



WEEK 4 Day 2

**Text Talk**  
***From Sheep to Sweater***  
 Read 2 of 2 (pages 6-14)

<b>Big Idea</b>	Places have different resources.
<b>Weekly Question</b>	Where do our resources come from?
<b>Content Objective</b>	I can use key details from an informational text to describe the role of workers in the wool to yarn supply chain. (RI.1.1, RI.1.3, Economics 19)
<b>Language Objective</b>	I can use specific vocabulary acquired from an informational text to describe the work involved in making yarn. (L.1.6)
<b>Vocabulary</b>	<p><b>ranch:</b> a large farm</p> <p><b>raise:</b> to care of and grow for farming</p> <p><b>shear:</b> to cut wool off a sheep</p> <p><b>fleece:</b> the woolly covering of a sheep</p> <p><b>card:</b> to comb and clean wool</p> <p><b>yarn:</b> spun thread</p> <p><b>dye:</b> powder or liquid used to change something's color</p> <p><b>supply chain:</b> steps involved in producing and delivering goods</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>● <i>From Sheep to Sweater</i> slides To support shared reading, project the text.</li> <li>● Text excerpt, one copy for each child</li> <li>● <i>From Sheep to Sweater</i> response sheet, one copy for each child</li> </ul> <p>On the whiteboard, write:                  What do workers do in the process of making yarn?</p>

	<p>Why is this job important?</p> <p>Strategically group children into triads for shared reading. See Partner and Triad Shared Reading in the Introductory Documents.</p>
<p><b>Opening</b> 1 minutes</p>	<p><i>Today we'll read a few pages from From Sheep to Sweater together using shared reading.</i></p> <p>Set a purpose for reading.  <i>We'll read an excerpt that shows us the work that is done in the wool to yarn supply chain. As we read we'll think about and discuss these two questions:</i>  <i>What do workers do in the process of making yarn?</i>  <i>Why is this job important?</i>  <i>After we read, you'll have a chance to write about your thinking.</i></p>
<p><b>Text and Discussion</b> 10 minutes</p>	<p>Invite the whole group to chorally read the heading and the paragraph. Reinforce shared reading behaviors such as tracking text with a finger to follow along. Remind children to use their knowledge of letters and sounds to sound out words.</p>
<p>section 1</p>	<p><i>What does the worker on a farm do?</i></p>
<p>section 2</p>	<p>Depending on the readers in your classroom, invite children to read either chorally as a whole group or in triads for the remaining sections.</p> <p><i>Why is this job important? Remember to use the details in the text to support your idea.</i></p>
<p>section 3</p>	<p><i>What happens here?</i></p>
<p>section 4</p>	<p><i>How does the wool get soft?</i></p>
<p>section 5</p>	<p><i>According to the photograph and the words, how do workers turn the clean wool into yarn?</i></p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Think, Pair, Share  <i>Why is this job important?</i></p> <p>Send children off with their excerpt and reading response sheet. Support children as needed in a small group.  <i>Remember to use some of the new vocabulary we learned from the text as you draw and write in response to the questions.</i></p> <p>Display the full text on the projector to support children as needed. While circulating, encourage children to use the excerpt to support written responses.</p>

<p><b>Closing</b> 4 minutes</p>	<p>Have children share with a partner the type of work they chose to write about.</p>
<p><b>Standards (Boston)</b></p>	<p><b>RI.1.1.</b> Ask and answer questions about key details in a text.  <b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <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.  <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 Think, Pair, Share as well as their oral reading.  Do children use knowledge of letters and sounds to access a complex text?  Are children able to use key details from the text to answer questions?  Observe and analyze children’s written responses.  Do they accurately describe one example of work involved in the process of making yarn?  Do children explain the importance of the work?</p>

**Notes**