic. They have to know how to treat many types of injuries or illnesses. For example EMTs and paramedics know how to do CPR and how to help people who are having a hard time breathing. **CPR is a way to help someone whose heart has stopped beating start again.** The first responder gives rescue breaths and pushes on the person’s chest to help their heart start again. They know how to take care of broken bones or other injuries so the patient does not get more injured. They also help keep their patients calm and comfortable while they are in the ambulance.

Show Image 8A-10: Dispatcher
A very important job in our communities is the 9-1-1 dispatcher. When you call 9-1-1, a person answers the phone. This person is called the dispatcher or operator. When they pick up the phone, they say, “What’s your emergency?” After you tell them what is happening, they use a computer that tells them where the closest emergency service is. Then they dispatch, or send out, that service to come help you. Police officers, firefighters, and EMTs will get a call or message in their vehicle that there is an emergency, and they need to get there fast. Dispatchers stay on the phone with you until the emergency service gets to where you are.
Other Emergency Service Jobs
Our community has many other professions that help keep our community safe. These jobs work with the emergency services we talked about to form a team that helps in the case of an emergency.

All of the emergency services jobs we learned about have the same goal: to keep our community safe. Have you ever met an emergency services community helper? Can you think of other people who help keep our communities safe that we did not talk about?

Check for Understanding

Show Image 8A-2: First responder uniforms

Making Choices: Which first responder is trained to put out fires? (firefighters)
Which first responder is trained to help you with an injury or illness while you drive to the hospital? (EMT or paramedic)
Which first responder is trained to help prevent and fight crimes in the community? (police officers)
COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who answers the phone when an emergency is called in? *(A dispatcher answers and sends first responders to the emergency.)*

2. **Literal.** What number do you call if there is an emergency? *(9-1-1)*

3. **Literal.** Once a sick or injured person is picked up, where does the ambulance take the person? *(The ambulance takes the sick or injured person to the hospital.)*

4. **Inferential.** Why do you think first responders wear special uniforms? *(Answers may vary but may include so that people recognize they are there to help keep them safe.)*

5. **Evaluative.** Think-Pair-Share: Why are first responders important members of our community? *(Answers may vary but should include that first responders help community members who are having an emergency, that first responders help sick and injured people get to the hospital quickly, and that they help keep the community safe.)*

WORD WORK: RESPONDERS (5 MIN.)

1. In the Read-Aloud you heard, “When you call 9-1-1, workers called first responders show up to help.”

2. Say the word *responders* with me.

3. *Responders* are people that react to or show up when there is a problem, emergency, or situation.

4. Responders in our community arrive at the scene of an emergency quickly. Responders usually wear special uniforms and drive certain vehicles like fire trucks or police cars.

5. Have students describe a first responder. Try to use the word *responder* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A first responder is . . .”]

6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Turn to your partner and share what you know about first responders like police officers, firefighters, and paramedics. As students share, be sure they use the word *responder(s).*
Lesson 8: Community Helpers: Emergency Services

Application

Writing: With assistance, students will use a graphic organizer to draft a thank-you card for a first responder.


**DRAFTING ACTIVITY**

**Activity Page 8.1**

- Tell students they will be drafting a thank-you card for first responders.
- Refer to the Letter Format chart prepared in advance.
- Tell students they will use the chart to draft a thank-you card for a first responder in our community. Model writing a letter for students.
- Write the first responder names after “Dear.”
- Ask students to choose a first responder they would like to thank.
- Have students turn to Activity Page 8.1 and write in the name of the first responder they have chosen.
- Tell students that when you write a thank-you card, you also have to write why you are thanking them. Remind students that when writing a letter, they write in complete sentences. Ask students the following question: “What do complete sentences need to have?” *(a capital letter at the beginning, end punctuation, a noun, and a verb)*
- Ask students what they would thank a police officer for. Repeat for firefighters and paramedics and EMT.
- Have students write their thank-you card. Students should use their knowledge of phonetic spelling to write. Provide sentence stems, if needed.
- Tell students when they finish, they should draw a picture that illustrates the content of their cards and contains evidence from the text.
- As students work, circulate around the room and help draft messages. Provide support as students write.

**Support**

If students have difficulty writing their messages, create a class bank of reasons we are thankful for first responders.

**Challenge**

Have students label their drawings with words or short phrases.

---

**TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas.
• Pair students together to read their messages to each other. Have each student give suggestions to their partner about details they could add to their picture or to their sentence. Allow time for students to make revisions based on feedback.

• Collect Activity Page 8.1

Check for Understanding

**Recall:** How do first responders help members of their community? (Answers may vary, but should include they keep people safe, that they help sick and injured people, and that they help protect our community from fires.)

End of Lesson
SERVING OUR NEIGHBORS

Community Helpers: Military Service Members

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will listen and ask questions about what the purpose of the military is and identify important characteristics of each branch of the military.

Reading
Students will describe ways the military assists and protects communities and the country.

Language
Students will demonstrate an understanding of the Tier 3 word veterans.

Writing
With assistance, students will use a graphic organizer to draft a thank-you card for a member of the military.

FORMATIVE ASSESSMENT

Exit Pass
Thank-You Card Writing Activity
With assistance, students will use a graphic organizer to draft a thank-you card for a military service member to accompany their drawings.


Lesson 9  Community Helpers: Military Service Members
### LESSON AT A GLANCE

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<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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<tr>
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<tr>
<td>Essential Background Information and Terms</td>
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<tr>
<td><strong>Read-Aloud (30 min.)</strong></td>
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<tr>
<td>Purpose for Listening</td>
<td>Whole Group</td>
<td>30 min.</td>
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<tr>
<td>“Military Service Members”</td>
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<tr>
<td>Comprehension Questions</td>
<td></td>
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<tr>
<td>Word Work: Veterans</td>
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</tbody>
</table>

This is a good opportunity to take a break.

**Application (20 min.)**

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Thank-You Card Writing Activity</td>
<td>Whole Group/Independent</td>
<td>20 min.</td>
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<td></td>
<td></td>
<td>Branches of the Military Chart (Digital Components)</td>
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<td></td>
<td></td>
<td>chart paper and markers (optional)</td>
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<tr>
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<td></td>
<td>paper</td>
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</tbody>
</table>
ADVANCE PREPARATION

Application

- Locate the Letter Format chart, either from the chart paper used in Lesson 8 or in the Digital Components for this unit.

- Prepare a three-column chart on the board or on chart paper for use in this lesson. Alternatively, you may access a digital version in the Digital Components for this unit.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Name</th>
<th>Job</th>
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<tbody>
<tr>
<td>Army</td>
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<td>Navy</td>
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<tr>
<td>Marines</td>
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<tr>
<td>Coast Guard</td>
<td></td>
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<tr>
<td>Space Force</td>
<td></td>
<td></td>
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<tr>
<td>Air Force</td>
<td></td>
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</tr>
</tbody>
</table>

Universal Access

Reading

- Gather different books about branches of the military. The school or local library may be good resources.

