



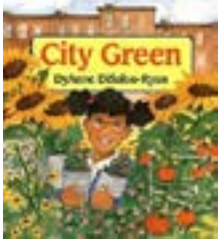
K-2 | Lesson 4



LESSON 4

TEXT TITLE

City Green by DyAnne DiSalvo-Ryan



TEXT MAIN IDEA

A housing building was torn down by the state because it was no longer safe for people to live. It became an eye sore to the community and a reminder to them that it was torn down and people no longer can live there. Marcy, with the help of the community, got together to create a community garden as something beautiful to look at to remind them of their memories. When you work together with people in the community, you can make your community beautiful and bring it closer together.

ESSENTIAL QUESTION

The unit essential questions developed in this lesson are...

- What makes up a community?
- How can I contribute to my community?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- Everyone can contribute to their community.
- Even though it might not be a lot, there are great things happening in my community that I can help with.
- Giving back to my community is what continues to make my community great.

LITERACY OBJECTIVE

By engaging in this lesson, students will demonstrate their ability to...

- Use the picture and the text, through think-aloud, to understand the characters, setting, and plot.

STANDARDS ALIGNMENT

- Include think-alouds, prompts, and questions (oral and written) that focus on determining text and text segments' main ideas. (2.RN.2.2)
- With support, make predictions about what will happen in a text. (K.RC.4)

LAUNCH (5 MINUTES)

Hello class! We have our new story for today. We are still learning about communities and getting to know our school community and outside of school community. Before we dive into our story today, who can tell me what we have learned about communities so far? (Listen for students to give a variety of answers about their community.) Those are all fantastic answers! A community is basically your village of people who take care of you and help each other out. Today we are going to see another community of people come together after something sad happened in their neighborhood. Let's read to find out how they came together after the event separated them from some members of the community. During our story today, we are going to have to rely on more of the text to help us understand how a character might be behaving or feeling in the moment. The pictures will only give us the outside feelings, the text will help us understand at a deeper level. We are also going to be making some predictions today. Sometimes authors might not tell us everything we need to know on one page. Sometimes they might spread out what they really mean over several pages to get readers invested in the story. As we are reading we are going to try and make a guess as to what is going to happen next in the story based on what we have learned so far.

READ ALOUD / ENGAGE (15 MINUTES)

Read until "Old Man Hammer hard as nails."

Already, we have met some of our characters in the story! We have been working on how the author might ask the illustrator to draw pictures to help us better understand what is happening in the story or to show us the emotions the characters in the story are feeling. Sometimes, the author might use the words in the text to help us better understand a particular character and the way they behave. The narrator describes this character here as "hard as nails". This makes me think that this character might not be very nice or he might come off as rude to others when they are showing him kindness.

Read until "...makes me sad to see it. Every single day."

I am going to pause right here because of something Old Man Hammer said: "Look at that piece of junk land on a city block. Once that building could have been saved. But nobody even tried." What do you think he means by that?

Listen to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- The building did not have to be torn down, according to Old Man Hammer. If the community were to have taken care of it, it could have been saved.

Read until "That is when we decide to do something about the lot."

Hmmmm it seems as though our narrator and Miss Rosa have a plan in mind. What do

you think they are planning on doing with the dirt in the lot?

Listen to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Miss Rosa and the narrator are going to grab all the dirt from the lot to grow their plants.
- Miss Rosa and the narrator are going to plant their garden in the lot because it has more than enough dirt for their flowers.

Read until “ ‘Give him time,’ Miss Rosa says. ‘Good things take time.’ ”

Do you all agree with Marcy's brother? Do you think Old Man Hammer should be happy they “tore down that mess”? Why or why not? Turn and talk to the people at your table about your reasoning.

Listen to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Scholars will either agree or disagree with her brother's statement. Push for students to use evidence from what they have read so far about why or why not.

Read until the end.

What an awesome end to our story! They were able to create the garden that some of us predicted would happen. Even Old Man Hammer contributed to the garden. What do you think made Old Man Hammer come around at the end of the story?

Listen to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- Old Man Hammer contributed to the garden because he wanted to help the community.
- Old Man Hammer helped with the community garden because he used to live there and wanted to have something to remember his time there, like the man who planted seeds where his grandmother's bedroom used to be.

DISCUSS (10 MINUTES)

The lot where the community garden is now located used to be a housing building. The city declared the building unsafe and therefore it had to be torn down, but they were able to get this garden going even though it was owned by the city. What made the community garden such a huge success?

Exemplary Response:

- The community garden was such a huge success because of the fact that the majority of the people in the community came together to make it work. Old Man Hammer said the building could have been saved if people cared enough to come together to help out. Because everyone in the community came together to get the necessary permits and talk to the right people, they were able to have a beautiful garden where they grow flowers and food. As long as they take care of it together, it will continue to be successful.

WRITING (15 MINUTES)

What is the author's perspective on a "community"? What lesson does the book teach us about community?



EXIT TICKET

1. What happened to the old building?

- a. It caught on fire due to a storm.
- b. The building was so old, it just fell apart from the inside.
- c. The building was no longer safe for people to live so the city decided to tear it down.
- d. The building was infested with rats.

2. Which character used to live in the old building?

- a. Old Man Hammer
- b. Miss Rosa
- c. Marcy
- d. Leslie and her baby

3. How does the problem get solved?

- a. The whole neighborhood pitches in to turn the lot into a garden.
- b. A building gets knocked down.
- c. Old Man Hammer plants sunflowers.
- d. Marcy plants strawberries.