



WEEK 4 Day 1

**Text Talk**  
***From Sheep to Sweater***  
 Read 1 of 2

<b>Big Idea</b>	Places have different resources.
<b>Weekly Question</b>	Where do our resources come from?
<b>Content Objectives</b>	I can retell the key steps in making wool yarn. (RI.1.2, RI.1.3) I can explain why wool production happens in rural places. (Economics 19)
<b>Language Objective</b>	I can use specific vocabulary acquired from an informational text to describe the yarn making process. (L.1.6)
<b>Vocabulary</b>	<p><b>yarn:</b> spun thread</p> <p><b>supply chain:</b> steps involved in producing and delivering goods</p> <p><b>raise:</b> to care of and grow for farming</p> <p><b>ranch:</b> a large farm</p> <p><b>shear:</b> to cut wool off of a sheep</p> <p><b>fleece:</b> the wooly covering of a sheep</p> <p><b>card:</b> to comb and clean wool</p> <p><b>dye:</b> powder or liquid used to change the color of something</p> <p><b>worker:</b> someone who does a job</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Sheep to Sweater</i>, Robin Nelson</li> <li>● piece of wool yarn or clothing</li> <li>● <i>From Sheep to Sweater</i> Sequencing Cards, 1 set for each small group</li> <li>● Where does wool come from? slides</li> <li>● projector and screen</li> <li>● Week 3 Weekly Question chart</li> </ul>

	<p>On the whiteboard, write:          What are the steps in the wool yarn making process? Describe the yarn supply chain.</p>
<p><b>Opening</b>          5 minutes</p>	<p><i>Today we will read another text by Robin Nelson, called From Sheep to Sweater.</i></p> <p>Show children a piece of wool yarn or clothing.  <i>You probably have a piece of clothing made from wool at home—you might even be wearing one today! Many goods are made from wool. When we read From Sheep to Sweater, we will learn how wool is turned into <b>yarn</b>, a thick string made from wool.</i></p> <p><i>Take a look at this cover. Based on the title and cover image, where do you think the wool comes from?</i></p>
<p>slide 1</p>	<p><i>The book shows different things that happen in the wool industry. Let’s look at a map to see where sheep are raised for wool around the world.</i></p> <p><i>Wool comes from countries around the world like Australia, China, and the United States. But wool is not just a global industry, it is also a local industry! Wool is also produced nearby. As we read today, pay attention to why you think wool is produced in rural, not urban places.</i></p>
	<p>Set a purpose for reading.  <i>Just like From Cocoa Bean to Chocolate, this informational text is organized by introducing each step to make wool yarn. These steps for producing wool yarn are part of the wool yarn supply chain.</i></p> <p><i>After reading we’ll use key details from the text to describe the supply chain involved in making yarn wool. We’ll sequence picture cards to help us retell and describe the steps.</i></p> <p>Refer to the question on the whiteboard.</p>
<p><b>Text and Discussion</b>          10 minutes</p> <p>page 4</p>	<p><i><b>Raise</b> is a multiple-meaning word. Does this mean sheep are lifted up? No! It means the sheep are taken care of by the farmers.</i></p> <p>Reread the page.  <i>According to the text, what do sheep need from their environment in order to grow healthy wool on their bodies?</i></p>

	<i>Knowing that sheep need things like hay and grass helps us understand why wool is produced on farms in rural places.</i>
page 7	<i>Wow, their bodies adapt to the seasons!</i>
page 9	<i>What do you notice about where this step of the supply chain is taking place? Look at the photograph.</i>
page 13	<i>We've arrived at the part when wool is spun into yarn! Let's keep reading to see what else happens before the yarn can be made into clothing.</i>
page 18	<p>Connect to the concept of a supply chain.  <i>According to the text, what happens in the supply chain after the yarn is dyed?</i></p> <p><i>Yes, this text says that the yarn goes to stores. Yarn could also go to factories where workers and machines make clothing.</i></p>
<b>Key Discussion</b> 8 minutes	<p>Have children sit in groups of four (on rug or at tables) and provide each group with a set of the <i>From Sheep to Sweater</i> Sequencing Cards.  <i>With your group, sequence the picture cards and describe the steps in the yarn making process.</i></p> <p>Refer to the question on the whiteboard.  <i>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>
<b>Weekly Question Chart</b> 1 minute	<p>Introduce the Weekly Question chart.  <i>This week we'll continue to explore our question from last week: Where do our resources come from? This week we will zoom in on local resources. We can keep using this same chart to record our ideas this week as we read and discuss new texts.</i></p> <p><i>In this text, we read about how the natural resource, sheep's wool, gets turned into yarn to use for wool clothing. Let's write, Yarn comes from wool. Wool comes from sheep raised on farms.</i></p>
<b>Closing</b> 1 minute	<i>Tomorrow we'll closely read part of this text to understand the importance of workers in the process of making yarn.</i>

<p><b>Standards (Boston)</b></p>	<p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>L.1.6.</b> 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><b>Economics 19.</b> 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><b>Ongoing assessment</b></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 wool yarn making process?</p> <p>How do children incorporate new vocabulary into their retelling?</p>

**Notes**