Writing

- You may wish to create a class Community Helper Book as you progress through this unit. Post the various letter pages on the wall before binding it into a book at the close of this unit.

Note to Teacher

Please be aware that some students might have firsthand knowledge about the military, as Texas is proud to have many military installations from various branches. Invite children who might have firsthand knowledge to add insight to discussions and during the Read-Aloud. Students might also choose to incorporate background knowledge into the Writing activity.
**CORE VOCABULARY**

**defending, v.** protecting someone or something from harm  
Example: I was defending my sister when I told the other child to leave her alone.  
Variation(s): defend

**military, n.** the armed forces of a country that work to protect its people, land, and goods  
Example: The military spends many hours training to protect its country’s people.  
Variation(s): none

**rescue, v.** to save someone from a dangerous or harmful situation  
Example: We saw the lifeguards rescue a swimmer with their life preserver after the swimmer went too far.  
Variation(s): none

**sailing, v.** traveling in a boat over open water  
Example: The cruise ship was sailing from Texas to an island in the middle of the bay.  
Variation(s): sail

**soldier, n.** a person who serves in an army  
Example: Groups of soldiers carried their gear to the plane as they prepared to leave for a mission.  
Variation(s): soldiers

**veterans, n.** people who served in a branch of the military  
Example: A group of veterans talked to our class about their experience serving in the war.  
Variation(s): veteran

**Vocabulary Chart for “Military Service Members”**

<table>
<thead>
<tr>
<th>Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
<th>Tier 1 Everyday Speech Words</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>military (militar)</td>
<td>defending (defendiendo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>soldier</td>
<td>rescue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>veterans (veteranas)</td>
<td>sailing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple-Meaning</th>
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<th></th>
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</thead>
</table>

| Sayings and Phrases |                              |                               |                              |
Lesson 9: Community Helpers: Military Service Members

Introducing the Read-Aloud

Speaking and Listening: Students will listen and ask questions about what the purpose of the military is and identify important characteristics of each branch of the military.

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

• Review with students what a community helper is.
• Remind students that community helpers are people whose job it is to help the members of their community.
• Review community helpers who are first responders.
• Explain that there are other types of community helpers who might live in or be from our community, but are away because they are members of the military.
• Explain that the United States has a large and powerful military that is made of different branches, or parts. Aside from protecting the American people, each branch protects something specific.
• Ask students if they know any branches of the military? [Pause to let students share what they know and if they have any family members in any of the branches.]
• Tell students that today’s Read-Aloud tells about another group of community helpers, the military.

Support

Remind students that the military’s job is to protect and defend Americans and their land. Remind students that the military sometimes helps other countries too.
ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)


- Show students the images from the Flip Book.
- Ask students if they can name any of the community helpers.
- Explain that these images show a member of each branch of the United States military.
- Explain that a military is a group of people that protect a country’s people, land, and goods. Remind students that members of the military are community helpers, even though we might not see them in our neighborhoods like we do firefighters or postal workers.
- Tell students that each branch of the military works in different areas, but they all work to protect the American people. Some branches work on the water. Some branches work in the sky. Other branches work on land.
- Tell students that today’s Read-Aloud is about the military.

Check for Understanding

Thumbs-Up/Thumbs-Down: You will learn about branches of the military. (thumbs-up)

Some branches of the military work in the sky. (thumbs-up)

Members of the military are community helpers like postal workers or teachers. (thumbs-up)
Lesson 9: Community Helpers: Military Service Members

Read-Aloud

**Reading:** Students will describe ways the military assists and protects communities and the country.

| TEKS K.5.E; TEKS K.5.H |

**Language:** Students will demonstrate an understanding of the Tier 3 word veterans.

| TEKS K.3.B |

**PURPOSE FOR LISTENING**

- Explain that this Read-Aloud is about community helpers who are members of the military.
- Tell students to listen carefully to learn about the different branches, or parts of the military and what they do.

**“MILITARY SERVICE MEMBERS” (15 MIN.)**

*Show Image 9A-1: Army soldier*

We can feel safe in our homes, communities, and country (the United States of America) because of our country’s military. Military service members are people who protect and defend our country’s land, sea, and airspace. *Do you have any family members in the military or know anyone in the military? [Pause for students’ responses.]*

There are six groups, or branches, of the military: the Army, the Navy, the Air Force, the Marines, the Coast Guard, and the Space Force. Let’s learn about how military service members support and protect our community and country.
The Army is a large group of **soldiers** that helps our country by defending, or protecting, it. People who serve in the Army are called soldiers. They fight and risk their lives to protect our country.

The Army has been around for a long time. In fact, the Army is the oldest branch of America’s military. It started in 1775. The Army does most of its jobs on land. There are many different kinds of jobs for soldiers to do in the Army. Some soldiers are on the front lines fighting while others may work as cooks, vehicle mechanics, language interpreters, or doctors. *Not every country speaks English as their language. Language interpreters help soldiers speak with the local people when they are in a different country. [Point to image.] Do you know what this pattern, or group of colors, on the soldier’s uniform is called? [Pause for students’ responses.] Soldiers wear a uniform that has a camouflage pattern on it. Camouflage blends in with the land where the soldier is. This makes them harder to be seen when they are doing their jobs.*

Texas has two of America’s largest army bases: Fort Cavazos near Killeen, Texas and Fort Bliss near El Paso, Texas. *You might think of the word base as the plate you step on in a baseball game. In this sentence, a base is where soldiers work.* Sometimes soldiers and their families live on military bases, like at Fort Cavazos and Fort Bliss. Living on a military base allows members of the military to be close to work in case they have to respond quickly when they are needed.

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### Challenge

Ask students how you might get around if you were a sailor.

---

**Show Image 9A-2: Navy sailor**

*[Point to image.] This military member belongs to a different branch of the military. Can you guess where these military service members work? Look carefully at the image. What do you see? [Pause for students’ responses.]*

---

**Show Image 9A-3: Navy sailors working**

This branch of the military is called the Navy. The Navy protects our country’s seas. People who serve in the Navy are called **sailors**. They defend and fight against forces on, over, or under the sea.
The Navy’s ships are so big that aircraft like planes and helicopters can take off and land on the ships. [Point to image.] Because the Navy has special ships like the aircraft carriers, some members of the Navy can also be pilots and fly planes.

