Junior Great Books Nonfiction Inquiry

The Junior Great Books Nonfiction Inquiry program for grades 2–5 brings high-quality nonfiction and student-centered discussion to your classroom while providing a superb framework for practicing reading comprehension, critical thinking, and writing. Teaching tips, support for differentiating instruction, and tools for building language arts skills make the readings and discussions as engaging and rewarding for you as they are for your students.

In the Nonfiction Inquiry program:
• Students follow our inquiry-based sequence of activities for each text.
• Students read for understanding, ask questions, reread and take notes, form ideas about an issue in the text, and support those ideas with evidence.
• Each text is aligned with a specific Junior Great Books story (see the charts below), and Text-to-Text Connection prompts allow students to compare and contrast the stories and nonfiction texts in writing or discussion.

Inside this booklet, you will find:
• Features and benefits of the Nonfiction Inquiry program (pp. 2–5)
• Overview of the Nonfiction Inquiry activity sequence (pp. 6–15)
• Unit overview for “Small Acts Make a Big Difference” (pp. 16–17)
• Complete text of the selection from the student book (pp. 18–24)
• Additional teacher resources (pp. 25–27)

### JUNIOR GREAT BOOKS NONFICTION INQUIRY 2 UNIT

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<th>JUNIOR GREAT BOOKS SERIES 2</th>
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<td>1 Why We Need Bees</td>
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<td>3 Impulse Buying: How Stores Make Us Want More</td>
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Nonfiction units are aligned with national benchmarks in science, social studies, and English language arts.

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<td>9 Burger with a Side of Shoe Polish</td>
<td>Economics: Economic Decision-Making</td>
<td>The Emperor’s New Clothes (Book Two)</td>
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<td>9 Bystanders Who Stand Together</td>
<td>Social Studies: Personal Growth and Identity</td>
<td>The Apple and the Envelope (Book Two)</td>
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<td>5 How Free Should Recess Be?</td>
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<td>A Game of Catch (Book One)</td>
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<tr>
<td>6 Thomas Heatherwick: Making Things Happen</td>
<td>STEM: Engineering to Solve a Problem</td>
<td>The Hemulen Who Loved Silence (Book Two)</td>
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<td>7 The Richest Man in the World</td>
<td>Social Studies: Social Responsibility</td>
<td>Kaddo’s Wall (Book Two)</td>
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<td>8 Plain, Ordinary Mrs. Roosevelt</td>
<td>Social Studies: Leadership</td>
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<td>9 Roads Take a Toll on Wildlife</td>
<td>Life Science: Habitat Destruction</td>
<td>A Bad Road for Cats (Book Two)</td>
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## Nonfiction Inquiry at a Glance

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<th>Benefits</th>
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<td>Thought-provoking nonfiction texts</td>
<td>Inspire close reading and in-depth questioning; explore historical and contemporary issues</td>
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<td>Full-color photos and graphics</td>
<td>Support instructional best practices for integrating textual and visual information</td>
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<td>Sharing questions activity</td>
<td>Stimulates curiosity while building metacognitive and collaborative skills</td>
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<td>Differentiated instruction</td>
<td>Engages all students, including emerging readers, in higher-level reading, thinking, and discussion</td>
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<td>Close-reading activities during second reading</td>
<td>Note-taking prompts make textual analysis fun and spur divergent thinking</td>
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<td>Shared Inquiry discussion</td>
<td>Builds students' abilities to develop ideas, use textual evidence, and listen and respond to others</td>
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<td>Vocabulary target words and activities</td>
<td>Allow students to learn new words in a meaningful context; range of activity options provides variety</td>
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<td>Written response activities</td>
<td>Enable students to build on ideas developed in discussion; provide an authentic context for writing</td>
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<td>Extension activities</td>
<td>Text-to-text prompts connect to specific Junior Great Books fiction units; students may research questions related to unit topic</td>
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<td>Assessment and reflection</td>
<td>Formative and summative options build a complete picture of students’ progress</td>
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<td>Teacher resources</td>
<td>Simplify finding and using appropriate techniques; enrich use of activities</td>
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<td>Planning and implementation recommendations</td>
<td>Make getting started with the program and customizing its use easy</td>
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Nonfiction Inquiry Materials

Student Log

Includes:
- A student introduction explaining what to expect from the program
- The full nonfiction text for each unit
- Unit-specific activity prompts to help students practice close reading, critical thinking, and writing skills
- Check Your Understanding quizzes to gauge reading comprehension
- A writer’s checklist to help students prepare written responses

Teacher’s Guide

Includes:
- Step-by-step instructions for each activity with point-of-need teacher support
- Unit overviews that summarize activities and show all activity prompts
- Differentiation options and suggestions for pair/group learning
- A Teacher Resources section including vocabulary activities, assessment tools, and a student reflection form

Visit greatbooks.org to see how Junior Great Books Nonfiction Inquiry aligns with NextGen Science Standards, themes outlined by the National Council for Social Studies, and the Common Core State Standards.

