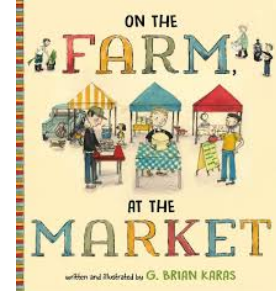


WEEK 4 Day 3



**Text Talk**  
***On the Farm, At the Market***  
 Read 1 of 3 (pages 1-19)

<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 a realistic fiction text to learn new information about farming work. (RL.1.1, Economics 19)
<b>Language Objective</b>	I can use specific vocabulary acquired from the text to describe the work involved in preparing goods. (L.1.6)
<b>Vocabulary</b>	<p><b>crop:</b> a plant or product that can be grown</p> <p><b>vat:</b> a large pot</p> <p><b>separate:</b> to come apart</p> <p><b>resembles:</b> have features in common with something else</p> <p><b>damp:</b> wet, moist</p> <p><b>misty:</b> foggy</p> <p><b>supply chain:</b> steps involved in producing and delivering goods</p> <p><b>worker:</b> someone who does a job</p> <p><b>harvest:</b> the period of time when farmers collect plants for food</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>On the Farm, At the Market</i>, G.Brian Karas Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the title page of “On the Farm,” and page 21 is the title page of “At the Market.”</li> <li>● chart paper Prepare the following chart.</li> </ul>

On the Farm, At the Market Supply Chain				
Place	Resource	Special Words	How it's prepared for the market (Completed on Read 3)	How it's transported to the market (Completed on Read 3)

**Opening**  
1 minutes

*To continue learning about local resources, we are going to read On the Farm, At the Market, by G. Brian Karas. You'll notice that there are illustrations of children working on the farm, at the factory, and at the market. Is that allowed? No! The author and illustrator did that because he wrote the book for children and knew that you would think it was silly and enjoyable to see children in the pictures. In real life, only adults can work on farms and at the market.*

Set a purpose for reading.  
*This book has two stories in one! [Show children the title pages of each story.]  
 Today we'll read the first story, On the Farm. As we read, pay attention to each time the setting, the place, changes and a new resource is introduced. When you think the place and resource has changed, put up a thumb, and we'll add the new information to our chart. [Refer to the On the Farm, At the Market Supply Chain chart.]  
 Today we'll also use details in the words and illustrations to learn the specific vocabulary that farmers and other workers use when they get resources ready for a market.*

**Text and Discussion**  
18 minutes  
page 3

*I'm going to add the "farm" as our first place on the chart. The text says "vegetables" are the resource, but I can see in the illustrations which kinds of vegetables there are. These vegetables are Swiss chard and leeks [point to each], so I'll write those words on our chart.*

*I'm also seeing that the author uses the words "pick" and "greens" to describe the process of getting vegetables ready.*  
 Add those words to the chart in the Special Words column.

page 5	<p><i>What are crops?</i></p> <p><i>Yes—<b>crops</b> are the things growing on the farm that will get harvested for people to eat. Let’s add the word “crops” as a special word used to talk about preparing greens for the market.</i></p>
page 8	<p><i>I see some thumbs up! Where are we now and what resource is being prepared?</i></p> <p>Add the new place and resource to the chart.</p>
page 9	<p><i>Can someone come up and point to the steel vat?</i></p> <p>Add “vat” to the chart.</p> <p><i>The text says they pour milk into the vat. Where does milk come from? That’s right—cows! So that means that cows are also a resource used to make cheese.</i></p> <p><i>This word curds seems important to cheese making but I’m not sure what it means. Let’s keep reading to see if we learn.</i></p>
page 10	<p>Read the first paragraph two times.</p> <p><i>Use the words and illustration. What are curds? What does it mean that curds separate from the whey?</i></p> <p>Add “curds” to the chart.</p> <p><i>We know about molds from chocolate making!</i></p>
page 14	<p><i>I see thumbs up again! What should we add to our chart?</i></p> <p><i>Wow—it is so fascinating how farmers grow mushrooms!</i></p>
page 15	<p><i>G. Brian Karas uses a lot of words to describe how the mushrooms grow! We’ll get a chance to reread this interesting page on another day this week. For now, let’s add a few important words that describe how mushrooms are grown.</i></p> <p>Add “bags” and “cakes.”</p>
page 16	<p><i>What does it mean that the air is <b>misty</b>? Remember to use the illustrations and the words.</i></p> <p><i>Let’s add the words “cool” and “misty” to the chart.</i></p>
<b>Key Discussion</b> 5 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>Why is this last step so important?</i></p>
page 19	<p>Prompt 2: <i>Review our chart. Where and how did the farmers and workers prepare for the market?</i></p>

<p><b>Closing</b> 1 minutes</p>	<p><i>Tomorrow we'll read the next section, "At the Market," to find out what happens once all these resources get to the market!</i></p>
<p><b>Standards (Boston)</b></p>	<p><b>RL.1.1.</b> Ask and answer questions about key details 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.</p> <p>Are children able to identify the key places and resources in the text?</p> <p>Are children able to use key details from words and illustrations to determine the meaning of new vocabulary?</p>

**Notes**