Show Image 9A-4: Navy vessels
[Point to images.] Do you know what these naval vessels are called? A vessel is another name for a large ship. Since the seas are so big, the Navy has many different types of ships and even submarines that help them do their jobs. Why do you think sailors might need to go underwater in a submarine?

One naval base in Texas is the Naval Air Station Corpus Christi. It is surrounded on three sides by water: Corpus Christi Bay, Oso Bay, and the Laguna Madre. The base has been open since 1941 and houses naval ships and planes.

Show Image 9A-5: Air Force fighter jet
Military members who sail on ships in the sea are called sailors. [Point to image.] Can you tell where the next branch of our military does most of their work? What do you think they are called? [Pause for students’ responses.] This branch of the military is called the Air Force. They protect our country’s skies. People who serve in the Air Force are called airmen and airwomen.

They defend our country using different types of aircraft such as fighter planes, helicopters, and airplanes. Air Force pilots can also get groups of service members from one place to another quickly. The Air Force will move soldiers from other military branches, like the Army and Marines, to where they need to go. They also use their aircrafts to get military supplies to the right places.

Some airmen do not fly planes. These airmen have other jobs like taking care of the planes, planning where the planes fly, putting supplies on the plane, and other important jobs.
Dyess Air Force Base near Abilene, Texas, not only trains thousands of airmen, but is also the most energy efficient Air Force Base in the United States!

**Show Image 9A-6: Marines**
The Marines are a corps, or group, of the military that protect the land, sea, and air. Some Marine forces travel to fight in other countries to protect our country. U.S. Marines have served and protected us in wars. They even protect government workers who work in faraway countries. The Marines are trained to problem-solve and fight for our country. Marines wear special uniforms designed to blend in with their surroundings. The color of the uniform changes depending on if the Marines are in the desert, snow, or woods.

**Show Image 9A-7: Coast, port, harbor, Coast Guard**
Did you know there is another branch of the military that patrols our country’s waterways? This branch of the military is called the Coast Guard. The Coast Guard patrols our coasts, ports, harbors, lakes, and rivers. The Coast Guard is different from the Navy because their whole job is in and around the United States’ waterways. The Navy’s ships, submarines, and aircraft travel all over the world to protect our country. If they are needed during a war, the Coast Guard supports the Navy in protecting our country.

The Coast Guard also makes sure that people are safe when they are out on the water for fun activities like boating, swimming, and fishing. The Coast Guard uses special boats, ships, helicopters, and planes to do their work. They also rescue people who may be in danger while in the water. *When do you think we might need to call the Coast Guard for help? [Pause for students’ responses.]*
Show Image 9A-8 Space Force
The Space Force is the newest branch of the United States military. It was created in 2019. The Space Force’s main job is to make sure that our country’s Global Positioning System, or GPS, is safe. What does a GPS do on a smartphone, or car? How do you think a GPS in space might be similar? How might it be different? [Pause for students’ responses.] There are many satellites that make up the Global Positioning System. Did you know that America has satellites that are in space? [Point to image.] This object on the left is a satellite. Satellites send information to people on Earth that helps their phones and electronics run.

The Space Force also protects U.S. astronauts who are working in space and ensures that space is safe for everyone. Members of the Space Force are called guardians.

Show Image 9A-9 Thank you, veterans!
Veterans are people who have served in any branch of the military. They have been trained to help, defend, and protect the citizens of our country. Did you know that thirty-one of our presidents served in the armed forces, including George Washington and Abraham Lincoln? Both George H.W. Bush and George W. Bush are also veterans. We celebrate Veterans Day every year on November 11 to recognize veterans and thank them for their service. Some cities have parades and salute the American flag. What are some ways that you can thank a veteran for their service?

Military service members are people who are currently serving in one of the six branches of the military. The six branches are the Army, Navy, Air Force, Marine Corps, Coast Guard, and Space Force. They wear special uniforms and perform important jobs. Military service members keep us safe and protect our communities by defending our country. We celebrate and thank them for their service on special holidays like Veterans Day. When you see a soldier in uniform, make sure you thank them for their service to our great country! We are so grateful that our armed forces keep our country safe!
Check for Understanding

Point and Say It: What are the branches of the United States military called that you heard about in the Read-Aloud? (Army, Navy, Air Force, Marines, Coast Guard, Space Force)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a veteran? (A veteran is someone who served in a branch of the military.)
2. **Literal.** How do airmen and airwomen help other members of the military? (Airmen and airwomen use different aircraft to move members of the military. They also bring supplies.)
3. **Evaluative.** How are Navy sailors and members of the Coast Guard similar? (They both work on ships.)
4. **Inferential.** Why are members of the military considered community helpers? (The military helps keep our country and its people safe.)
5. **Evaluative.** Think-Pair-Share: Why do you think it is important for veterans to be honored in our country? (Answers may vary but should include details from the Read-Aloud. Details might include they spent many years training and protecting our country.)

WORD WORK: VETERANS (5 MIN.)

1. In the Read-Aloud you heard, “Veterans are people who have served in any branch of the military.”
2. Say the word veterans with me.
3. Veterans are people who served in a branch of the military.
4. Veterans might have been members of the Army, Navy, Coast Guard, Air Force, Marines, or Space Force.
5. Veterans are honored each year for their service. This means we show our appreciation on Veterans Day and thank them for protecting our country.
6. What sound do you hear at the end of the word veterans? (the sound /s/)
7. What would be the word without the ‘s’? (veteran)
8. What other words can you think of that have an ‘s’ at the end to make them mean more than one? (Answers may vary.)
Lesson 9: Community Helpers: Military Service Members

Application

Writing: With assistance, students will use a graphic organizer to draft a thank-you card for a member of the military.

**THANK-YOU CARD WRITING ACTIVITY (20 MIN.)**

With assistance, students will use a graphic organizer to draft a thank-you card for a member of the military.

- Tell students today they are going to write a thank-you card for a military service member.
- Display the Branches of the Military chart you prepared in advance. Remind students that military service members are community helpers in the same way that teachers, postal workers, and paramedics are.
- Have students think for a moment about messages we could write to thank military service members.
- With students’ help, list potential messages for military service members.
- Pass out paper to each student.
- Based on the discussion, have students write a thank-you card for members of the military.
- Display the Letter Format chart from the previous day. Remind students to include the name of the military service member from the Branches of the Military chart.
- Tell students that when they finish, they should draw a picture that illustrates the content of their cards and contains evidence from the text.
- As students work, circulate around the room and help draft messages. Help students look for and identify prepositions in their messages. Provide support as students write.

Check for Understanding

**Recall:** How do members of the military help their communities? *(Answers may vary but should include that they protect America’s people, land, and goods.)*

**Support**

Display images from the Read-Aloud using the Flip Book and have students describe the details they notice in each picture.

**Challenge**

Have students label their drawings with short words or pictures.