The Shared Inquiry Method of Learning

Junior Great Books programs use a method of reading and discussion known as Shared Inquiry. This distinctive approach to learning fosters a vibrant environment in which children learn the habits and strategies of good readers, thinkers, and learners. Through your own curiosity and attentive questioning, you serve as a partner in inquiry with your students. The process reaches its fullest expression in Shared Inquiry discussion. In the Nonfiction Inquiry program, you and your students think about and discuss a question about the text that has more than one reasonable answer. Those answers can be supported with evidence from the text as well as personal knowledge.

About the Great Books Foundation

Founded in 1947, the Great Books Foundation is an independent, nonprofit educational organization that creates reading and discussion programs for students and adults with the conviction that literacy and critical thinking help form reflective and well-informed citizens. For more about us, visit greatbooks.org.
Nonfiction Inquiry Activities

Following is an overview of the Nonfiction Inquiry activity sequence. Instructions for conducting these activities, along with annotated student pages, appear on pages 8–15. Implementation suggestions can be found on page 7 with full details contained in the Teacher's Guide.

SESSION 1
Prereading (10–15 minutes)
Students respond to prompts that help them activate prior knowledge about the unit topic and make a personal connection to the topic.

First Reading with Sharing Questions (25–45 minutes)
Students listen to or read the text independently and mark where they have questions. After they finish reading, they choose one or two questions to share with the class. You record students' questions and then guide the class in addressing the ones that impact students' comprehension of the text. Finally, students complete the Check Your Understanding quiz to assess comprehension before they begin the next session.

SESSION 2
Second Reading (25–45 minutes)
Students listen to or reread the text independently while making notes, then use those notes to prepare an answer to a focus question that will be explored in Shared Inquiry discussion. Focus questions in the Nonfiction Inquiry program are text-dependent and open-ended.

SESSION 3
Shared Inquiry Discussion (20–35 minutes)
Students discuss their answers to the focus question. You ask follow-up questions to help students develop and support their ideas. After the discussion, students provide a written response to explain how their answer changed or was strengthened as a result of the conversation.

SESSION 4
Writing (35–60 minutes)
Students develop a written argument in response to the focus question or a question of your choosing. A graphic organizer helps students plan their argument, while a writing checklist helps them evaluate their draft.

EXTENSION ACTIVITIES
Choose one or more of the following options according to your classroom learning goals and available time.

Further Investigation (times vary)
Students identify outstanding questions and brainstorm different ways to find the answers.
Text-to-Text Connection (times vary)
Writing and discussion prompts allow students to connect ideas from the nonfiction text with a story from the Junior Great Books program.

ASSESSMENT AND REFLECTION
These resources and activities can be flexibly used according to your classroom goals and the time available.

Assessment (times vary)
A suite of assessment components helps you evaluate students’ skills in reading comprehension, listening and speaking, and writing. The chart on page 25 shows you the skills addressed by each component and the best time to use each one.

Reflection (20–30 minutes)
A whole-class reflection form allows students to think about their strengths and challenges in Shared Inquiry discussion, and set goals for future discussions.

Planning and Implementation

Planning Activity Sessions
In-class time required for a Nonfiction Inquiry unit is flexible, depending on where activities are completed (at home or in class), how many activities you wish to do, and the needs of your students. Below are some suggestions for implementation. NOTE: Sessions should be conducted on consecutive days, whether in class or at home.

