



WEEK 3 Day 1

Text Talk
From Cocoa Bean to Chocolate
 Read 1 of 2

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objectives	I can retell the key steps in the chocolate making process (RI.1.2, RI.1.3). I can explain why cocoa beans are grown in warm climates. (Economics 19)
Language Objective	I can use specific vocabulary acquired from an informational text to describe the chocolate making process. (L.1.6)
Vocabulary	<p>industry: all the people and processes involved in producing a good or service</p> <p>global: relating to the whole world</p> <p>pod: a hard case that contains and protects the seed or seeds of a plant</p> <p>natural resource: a material that exists in nature</p> <p>equator: an imaginary line drawn around the earth that separates the northern and southern hemispheres</p> <p>sack: bag</p> <p>factory: a place where goods are made</p> <p>roast: cook in an oven or fire</p> <p>mash: to make smaller by crushing</p> <p>mold: a container used to give shape to something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Cocoa Bean to Chocolate</i>, Robin Nelson ● Where do cocoa beans come from? slides ● <i>From Cocoa Bean to Chocolate</i> Sequencing Cards, 1 set for each small group

	<ul style="list-style-type: none"> ● chart paper <p>Prepare the Weekly Question Chart with the question: Where do our resources come from?</p> <p>On the whiteboard, write: What are the steps in the chocolate making process?</p> <p>Organize children into groups of 4 for the key discussion and activity.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read an informational text titled From Cocoa Bean to Chocolate, by Robin Nelson. This book will teach us how cocoa beans become chocolate!</i></p> <p><i>These are cocoa beans on the cover. This book shows the different things that happen in the chocolate industry—all the people and processes that are involved in making chocolate. Chocolate making is a global industry; this means that the steps in the process happen in different places around the world. As we read today, we’ll look at a map to see where the resources for chocolate come from.</i></p> <p>Set a purpose for reading. <i>This informational text is organized by the steps in the chocolate making process.</i></p>
<p>Text and Discussion 14 minutes</p> <p>Table of Contents</p>	<p><i>Let’s take a look at the Table of Contents.</i></p> <p>Read the first four section headings. <i>After reading today we’ll retell the steps in the process by sequencing and using picture cards.</i></p> <p>Refer to the question on the whiteboard. <i>When we retell, we’ll use new vocabulary specific to the chocolate making process—vocabulary that we’ll learn in this text!</i></p>
<p>page 5</p>	<p><i>Where is the pod in this photograph?</i></p> <p>Reread the page if needed and invite a child to come point to the photograph. <i>I see that the pod grows in a tree; it’s not made by humans, which makes the cocoa bean a natural resource. This tree is called a cacao tree, and it grows in tropical places.</i></p>
<p>page 7</p>	<p>Invite a child to point to the cocoa beans.</p> <p><i>It seems like hard work to open each pod to get the beans!</i></p>
<p>page 9</p>	<p><i>Based on what we just read, why are the cocoa beans in this photograph brown, when the ones inside the newly cut pod [turn back to page 7] are white?</i></p>

<p>slides 1-2</p>	<p><i>Let's find out where these beans grow.</i></p> <p>Show and read slide 1. Show slide 2. Read the names of countries with high cocoa production. <i>All these countries are warm places. The red line indicates the equator, the part of the earth that is hottest for the longest part of the year.</i></p> <p><i>Based on the information we've learned so far from the words and photographs in the book, why do you think cocoa beans are grown in these places? [need a warm climate for a long growing season, heat for drying beans]</i></p> <p>Flip back to previously read pages to support children's thinking.</p> <p><i>Let's keep reading to see what happens after the cocoa beans are dried.</i></p>
<p>page 11 slide 3</p>	<p><i>These factories are often in a different country than where the beans were grown—closer to where the chocolate will be sold. The text says they transport the beans on a train, but they can also travel on a plane or ship.</i></p> <p>Show slide 3. <i>This huge mural is in Brazil, painted by Eduardo Kobra. What do you see? [cocoa pods being transported on a boat]</i></p>
<p>page 13</p>	<p><i>What does it mean that the beans are roasted?</i></p>
<p>page 15</p>	<p><i>You have heard of mashed potatoes. This page tells us that cocoa beans are mashed, too! Show me with your fist in your palm how you mash.</i></p>
<p>page 19</p>	<p><i>The word "mold" has multiple meanings. Here, a mold is a noun that the text defines for us.</i></p> <p>Reread the sentence "Molds are containers..." and point to the photograph.</p>
<p>page 20</p>	<p><i>I'm noticing that once again transportation is needed in this industry. There are chocolate stores all over the world, so I know that the chocolate doesn't just travel by trucks, it also must travel by planes and ships!</i></p>
<p>page 23</p>	<p><i>Is this child a chocolate producer or a chocolate consumer?</i></p>
<p>Key Discussion 8 minutes</p>	<p>Have children sit in groups of four (on rug or at tables) and provide each group with a set of the <i>From Cocoa Bean to Chocolate</i> Sequencing Cards.</p>

	<p><i>With your group, sequence the picture cards and retell the chocolate making process that we learned in this text. Remember to use some of the new vocabulary we learned from the text.</i></p> <p>Display the full text on the projector to support children as needed. While circulating, prompt children to accurately order their picture cards by using the text itself rather than telling them the correct order. Allow children to come up and reference the text themselves. Pay close attention to children’s sequencing and retelling to inform the second read of the text in the following lesson.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, Where do our resources come from? We can record our ideas here.</i></p> <p><i>In this text, we read about how the natural resource cocoa beans gets made into chocolate. We looked at a map to learn where those cocoa beans come from. Let’s write, Cocoa beans are a natural resource from warm countries around the world. We can add, Cocoa beans are transported to factories to be made into chocolate.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll closely read part of this text to zoom in the steps that happen at the chocolate factory.</i></p>
<p>Standards (Boston)</p>	<p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p>Economics 19. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and small group work.</p> <p>How do children sequence the picture cards?</p> <p>Are children able to retell the key steps in the chocolate making process?</p> <p>How do children incorporate new vocabulary into their retelling?</p>