**Writing**

**Beginning**

Provide sentence frames (e.g., “Thank you for ______”).

**Intermediate**

Have students use phrases and familiar vocabulary to describe their drawings.

**Advanced/Advanced High**

Have students describe their drawings using longer, more detailed sentences.

**ELPS 5.F; ELPS 5.G**

**ELPS**

Emergent Bilingual Students

Writing

Beginning

Provide sentence frames (e.g., “Thank you for ______”).

Intermediate

Have students use phrases and familiar vocabulary to describe their drawings.

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentences.

**ELPS 5.F; ELPS 5.G**
SERVING OUR NEIGHBORS

Community Helpers: Business Owners

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will listen and ask questions and review key information about businesses within a community.

- TEKS K.1.A; TEKS K.1.C

Reading
Students will establish a purpose for reading and synthesize information from the text to determine how business owners help support communities.

- TEKS K.5.A; TEKS K.5.H

Language
Students will demonstrate an understanding of the Tier 2 word employee.

- TEKS K.3.B

Writing
Students will make a class list of businesses that provide goods versus businesses that provide services and choose a business to write about.


FORMATIVE ASSESSMENT

Activity Page 10.1  Community Business Writing Activity With assistance, students will make a list of businesses that provide goods and those that provide services. They will generate a draft that shares information about one of those businesses.


TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.5.H Synthesize information to create new understanding with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas.
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<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>What Have We Already Learned?</td>
<td>Whole Group</td>
<td>10 min.</td>
</tr>
<tr>
<td>Essential Background Knowledge and Terms</td>
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<tr>
<td><strong>Read-Aloud (30 min.)</strong></td>
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<tr>
<td>Purpose for Listening</td>
<td>Whole Group</td>
<td>30 min.</td>
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<td>“Business Owners in Our Communities”</td>
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<td>Flip Book: 10A-1–10A-8</td>
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<tr>
<td>Comprehension Questions</td>
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<td>Word Work: Employee</td>
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This is a good opportunity to take a break.

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<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Two-Column Chart: Goods and Services</td>
<td>Whole Group</td>
<td>20 min.</td>
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<tr>
<td>Community Business Writing Activity</td>
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<td>chart paper and markers</td>
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<td>Two-Column Chart (Digital Components)</td>
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<td>Activity Page 10.1</td>
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</tbody>
</table>

Lesson 10  Community Helpers: Business Owners
ADVANCE PREPARATION

Read-Aloud
• Find an image of cupcake ingredients and a separate image of a cupcake.

Application
• Create a two-column chart on chart paper. Alternatively, you can access a digital version in the Digital Components for this unit.
  ◦ Label the left side: “Businesses that Provide Goods”
  ◦ Label the right side: “Businesses that Provide Services”

Universal Access

Reading
• As examples, bring in a variety of goods that can be purchased at a store, and provide a service in class such as sharpening pencils, throwing trash away, etc.

Writing
• Use images of local businesses to build background knowledge before the writing lesson.
CORE VOCABULARY

**businesses, n.** places or people that provide goods or services for money
Example: The businesses provided goods and services for the community.
Variation(s): business

**employee, n.** a person who works for a business
Example: The employee works hard at her job every day.
Variation(s): employees, employ

**manufactured, v.** made things using machines or a factory
Example: The business owner manufactured toy cars.
Variation(s): manufacture, manufactures

**neighborhood, n.** a community of people who live in the same area
Example: We held a neighborhood picnic on my street.
Variation(s): neighbor

**services, n.** jobs or tasks someone does for pay
Example: The men and women provided cleaning services for the town.
Variation(s): service

<table>
<thead>
<tr>
<th>Vocabulary Chart for “Business Owners in Our Communities”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
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<tr>
<td>---</td>
</tr>
<tr>
<td>Vocabulary</td>
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<tr>
<td>Multiple- Meaning</td>
</tr>
<tr>
<td>Sayings and Phrases</td>
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</table>
Lesson 10: Community Helpers: Business Owners

Introducing the Read-Aloud

Speaking and Listening: Students will listen and ask questions and review key information about businesses within a community.

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review the concept of community helpers and how students can help at school and home.
- Ask students to brainstorm a list of all the community helpers they have learned about so far. (school helpers, first responders, military service members)
- Have students turn to a partner to share how each one of these helps the community.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- Explain to students that when they read, their brain is learning new information. Show students an image of ingredients to make cupcakes. Tell students this is like all the information they learn when they read. Each ingredient is new information.
- Show a picture of a finished cupcake. When readers combine that information into a new thought they are able to synthesize. Synthesizing is when we put all that information together to come up with a new idea.
- Explain to students that today they will be synthesizing information about business owners in the community.
- First, students will learn about the different businesses a community may have and the business owners’ roles in the community.
- As a class, brainstorm local businesses. Ask the students to share an experience visiting one of these places.

**Support**
Show images of each of these community helpers during the review.

**Challenge**
Choose two of the community helpers and compare and contrast their roles in the community.

**EMERGENT BILINGUAL STUDENTS**

**Speaking and Listening**

**Listening Actively**

**Beginning**
Refer to the community helper list and ask students questions to help them recall general details from the previous Read-Alouds.

**Intermediate**
Ask students questions to help them recall more specific details from the previous Read-Alouds.

**Advanced/Advanced High**
Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

**TEKS K.1.A; TEKS K.1.C**
Listen actively and ask questions to understand information and answer questions using multi-word responses; Share information and ideas by speaking audibly and clearly using the conventions of language.
• Some businesses sell products that people can pick up and hold, like food, toys, clothes, and tools. These products are called goods. Goods are products that can be bought. Other businesses provide a service. A service is a job or task someone does for pay. Examples are a haircut, lawn service, or car repairs.

• Explain to students that after reading and learning about all the different types of businesses, students will put all that information together, or synthesize, and choose a business to write about.

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Check for Understanding

**Recall:** What is a service? *(A service is a job or task someone does in exchange for pay.)*
Lesson 10: Community Helpers: Business Owners

Read-Aloud

Reading: Students will establish a purpose for reading and synthesize information from the text to determine how business owners help support communities.

TEKS K.5.A; TEKS K.5.H

Language: Students will demonstrate an understanding of the Tier 2 word employee.

TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about business owners.
- They will use that new learning to determine how business owners help support communities. This is synthesizing.

“BUSINESS OWNERS IN OUR COMMUNITIES” (15 MIN.)

Show Image 10A-1: Goods
Every person in a community has things they need to buy or have done for them to make life easier. We refer to these things as goods and services. Remember, goods are items that you need or want. These are things that you can use or touch with your hands. Some examples of goods are cars, clothing, books, toys, and food.