Activity Sessions Planning Chart*

<table>
<thead>
<tr>
<th></th>
<th>Four in-class sessions (all activities in class)</th>
<th>Three in-class sessions (at-home activities indicated)</th>
<th>Two in-class sessions (at-home activities indicated)</th>
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<tr>
<td>Prereading</td>
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<td>First Reading (at home)</td>
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<td>First Reading with Sharing Questions</td>
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<td>Sharing Questions</td>
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<td>Vocabulary† (optional) Second Reading</td>
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<tr>
<td>Shared Inquiry Discussion</td>
<td></td>
<td></td>
<td>Shared Inquiry Discussion</td>
</tr>
<tr>
<td>Writing or Extension activity</td>
<td></td>
<td></td>
<td>Writing or Extension activity (at home)</td>
</tr>
</tbody>
</table>

* Each session is 20–60 minutes. Writing and extension activities may require additional time.
† While vocabulary can be completed at any point in a unit, it is especially effective after the sharing questions activity, when students may ask questions related to word meaning.
Building Background Knowledge

Having students share responses to the “What Do You Know?” prompt can help you quickly gauge how much knowledge of the topic they possess. Students do not need to be experts on a topic, but some background knowledge will certainly help with comprehension. If you find that students need support, you can share some background information before the first reading, such as an encyclopedia entry or a few photos. You can also help them define key vocabulary words. Target words for each unit appear in the unit overviews and suggested vocabulary activities are provided in the Teacher Resources section of the Teacher’s Guide.

Activity Instructions

1. **Have** students answer the two prompts on the prereading page of the Student Log (see example on this page).

2. **Optional:** Check for general understanding of the unit topic by having volunteers briefly share what they wrote. If students struggle to complete the “What Do You Know?” prompt, see the box below for suggestions.

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**Activity Instructions**

1. **Have** students answer the two prompts on the prereading page of the Student Log (see example on this page).

   - **What Do You Know?**
     - What does it mean to be part of a community?

   - **What Do You Think?**
     - What’s one thing you could do to make your community a better place?

   Each time you read the text, return to what you wrote here to see if new information changes or adds to your answers.

---

**Building Background Knowledge**

Having students share responses to the “What Do You Know?” prompt can help you quickly gauge how much knowledge of the topic they possess. Students do not need to be experts on a topic, but some background knowledge will certainly help with comprehension. If you find that students need support, you can share some background information before the first reading, such as an encyclopedia entry or a few photos. You can also help them define key vocabulary words. Target words for each unit appear in the unit overviews and suggested vocabulary activities are provided in the Teacher Resources section of the Teacher’s Guide.
First Reading with Sharing Questions  (25–45 minutes)

Activity Instructions

1. **Prompt** students to complete the first reading according to the instructions in the Student Log (see below).

   ![](First-Reading_Instructions.png)

   1. As you read, mark a ? wherever you are confused or curious about something.
   2. After reading, look at the places you marked. Write your questions on sticky notes.
   3. Choose two questions to bring to the sharing questions activity:
      - A question about a part that confuses you the most.
      - A question about a part that interests you the most.

2. **Regroup** and have students share their questions aloud while you record them for everyone to see.

3. **Identify** any comprehension questions that need to be addressed right away (A Guide to Question Types is provided in the Teacher's Guide). Help students answer them using the text, their own knowledge, and other appropriate resources.

4. **Point out** some remaining questions that could be saved for another activity, such as the discussion or an extension project. Tell students you may return to them later.

5. **Ask** students to return to the “What Do You Know?” prompt to see if their initial responses were confirmed or changed as a result of completing the activity.

6. **Have** students complete the Check Your Understanding quiz (see below). Use it to gauge their general understanding before moving on to the second reading activity.

   ![](Check-Your-Understanding_Instructions.png)

   1. What does the text say is always true about all communities?
      - The people in a community are strangers.
      - The people in a community know each other.
      - The people in a community are connected in some way.
      - The people in a community live on the same street.
Activity Instructions

1. **Ask** students to reread and mark the text according to the note prompt in the Student Log (see sample below).

2. **Introduce** the discussion focus question.

3. **Have** students review their notes in order to formulate and record an answer to the focus question and some supporting evidence.

**SMALL ACTS MAKE A BIG DIFFERENCE**


2. After you finish reading, look at the places you marked with an **H**. Use what you marked to help you write an answer to this focus question:

   Which of these ways to help your community would you most want to try?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Give two pieces of evidence to support your answer above.

   One piece of evidence that supports your answer:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

   Another piece of evidence that supports your answer:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

**CHECK YOUR PROGRESS**

After you reread, make notes, and complete this page, check the box above. When it’s time for the discussion, go to the next page.

If you wish, have pairs or groups of students talk through their answers and evidence before writing.

During the discussion, students can refer to this page to help them clarify their ideas or evidence.