Show Image 10A-2: Services
Services are things that people do for you. These are activities that someone who is often an expert performs, which is based on a need or want. Some examples of services are a plumber fixing a sink, a mechanic repairing a car’s engine, and a landscaper planting trees in a park.

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance; TEKS K.5.H Synthesize information to create new understanding with adult assistance; TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.
Businesses provide all of the goods and services that we need or want. You can find many types of businesses in a community. When you eat dinner, where do you think your food comes from? Where do you go when you need a haircut? Where do people go when they need gas for their cars and trucks? What about when we need new clothes or shoes? [Pause for students to respond and discuss responses: grocery store, restaurant, barber shop, salon, gas station, department store, thrift store, etc.] All of these businesses help provide people in a community with the goods and services they need.

Where do goods come from? Every type of good is made, or manufactured, by another business. Manufacturers also manufacture, or make, goods like clothing, furniture, cars, and even food!

Have you ever thought about where the materials come from to create a skyscraper, or a tall building with many floors? There are special companies that produce different types of metal. Steel is a type of metal. Steel is used to make objects and buildings. Our school’s walls have steel support beams. Bridges that you drive over are made of steel. Cars and many other objects are also made of steel. Other companies create and sell different materials like lumber, concrete, or other goods required for construction. Can you think of other examples of goods that are needed to build homes or roads?

Goods get from where they are manufactured to the businesses that sell them through delivery companies. A delivery company is another type of business that provides a service by helping move goods from place to place. Goods might travel on a semi-truck, train, ship, or plane to get where they are needed.
Show Image 10A-6: Local delivery
Have you ever had a delivery service bring goods to your home? Some goods that are available close to our houses can be delivered right to our front doors. Many communities have services that deliver food, like groceries or pizza. Other delivery services, like FedEx, UPS, or the United States Postal Service, bring us packages or goods from companies. [Pause for students’ responses and discuss students’ experiences with delivery services.]

Show Image 10A-7: Business owners
Not only do business owners provide goods and services to members of the community, but they also provide jobs. People that work for a business are called employees. Employees count on business owners to earn a living.

Owning a business is hard work and can be challenging. Business owners have to make sure they keep up with the demand of their customers. This means that they have to know how much of something people want and make sure it is available. Being a business owner also means taking risks. Businesses can be successful, but sometimes they fail.

The founder, or creator, of a business is responsible for making the business a success. If they are successful, the business can provide jobs for employees, who then can use their money to buy the things they need. Texas is a great place for a founder to start a business because there are many opportunities to serve customers and the rules make it easy to start a business.
Businesses work to provide goods and services for people who live in all types of communities. No matter what size a community is or what it looks like, business owners serve their communities by providing goods and services and creating jobs. Without business owners, we would not be able to get the goods and services that we want and need. What are some of your favorite businesses in your community?

Check for Understanding

Compare and Contrast: What is the difference between goods and services? (Goods are products or objects that can be purchased. You can hold them and see them on a shelf. A service is a job someone provides for pay.)

COMPREHENSION QUESTIONS (10 MIN.)

1. Literal. What are examples of goods? (toys, cars, food, clothes, etc.)
2. Literal. What are examples of services? (haircuts, lawn care, day care, nail care, etc.)
3. Inferential. How can being a business owner be challenging? (A business owner is the boss of their company and has a lot of responsibility. They are responsible for ordering products and making decisions.)
4. Inferential. Why might a product need to be made in a factory? (The product is big. A machine is needed to create it. Many products are needed.)
5. Evaluative. Do you think it is more important for a business to sell goods or services? Why? (Answers will vary but should include information about the purpose of goods and services.)
WORD WORK: EMPLOYEE (5 MIN.)

1. In the Read-Aloud you heard, “Employees count on business owners to earn a living.”
2. Say the word employee with me.
3. Employee means a person who works for a business
4. The employee folded the towels and put them on the shelf.
5. Why might the employee fold towels and put them on a shelf? (They work for a store that sells towels.)
6. What type of work might an employee do if they work at a restaurant? (They may cook food, seat customers, clean tables, and take money.)
7. What type of work might an employee do if they work at school? (They may teach students, clean the building, answer the phone, or cook meals.)
8. What’s the word we’ve been talking about?
Lesson 10: Community Helpers: Business Owners

Application

Writing: Students will make a class list of businesses that provide goods versus businesses that provide services and choose a business to write about.


TWO-COLUMN CHART: GOODS AND SERVICES (10 MIN.)

Generating Ideas

- Ask students to identify local businesses that sell goods and ones that provide services.
- Record student answers on the two-column chart:
  - On the left side: “Businesses that Provide Goods”
  - On the right side: “Businesses that Provide Services”
- Explain to students that they will want to choose a business they know the most about. Model choosing a business from the list.

COMMUNITY BUSINESS WRITING ACTIVITY (10 MIN.)

- Explain to students that they will practice synthesizing by using what they learned from the story about goods and services and applying it in a new writing activity.
- Model a think-aloud to answer the following questions:
  - What type of product does this business sell?
  - What do I know about this business?
  - How does this business support the community?

Challenge

Ask students to think of a new business they would like to see in their community.

Support

Provide images of local business. Have students describe the details in the images and make connections to personal experiences they may have in visiting these, or other similar businesses.

TEKS K.5.H Synthesize information to create new understanding with adult assistance; TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas.
• Model drawing a picture of the business. (Include details: employee and product)

• Model writing information
  - Example: “___ sells goods like meat, fruit, and bread. ___ provides food I need to stay healthy.”

• Students will draw their picture and write their sentence about a business they choose on Activity Page 10.1.

Check for Understanding

Oral: Why do communities need businesses? (Businesses provide goods and services for others. They also provide job opportunities for community members.)
You should pause here and spend one day reviewing and reinforcing the material taught in this unit. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

**CORE CONTENT OBJECTIVES ADDRESSED IN THIS UNIT**

Students will:

- Identify characteristics of a good neighbor.
- Listen, ask questions, and make personal connections about helping at school.
- Evaluate and identify reasons that helping at home benefits everyone.
- Listen, ask questions, and evaluate details about working together to improve a community.
- Demonstrate an understanding of the Tier 3 word *Samaritan*.
- Write a sentence and illustrate a picture of what being a Good Samaritan means to them.
- Review details about the jobs of people who work in a school and identify familiar school helpers.
- Listen and ask questions about each branch of the military and describe ways the military assists and protects communities and the country.
- Listen, ask questions, and review key information about businesses within a community.

**REVIEW ACTIVITIES**

**Image Review**

- Show the images from any Read-Aloud again and have students retell the Read-Aloud using the images.
Emergency Service Workers

Materials: Drawing paper, drawing tools

• Review with students the various emergency service workers. Ask students to draw an emergency service worker helping others. Remind them to draw the uniform. Help them to write the name of the activity and the emergency service worker on their paper.

Challenge: Military Service Member Versus Law Enforcement Officer

• Compare and contrast ways military service members and law enforcement officers serve and protect communities. What are some duties they have that are the same? What are some duties they have that are different? Record student answers on a Venn diagram.

Riddles for Core Content

Ask students riddles such as the following to review core content:

• I work in a school and teach children each day. Who am I? (I am a teacher.)

• I drive around our community in a special car. I look out for the people in my community. I make sure people are following the laws. Who am I? (I am a police officer.)

• I work in a school and serve meals to the children. Who am I? (I am a cafeteria worker or chef.)

• I am a person who served in the military. Who am I? (I am a veteran.)

• I am the leader of a school. I make decisions to help the students and teachers. Who am I? (I am a principal.)

• I have a store that sells yummy baked goods like donuts, cakes, and muffins. Who am I? (I am a business owner.)

Nouns and Verbs Word Sort

Materials: List of nouns and verbs from the unit, a set of two index cards for each student with the words “Thing or Noun” on one card and the word “Action or Verb” on the other

• Distribute a set of index cards to each student.

• Review the meaning of each word on the cards. Remind students that nouns can mean a person, place, or thing.

• Tell students that you will read a word to them, and they will show if it is a thing or noun by holding up the “Thing or Noun” card.
• Tell them that they can show the word is an action word or verb by holding up the “Action or Verb” card.

• Read the words and wait for the card response before reading the next word on the list.

• If time allows, have students think of their own words and share orally with the class. Have the students use their cards to indicate if the word is a noun or a verb.

**On Stage**

• Choose students to act out ways community helpers like first responders, educators, emergency service workers, or business owners help people in their community. Ask students what their job is and where they work. If time allows, switch community helpers.
Unit Assessment

This Unit Assessment evaluates each student’s retention of unit and academic vocabulary words and the core content targeted in Serving Our Neighbors. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses unit-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Serving Our Neighbors.

PART I (ACTIVITY PAGE UA.1)  TEKS K.6.F

Directions: I am going to ask questions using words you have heard in the Read-Alouds. If the answer to the question is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times. Let’s do number one together.

1. **Rule:** Is a rule a guideline someone has to follow? *(thumbs-up)*
2. **Community:** Is a community a group of people who live, work, or interact with one another? *(thumbs-up)*
3. **Tidy:** When a person starts to tidy their space, do they make a big mess? *(thumbs-down)*
4. **Recycle:** Do people recycle by throwing their items like paper or plastic in the trash? *(thumbs-down)*
5. **Resident:** Is a resident someone who lives in a specific place? *(thumbs-up)*
6. **Samaritan:** Would a Good Samaritan throw trash on the ground? *(thumbs-down)*
7. **Dedicated:** Would a dedicated person spend hours trying to get better at something? *(thumbs-up)*
8. **Responders:** Are first responders people who work in a school? *(thumbs-down)*
9. **Veterans:** Are veterans people who served in the military? *(thumbs-up)*
10. **Employee:** Is an employee someone who works at a business? *(thumbs-up)*
Directions: I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times.

11. **Volunteer:** If you are told what to do, are you a volunteer? *(thumbs-down)*

12. **Utensils:** Do utensils include spoons, forks, and knives? *(thumbs-up)*

13. **Landfill:** Is a landfill where trash is kept once it is picked up? *(thumbs-up)*

14. **Services:** Do businesses in communities provide services for the people? *(thumbs-up)*

15. **Manufactured:** Are materials like steel manufactured for businesses to use to build things? *(thumbs-up)*

**PART II (ACTIVITY PAGE UA.2)**

Directions: I am going to read a sentence about an action someone does. First, you will listen to the sentence that I read. Next, you will decide if that action is something a Good Samaritan would do. A Good Samaritan is someone who chooses to be helpful without being rewarded. If the action is an example of something a Good Samaritan would do, circle thumbs up. If the action is not an example of being helpful, circle thumbs down.

1. Sam uses napkins to wipe up a spill in the classroom. *(thumbs-up)*

2. Clara throws away trash she sees in the park. *(thumbs-up)*

3. James drops trash on the floor and does not pick it up. *(thumbs-down)*

4. Jose washes dishes he sees in the sink. *(thumbs-up)*

5. Carlos picks up food left at his lunch table. *(thumbs-up)*

6. Sarah’s water spills on the floor by her backpack, and she leaves a puddle. *(thumbs-down)*

7. Jaime leaves toys on the floor when his dad asks him to clean them up. *(thumbs-down)*

8. Travis gives money he found on the bus to the bus driver instead of keeping it. *(thumbs-up)*
PART III (ACTIVITY PAGE UA.3)

**Directions:** I am going to name characteristics of a certain community helper that you learned about in this unit. Circle the community helper I am describing on your paper.

1. I am a first responder. I help take care of people who are sick or injured until they get to the hospital. I ride in a special vehicle called an ambulance. *(EMT)*

2. I work in a school. I am also called an educator. I teach children new skills. I help them achieve their goals. *(teacher)*

3. I am a member of the military. I am called a sailor. I am a member of the navy. I sail on a ship and help protect the seas. *(navy sailor)*

4. I work in our community. I own a business that helps people. I am a business owner. *(barber)*
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Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Unit Assessment. Based on the results of the Unit Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students’ experience with unit knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with unit concepts.

REMEDIATION

• You may choose to regroup students according to particular areas of weakness as indicated by Formative and Unit Assessment results.

• Remediation opportunities include:
  ◦ targeting Review Activities
  ◦ revisiting lesson Applications
  ◦ rereading and discussing select Read-Alouds

ENRICHMENT

Guest Speakers

• Invite parents or trusted community members whose careers or volunteer work help the community. For example, you may wish to invite someone who works as an emergency service worker, educator, or military service member.

• Ask your guests to bring in any photographs or other objects that will help to show students what they do to help take care of their communities.

• You will want to share with your guest speakers, ahead of time, what you have already discussed in class so that they are better able to address students.

Student Choice

• Ask students which Read-Aloud they have heard recently that they would like to hear again. If necessary, read the titles and show key illustrations from previous Read-Alouds to help them make their choice. You may also want to choose one yourself.
• Reread the text that is selected. Feel free to pause at different places in the Read-Aloud this time and talk about vocabulary and information that you did not discuss previously during the Read-Aloud. After the Read-Aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also ask them to try to express why they like this Read-Aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

Community Helpers: What Do They Do?
• Have students pretend to be community helpers. Ask students to use what they have learned to imagine and then describe what they might do or say as a community helper. For example, a student may pretend to be a firefighter and may talk about heat, flames, and a fire hose. They may also talk about the sounds they hear as the community helper, such as sirens.