After students mark the text, you may wish to have pairs explain their note choices to each other. This helps them see different perspectives.
**NONFICTION INQUIRY ACTIVITIES**

**Student Learning Spectrum**

Look for students to:

- Have difficulty making notes while reading
- Have difficulty using notes to write a supported response to the focus question
- Make notes while reading
- Use notes to write a simple supported response to the focus question
- Make notes while reading, with specific intent to gather evidence
- Use notes to write a developed, supported response to the focus question

**Differentiated Instruction**

**SUPPORT**

For students struggling to answer the question or use notes for evidence, try one of the following:
- **Project** a page of text you have marked. Model reviewing your notes to help you generate an answer to the focus question.
- **Have** pairs of students share their thoughts and evidence before writing an answer to the focus question.

**CHALLENGE**

**Before** students record the evidence they marked, have students talk to a partner about which evidence is the strongest, and why.
- **After** they record answers and evidence, pair students who have divergent answers. Have them briefly discuss what they wrote. Then ask: Did you hear any ideas from your partner that surprised or interested you? Have volunteers explain their reactions.

**Student Learning Spectrum**

This student learning spectrum reflects student behavior in three key areas of critical thinking: idea, evidence, and response.

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<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
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<tbody>
<tr>
<td>Offer no answers or repeat others' answers to the focus question</td>
<td>Have difficulty supporting ideas with evidence</td>
<td>Have difficulty listening to other students' ideas</td>
</tr>
<tr>
<td>Offer simple answers to the focus question</td>
<td>Refer in general to the text or knowledge to support ideas</td>
<td>Agree or disagree with other students' ideas</td>
</tr>
<tr>
<td>Offer developed answers to the focus question</td>
<td>Refer to specific parts of the text or knowledge to support ideas</td>
<td>Explain agreement or disagreement with other students' ideas</td>
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**Differentiated Instruction**

**SUPPORT**

If students are struggling in one or more of the key critical thinking areas in the student learning spectrum, concentrate your follow-up questions in those areas in the next discussion. Make a copy of the suggested follow-up questions on page 20 and jot students' names next to them as a reminder to ask them those questions during the discussion. You might also:
- Lead a discussion reflection with students, identifying areas of strength and areas for improvement. (See pp. 60–61 for reflection suggestions.)
- Consult Troubleshooting Shared Inquiry Discussion (p. 23) for support tips.

**CHALLENGE**

If your students show proficiency in one or more of the key critical thinking areas, try asking some of the advanced questions below to encourage them to:

**Explain ideas in more detail**
- Can you explain what you mean by [word or phrase]?  
- How does that idea help answer our focus question?

**Explain how evidence supports an idea**
- How does this part of the text support your answer?  
- What happens in this part of the text to make you think that?

**Consider other responses**
- Why do you agree with [name]'s answer?  
- How is your idea different from [name]'s answer?
NONFICTION INQUIRY ACTIVITIES

Shared Inquiry Discussion  (20–35 minutes)

Activity Instructions

NOTE: If your class is large, you may wish to divide it for discussion. Have one half actively observe the other half by writing down ideas they find interesting or examples of good discussion behavior. Then have the two groups trade places.

1. **Seat** everyone in a circle. If needed, review the five discussion guidelines in the Student Log.

2. **Give** students a few minutes to review their answers to the focus question and the evidence they recorded in their Student Logs (see sample on this page).

3. **Begin** the discussion by asking volunteers to share their answers and evidence. Remind students that during the discussion, they can also support their ideas with their own knowledge and experiences.

4. **Aim** for the discussion to last at least 15 minutes. Throughout the discussion ask:
   - **Follow-up questions** (see below) to help students practice critical thinking skills
   - **Cluster questions** (see page 17) when you want students to investigate particular passages or issues

5. **Close** the discussion by asking students to write their answers after discussion in their Student Logs (see the Student Log page, left). If time allows, have volunteers share responses aloud.

**Example Follow-Up Questions**

The follow-up questions you ask during the discussion will help to advance students’ critical thinking skills. Try using these questions when you want students to:

**CLARIFY IDEAS**
- What do you mean when you say that?
- Can you say a little more about that?
- Is there another way you can explain that?

**FIND EVIDENCE**
- Where does that happen in the text?
- What part of the text makes you think that?
- Where did you get that evidence from?