Class Book: Serving Our Neighbors
Materials: Drawing paper, drawing tools
• Tell the class or a group of students that they are going to create a class book to help them remember what they have learned in this unit. Have students brainstorm important information about the community helpers or ways we can help others. Have each student choose one idea to draw a picture of and ask them to write a caption for their picture. Bind the pages to make a book to put in the class library for students to read again and again.
Teacher Resources

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Teacher Guide
Teacher Resources

In this section you will find:

• “The Clock” by Mother Goose.
• Activity Book Answer Key
• Texas Essential Knowledge and Skills Correlation Chart
• English Language Proficiency Standards Correlation Chart
There’s a neat little clock,—
In the schoolroom it stands,—
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.
**Unit 7: Serving Our Neighbors**

**UA.3 Activity Page**

1. 
2. 
3. 
4. 

**UA.2 Assessment**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**Directions:** Listen to your teacher's instructions.
## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—KINDERGARTEN

### Unit 7

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<thead>
<tr>
<th>Correlation—Teacher’s Guide</th>
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<tr>
<td>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</td>
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</tbody>
</table>

| TEKS K.1.B | restate and follow oral directions that involve a short, related sequence of actions |  |
| TEKS K.1.D | work collaboratively with others by following agreed-upon rules for discussion, including taking turns | p. 97, p. 101 |
| TEKS K.1.E | develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants |  |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

| TEKS K.2.A.i | identifying and producing rhyming words |  |
| TEKS K.2.A.ii | recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; |  |
| TEKS K.2.A.iii | identifying the individual words in a spoken sentence; |  |
| TEKS K.2.A.iv | identifying syllables in spoken words |  |
| TEKS K.2.A.v | blending syllables to form multisyllabic words |  |
| TEKS K.2.A.vi | segmenting multisyllabic words into syllables |  |
| TEKS K.2.A.vii | blending spoken onsets and rhymes to form simple words |  |
| TEKS K.2.A.viii | blending spoken phonemes to form one-syllable words |  |
| TEKS K.2.A.ix | manipulating syllables within a multisyllabic word |  |
| TEKS K.2.A.x | segmenting spoken one-syllable words into individual phonemes |  |

(B) demonstrate and apply phonetic knowledge by:

| TEKS K.2.B.i | identifying and matching the common sounds that letters represent |  |
| TEKS K.2.B.ii | using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words |  |
| TEKS K.2.B.iii | recognizing that new words are created when letters are changed, added or deleted such as *it* – *pit* – *tip* – *tap* |  |
| TEKS K.2.B.iv | identifying and reading at least 25 high-frequency words from a research-based list. |  |

(C) demonstrate and apply spelling knowledge by:

| TEKS K.2.C.i | spelling words with VC, CVC, and CCVC |  |
| TEKS K.2.C.ii | spelling words using sound-spelling patterns; and |  |
| TEKS K.2.C.iii | spelling high-frequency words from a research-based list |  |

(D) demonstrate print awareness by:
### Unit 7

<table>
<thead>
<tr>
<th>TEKS K.2.D.i</th>
<th>identifying the front cover, back cover, and title page of a book</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS K.2.D.ii</td>
<td>holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep</td>
</tr>
<tr>
<td>TEKS K.2.D.iii</td>
<td>recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries</td>
</tr>
<tr>
<td>TEKS K.2.D.iv</td>
<td>recognizing the difference between a letter and a printed word</td>
</tr>
<tr>
<td>TEKS K.2.D.v</td>
<td>identifying all uppercase and lowercase letters</td>
</tr>
<tr>
<td>TEKS K.2.E</td>
<td>develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</td>
</tr>
</tbody>
</table>

#### (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

- TEKS K.3.A use a resource such as a picture dictionary or digital resource to find words
- TEKS K.3.C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. p. 84, p. 89

#### (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.

- TEKS K.4 self-select text and interact independently with text for increasing periods of time