**RESPOND TO OTHERS**
- Have you heard an answer you agree with?
- Do you agree or disagree with [name]?
- Will you tell [name] what you think of her idea?
Troubleshooting Shared Inquiry Discussion

Below you will find common teacher questions about student behaviors in Shared Inquiry discussion and strategies for addressing these behaviors.

**Teacher Questions**

**How can I encourage quiet students to talk and talkative students to listen?** A few of my students do most of the talking.

**Strategies to Try**

- **Track participation** on a seating chart. Call on quieter students to read the answers they wrote before the discussion.
- **In advance, give quiet students opening phrases** to try (e.g., “I have an idea about . . .” or “I agree/disagree with . . .”).
- **Gently guide talkative students** by giving them tickets representing the number of times they may speak in discussion.

**How can I help my students see that there can be multiple answers to a question?** My students often agree with one answer.

- **Brainstorm possible answers** as a class, finding evidence for each answer. Post answers and evidence where everyone can see them.
- **Ask for evidence** for students’ answers. Students may have similar answers for different reasons.
- **Avoid signaling a “best” answer** through your words or body language.

**How can I keep the discussion focused and on topic?** Students sometimes talk about things unrelated to the discussion question or the text itself.

- **Always ask students to support their ideas** with evidence from the text or their own (substantiated) knowledge.
- **Have students read a relevant passage** and ask what ideas it gives them about the focus question.
- **Ask a student to explain** how his or her comment relates to the focus question. Something seemingly unrelated may, in the student’s mind, be connected to the question.
Helping Students Explain How Evidence Supports an Answer

Even as students become proficient at giving evidence, they may need to practice explaining how that evidence backs up what they are saying. Help students with this vital skill by trying the following:

- Remind students of instances in the discussion where the same piece of evidence was used by different people to make different points. Emphasize that students should explain how the evidence supports their ideas.
- Give students sentence starters, such as “I think this means . . .” or “This shows that . . .”
- During the discussion, point out times when a student explains evidence. Take notes so you can use these as examples later.
- In your comments on student writing, include evidence-focused questions such as How does this part show that? or What happened in this part that made you think that?

Activity Instructions

1. **Decide** on a writing prompt to give to students. You might use:
   - The focus question from the discussion to help students further develop their ideas and evidence in writing. Have them use their completed Student Log pages as a starting point.
   - A prompt of your own, using students’ questions or areas of interest that arose during the sharing questions activity.

2. **Ask** students to complete the graphic organizer in their Student Logs, writing their answers to the question and gathering supporting evidence (see sample on this page). Students may write a single paragraph or a full essay, depending on their age and proficiency.

3. **Have** students write their drafts using the organizer notes to help them.

4. **Tell** students to use the writer’s checklist in the Student Log to edit and revise their drafts as needed. Collect the revised drafts.

5. **Use** the writing rubric in the Teacher’s Guide to inform your feedback on students’ drafts. Have students revise further based on your feedback.

6. **Share** students’ final drafts by publishing them, posting them to a class website, or otherwise making them available to the class or other groups.
Extension Activities (times vary)

**ACTIVITY SUMMARY**

> Students investigate unanswered questions about the text they read.

**ASSIGNMENT PROFILE**

> In class or at home

**Activity Instructions**

The following optional activities help students apply their learning about the unit topic or extend their learning into related topics.

**Further Investigation**

1. **Remind** students that they may still have questions that did not get answered during the unit. Ask them to record some of these questions on the Further Investigation page of their Student Logs along with ideas about how they might find answers to those questions (see sample on this page).

2. **Choose** one of the following ways (or a method of your own) for students to share questions and pursue answers:
   - **We Wonder:** Ask students to write questions on index cards or sticky notes and post them in the classroom. Students can post answers as they learn more about the topic or discuss the question in pairs or groups.
   - **Ask an Expert:** Work with students to identify a knowledgeable person who could help them answer one of their questions (e.g., a local meteorologist could answer a question about weather). Then have students submit questions to the expert via letters, emails, or video clips. Have them share the answers they receive with the rest of the class.
   - **Independent Reading:** Encourage students to read books, magazines, or articles from reputable websites to explore a topic more deeply. Students can share their findings in reports or brief presentations.

**Text-to-Text Connection**

1. **Choose** a prompt from the unit overview to connect students’ nonfiction unit work to a specific Junior Great Books story. (The charts on pages 2–3 shows the alignment between the fiction and nonfiction units.)