#### (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

- TEKS K.5.A establish purpose for reading assigned and self-selected texts with adult assistance p. 138, p. 144
- TEKS K.5.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance p. 51, p. 57, p. 84, p. 89
- TEKS K.5.C make and confirm predictions using text features and structures with adult assistance p. 51, p. 57
- TEKS K.5.D create mental images to deepen understanding with adult assistance
- TEKS K.5.E make connections to personal experiences, ideas in other texts, and society with adult assistance p. 11, p. 17, p. 24, p. 28, p. 39, p. 43, p. 67, p. 72, p. 111, p. 115, p. 125, p. 131
- TEKS K.5.F make inferences and use evidence to support understanding with adult assistance p. 84, p. 89
<table>
<thead>
<tr>
<th>TEKS K.5.I</th>
<th>monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance</th>
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</thead>
<tbody>
<tr>
<td>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS K.6.A</td>
<td>describe personal connections to a variety of sources</td>
</tr>
<tr>
<td>TEKS K.6.B</td>
<td>provide an oral, pictorial, or written response to a text</td>
</tr>
<tr>
<td>TEKS K.6.C</td>
<td>use text evidence to support an appropriate response</td>
</tr>
<tr>
<td>TEKS K.6.D</td>
<td>retell texts in ways that maintain meaning</td>
</tr>
<tr>
<td>TEKS K.6.E</td>
<td>interact with sources in meaningful ways such as illustrating or writing</td>
</tr>
<tr>
<td>TEKS K.6.F</td>
<td>respond using newly acquired vocabulary as appropriate</td>
</tr>
<tr>
<td>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS K.7.A</td>
<td>discuss topics and determine the basic theme using text evidence with adult assistance</td>
</tr>
<tr>
<td>TEKS K.7.B</td>
<td>identify and describe the main character(s)</td>
</tr>
<tr>
<td>TEKS K.7.C</td>
<td>describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance</td>
</tr>
<tr>
<td>TEKS K.7.D</td>
<td>describe the setting</td>
</tr>
<tr>
<td>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</td>
<td></td>
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<tr>
<td>TEKS K.8.A</td>
<td>demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes</td>
</tr>
<tr>
<td>TEKS K.8.B</td>
<td>discuss rhyme and rhythm in nursery rhymes and a variety of poems</td>
</tr>
<tr>
<td>TEKS K.8.C</td>
<td>discuss main characters in drama</td>
</tr>
<tr>
<td>(D) recognize characteristics and structures of informational text, including</td>
<td></td>
</tr>
<tr>
<td>TEKS K.8.D.i</td>
<td>the central idea and supporting evidence, with adult assistance</td>
</tr>
<tr>
<td>TEKS K.8.D.ii</td>
<td>titles and simple graphics to gain information</td>
</tr>
<tr>
<td>TEKS K.8.D.iii</td>
<td>the steps in a sequence with adult assistance.</td>
</tr>
<tr>
<td>TEKS K.8.E</td>
<td>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</td>
</tr>
<tr>
<td>TEKS K.8.F</td>
<td>recognize characteristics of multimodal and digital texts</td>
</tr>
<tr>
<td>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</td>
<td></td>
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<table>
<thead>
<tr>
<th>TEKS K.5.I</th>
<th>monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS K.6.A</td>
<td>describe personal connections to a variety of sources</td>
</tr>
<tr>
<td>TEKS K.6.B</td>
<td>provide an oral, pictorial, or written response to a text</td>
</tr>
<tr>
<td>TEKS K.6.C</td>
<td>use text evidence to support an appropriate response</td>
</tr>
<tr>
<td>TEKS K.6.D</td>
<td>retell texts in ways that maintain meaning</td>
</tr>
<tr>
<td>TEKS K.6.E</td>
<td>interact with sources in meaningful ways such as illustrating or writing</td>
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<td>TEKS K.6.F</td>
<td>respond using newly acquired vocabulary as appropriate</td>
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<tr>
<td>TEKS K.9.A</td>
<td>discuss with adult assistance the author’s purpose for writing text</td>
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<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>TEKS K.9.B</td>
<td>discuss with adult assistance how the use of text structure contributes to the author’s purpose</td>
</tr>
<tr>
<td>TEKS K.9.C</td>
<td>discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes</td>
</tr>
<tr>
<td>TEKS K.9.D</td>
<td>discuss with adult assistance how the author uses words that help the reader visualize</td>
</tr>
<tr>
<td>TEKS K.9.E</td>
<td>listen to and experience first- and third-person texts</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>TEKS K.10.A</th>
<th>plan by generating ideas for writing through class discussions and drawings</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS K.10.B</td>
<td>develop drafts in oral, pictorial, or written form by organizing ideas</td>
</tr>
<tr>
<td>TEKS K.10.C</td>
<td>revise drafts by adding details in pictures or words</td>
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</tbody>
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<thead>
<tr>
<th>TEKS K.10.D.i</th>
<th>complete sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS K.10.D.ii</td>
<td>verbs</td>
</tr>
<tr>
<td>TEKS K.10.D.iii</td>
<td>singular and plural nouns</td>
</tr>
<tr>
<td>TEKS K.10.D.iv</td>
<td>adjectives, including articles</td>
</tr>
<tr>
<td>TEKS K.10.D.v</td>
<td>prepositions</td>
</tr>
<tr>
<td>TEKS K.10.D.vi</td>
<td>pronouns, including subjective, objective, and possessive cases</td>
</tr>
<tr>
<td>TEKS K.10.D.vii</td>
<td>capitalization of the first letter in a sentence and name</td>
</tr>
<tr>
<td>TEKS K.10.D.viii</td>
<td>punctuation marks at the end of declarative sentences</td>
</tr>
<tr>
<td>TEKS K.10.D.ix</td>
<td>correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</td>
</tr>
<tr>
<td>TEKS K.10.E</td>
<td>share writing</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>TEKS K.11.A</th>
<th>dictate or compose literary texts, including personal narratives</th>
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</thead>
<tbody>
<tr>
<td>TEKS K.11.B</td>
<td>dictate or compose informational texts</td>
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<tr>
<th>TEKS K.12.A</th>
<th>generate questions for formal and informal inquiry with adult assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS K.12.B</td>
<td>develop and follow a research plan with adult assistance</td>
</tr>
<tr>
<td>TEKS K.12.C</td>
<td>gather information from a variety of sources with adult assistance</td>
</tr>
<tr>
<td>TEKS K.12.D</td>
<td>demonstrate understanding of information gathered with adult assistance</td>
</tr>
<tr>
<td>TEKS K.12.E</td>
<td>use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</td>
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</table>

(T11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

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</tr>
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</table>
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| ELPS 1.A | use prior knowledge and experiences to understand meanings in English |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) |
| ELPS 1.E | use accessible language and learn new and essential language in the process |
| ELPS 1.F | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language |
### ENGLISH LANGUAGE PROFICIENCY STANDARDS—KINDERGARTEN

**Unit 7**

<table>
<thead>
<tr>
<th>ELPS 2.F</th>
<th>listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 2.G</td>
<td>understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</td>
</tr>
<tr>
<td>ELPS 2.H</td>
<td>understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</td>
</tr>
<tr>
<td>ELPS 2.I</td>
<td>demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</td>
</tr>
</tbody>
</table>

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

<table>
<thead>
<tr>
<th>ELPS 3.A</th>
<th>practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 3.B</td>
<td>expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</td>
</tr>
<tr>
<td>ELPS 3.C</td>
<td>speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</td>
</tr>
<tr>
<td>ELPS 3.D</td>
<td>speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</td>
</tr>
<tr>
<td>ELPS 3.E</td>
<td>share information in cooperative learning interactions</td>
</tr>
<tr>
<td>ELPS 3.F</td>
<td>ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</td>
</tr>
<tr>
<td>ELPS 3.G</td>
<td>express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</td>
</tr>
<tr>
<td>ELPS 3.H</td>
<td>narrate, describe, and explain with increasing specificity and detail as more English is acquired</td>
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**Correlation—Teacher’s Guide**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>ELPS 2.G</td>
<td>p. 72</td>
</tr>
<tr>
<td>ELPS 2.I</td>
<td>p. 43, p. 61</td>
</tr>
<tr>
<td>ELPS 3.A</td>
<td>p. 149</td>
</tr>
<tr>
<td>ELPS 3.B</td>
<td>p. 16, p. 20, p. 28</td>
</tr>
<tr>
<td>ELPS 3.D</td>
<td>p. 63</td>
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<tr>
<td>ELPS 3.E</td>
<td>p. 43</td>
</tr>
<tr>
<td>ELPS 3.G</td>
<td>p. 89, p. 107, p. 122</td>
</tr>
<tr>
<td>ELPS 3.H</td>
<td>p. 43, p. 50</td>
</tr>
</tbody>
</table>
## ENGLISH LANGUAGE PROFICIENCY STANDARDS–KINDERGARTEN

### Unit 7

| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment |

**Correlation—Teacher’s Guide**

| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods |
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs |

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

- read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
- use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
- demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
- read silently with increasing ease and comprehension for longer periods
- demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
- demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
### Unit 7

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<tr>
<th>ELPS 4.K</th>
<th>demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs</th>
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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired |

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- p. 95
- p. 109
- p. 137

- p. 23
- p. 77
- p. 109
- p. 124
- p. 137