2. **Have** students answer the prompt in writing, in discussion, or in another medium of your choosing. Remind them to use evidence from both texts to support their answers.
UNIT 2: Small Acts Make a Big Difference

Social Studies: Social Responsibility

Describes the ways people in communities work together and profiles three different children who work to improve their communities.

Activity Prompts

PREREADING  PAGE 21

Students activate prior knowledge and explore personal connections to the topic.

What Do You Know?: What does it mean to be part of a community?

What Do You Think?: What’s one thing you could do to make your community a better place?

FIRST READING WITH SHARING QUESTIONS  PAGES 22–29

Students read the text and share questions they have about it, answering some and setting others aside for later exploration. Students then complete the Check Your Understanding quiz to gauge comprehension of the text.

Target Vocabulary

Use the highlighted words (or your own) to work with vocabulary in context any time after the sharing questions activity (see p. 52 of this guide for activity suggestions).

- connected (p. 22)
- residents (p. 24)
- donated (p. 26)
- volunteer (p. 24)
- comforted (p. 26)

SECOND READING  PAGE 30

Students reread the text, making notes that will prepare them for the Shared Inquiry discussion.

Second reading note: Mark an H where you read about something you think would help your own community.

Students review their notes to formulate an answer to the focus question.

Focus question: Which of these ways to help your community would you most want to try?
**SHARED INQUIRY DISCUSSION**  PAGE 31

Students discuss the focus question while the teacher asks follow-up and cluster questions to help them further develop their ideas.

**Focus question:** Which of these ways to help your community would you most want to try?

**Cluster questions:**
- Which volunteer’s project would you most like to join, and why?
- Which volunteer’s project do you think would be easiest for other kids to do? Which would be hardest?
- Which volunteer’s project would help the most residents in your own community? Why?

**WRITING**  PAGES 32–33

Students plan and develop a written argument in response to a writing prompt.

**EXTENSION ACTIVITIES**  PAGE 34

**Further Investigation**
Students pursue answers to questions they still have about the text or the topics within it.

**Text-to-Text Connection**
Students connect “Small Acts Make a Big Difference” with “The Gold Coin” through writing or discussion.

**Text-to-Text Connection prompts:**
- Which volunteer in “Small Acts Make a Big Difference” is the most like Doña Josefa, and why?
- Imagine that Juan decides to help his community by doing one of the projects you read about. Which project would he be most likely to do, and why? Create a flier advertising the project he chose.
Think about all the people who live in your community. How many of them do you know? How many are strangers? Even if you don’t know everyone in your community, they are connected to you in some way. You live in the same place. You share the same surroundings. And sometimes things happen in your community that affect everyone.

This is why communities work together. Communities may hire crossing guards to keep students safe or set up gardens where people can grow vegetables and flowers. Communities may have people pick up litter along roads or have after-school sports programs for everyone.

connected: joined together
After big storms or earthquakes, communities come together to help rebuild homes and businesses.

Sometimes a single member of a community chooses to do something to make life better for others. Kids are no exception. Even something simple like sharing toys with a friend can make a community stronger. But kids can do much more than that.

**Kymani Leads the Way**

Kymani Quarrie is from Broward County, Florida. When he was seven, he saw people sleeping on the street. He asked his mom why they were there. She told him that they were homeless. Kymani
didn’t think it was right that some people didn’t have homes. He wanted to help.

Kymani’s mom tried to find a homeless shelter where he could volunteer. But all the shelters said that Kymani was too young to help out. So, Kymani and his mom started their own group to raise money for homeless people called KQ Cares. After the first KQ Cares event, Kymani’s group provided 500 meals to local homeless residents.

Twice a month, Kymani delivers 200 hygiene bags to homeless shelters. The bags contain everyday items that homeless people might not have, like soap and toothpaste. Since 2010, Kymani has led clothing drives, provided meals, and worked to make a better life for people in his community. No one can tell him he is too young to help now!

**Abigail’s Gift of Music**

Abigail Lupi is from Stockholm, New Jersey. Abigail’s great-grandmother lived in an assisted living center. When she was eight, Abigail

| **volunteer**: to do work without getting paid for it |
| **residents**: people who live in a certain place |
| **hygiene**: things you do to keep yourself healthy |
| **assisted living**: housing and other services for people who need help taking care of themselves |
sang there for her great-grandmother’s 100th birthday. She saw how happy her singing made the other residents. “That’s when I discovered many of the elderly didn’t have visitors,” Abigail recalled in an interview.

Abigail decided that she would be their visitor. She started to sing regularly for them. She invited some of her friends to join her. Before long, there were 15 girls from ages six to thirteen singing together! They sang at assisted living centers, nursing homes, and children’s hospitals all over New Jersey.

Abigail and her friends named themselves the CareGirlz. They learned more than 90 songs, from pop hits to Broadway show tunes. Abigail is dedicated to making sure the people in her community don’t feel lonely. “I like to brighten up people’s days and help them have a fun time,” she said. “If I do my best, they’ll have a smile on their faces by the end.”

regularly: very often

dedicated: completely focused on a certain task or goal
Jessica’s Care Bears

Jessica Carscadden wanted to help people smile, too. She was born in China. She spent the first five years of her life in an orphanage. Her life changed when she was adopted by a family in San Diego. But change can be scary, even if it’s a good change. Jessica’s stuffed animals comforted her. They helped her feel less afraid.

Jessica wanted to share that feeling. So she donated all of her stuffed animals to the local fire department to comfort kids rescued from fires. Jessica knew that firefighters and police officers helped a lot of scared kids. Jessica wanted to make sure that every scared kid felt safe and loved. So she started a project called We Care Bears.

comforted: made someone feel less scared or upset

donated: gave money or things to help people or groups
Jessica and her family asked others to help. For their first project, they collected over 3,000 stuffed bears. They filled about 580 bags. Because of We Care Bears, every police car and fire engine in San Diego had stuffed animals ready for any kid who needed comfort.

We Care Bears has grown since Jessica started it. Now, three other states have stuffed animals from We Care Bears in police cars, too.

Choose to Make a Change!

Kymani, Abigail, and Jessica realized they had the power to make positive changes in people’s lives. Each day, communities grow stronger because of kids like them.
Think back to the people in your community. What do you know about the needs of the people around you? What could you do to make a difference? Whatever you decide, start making that change! Even a small step can make a big difference. The future depends on what you and other young people choose to do.
Assessment

Overview

This chart shows the skills addressed by each assessment component, and the best time to use the component. Using these tools together when you assess students will give you a fuller picture of their learning across key aspects of the program (reading comprehension, critical thinking, and writing).

Assessment Component Chart

<table>
<thead>
<tr>
<th>ASSESSMENT COMPONENT</th>
<th>SKILLS ASSESSED</th>
<th>WHEN TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Spectrums (in Teacher’s Guide)</td>
<td>Varies according to activity</td>
<td>During or after an activity, to get a snapshot of where students are individually or as a class. Use the suggested differentiation options to customize your instruction.</td>
</tr>
<tr>
<td>Check Your Understanding (in Student Logs)</td>
<td>Reading comprehension</td>
<td>After the sharing questions activity. Score quizzes immediately if you wish to gauge comprehension before the second reading. If not, score them at the end of the unit. Answer keys are located in the Teacher’s Guide.</td>
</tr>
<tr>
<td>Critical Thinking Rubric (in Teacher’s Guide)</td>
<td>Critical thinking</td>
<td>After a Shared Inquiry discussion. You may also consider using the idea and evidence sections of the rubric to assess the Shared Inquiry discussion page of the Student Log.</td>
</tr>
<tr>
<td>Writing Rubric (in Teacher’s Guide)</td>
<td>Written argument</td>
<td>After students hand in their finished writing assignments.</td>
</tr>
</tbody>
</table>

1. What does the text say is always true about all communities?
   - The people in a community are strangers.
   - The people in a community know each other.
   - The people in a community are connected in some way.
   - The people in a community live on the same street.

2. Which of these is a resident of your community?
   - a homeless shelter
   - your neighbor
Critical Thinking Rubric

Overview

This rubric, which expands on the student learning spectrum for Shared Inquiry discussion, details the critical thinking skills developed by the use of the Nonfiction Inquiry program. The rubric is organized by three areas of critical thinking:

- **Idea**—generating and clarifying ideas about the text’s meaning
- **Evidence**—supporting these ideas, based on what is in the text and on personal knowledge
- **Response**—listening to and considering other students’ ideas

Writing Rubric

Overview

The writing rubric focuses on two traits critical to good writing—**content** (ideas and evidence) and **organization**. It does not include such elements of writing as voice, sentence structure, word choice, and conventions or mechanics. To assess these elements, apply your usual rubric or standards.

Assess student drafts after they have been revised at least once to give you the fairest indication of what your students can do.
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