

WEEK 5 Day 1



Text Talk
How Did That Get in My Lunchbox?
 Read 1 of 2, pages 1-11, 14-15

Big Idea	<p>Places have different resources.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p>
Weekly Question	How do resources get from where they come from to the people who use them?
Content Objectives	<p>I can use informational text features such as headings and labels to learn new information and vocabulary. (RI.1.5)</p> <p>I can retell key details from an informational text to explain the work involved in a specific food’s supply chain. (RI.1.2, Economics 21)</p>
Language Objective	I can use specific vocabulary acquired from an informational text to describe a food supply chain. (L.1.6)
Vocabulary	<p>grain: a single seed of wheat or other cereal crop</p> <p>grind (ground): to make small by crushing</p> <p>store: to keep or save for future use</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p>deliver: to bring something to a specific address</p> <p>load: to put a large amount of something in a container or on a vehicle</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>How Did That Get in My Lunchbox? The Story of Food</i>, Christine Butterworth ● chart paper

	<p>Prepare the Weekly Question Chart with the question: How do resources get from where they come from to the people who use them?</p> <p>On the whiteboard, write: What jobs are needed to get food into your lunchbox?</p>
<p>Opening 2 minutes</p>	<p><i>Today we will read an informational text by Christine Butterworth titled How Did That Get in My Lunchbox? The Story of Food. Look carefully at the cover. What do you see?</i></p> <p>Set a purpose for reading. <i>As we read today, we'll use text features like headings and labels to learn how different foods end up in our lunches, since each type of food has its own special supply chain. We'll also discuss the many ways that people work hard to get food into your lunchbox.</i></p> <p>Refer to the question on the whiteboard.</p>
<p>Text and Discussion 17 minutes page 3</p>	<p>Invite children to chorally read the question heading and each type of job on the page. <i>Let's keep reading to find out about the different kinds of jobs people do related to foods we might eat for lunch.</i></p>
<p>page 4</p>	<p><i>Not everyone brings their lunch to school; many of us get our lunches from the school cafeteria. This book will also teach us where the food we have in our cafeteria comes from.</i></p>
<p>page 7</p>	<p>Invite children to chorally read the question.</p> <p><i>Take a look at the illustration of this lunchbox to get an idea of some of the foods we'll read about in this text today and tomorrow.</i></p>
<p>page 8</p>	<p>Invite children to chorally read the question heading, before reading aloud the rest of the text on both pages. <i>Based on this question heading, what kind of food will we learn about?</i></p> <p><i>As we keep reading, use the labels and illustrations to understand how bread is made.</i></p>
<p>page 9</p>	<p><i>What do you think grains are? Use the labels and pictures to help you.</i></p> <p>Think, Pair, Share. <i>What jobs are needed to get bread into a lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p>

page 10	Invite children to chorally read the question heading, then read aloud the rest of the text on both pages.
page 11	<p><i>What does it mean that they stored the cheese for months? What text feature could help you figure this out?</i></p> <p><i>What work was done before cheese ended up in the lunchbox?</i></p> <p>Skip the section on Apple Juice for Read 1.</p>
page 14	<p>Invite children to chorally read the question heading, then read aloud the introductory paragraph, “Last spring... earth.”</p> <p>Chorally read each step in the supply chain.</p>
Key Discussion 5 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What jobs are needed to get carrots into your lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p> <p>Prompt 2: <i>What work happened to transport and deliver carrots to the grocery store where our cafeteria workers or your parents bought the carrots for your lunch?</i></p>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, How do resources get from where they come from to the people who use them? We can record our ideas here.</i></p> <p><i>In this text, we read about all the work required to get different types of food into your lunchbox. In the example of carrots, we saw that different workers pack the boxes, load them onto trucks, drive the trucks, and unload the trucks at the store. Let’s add these ideas to our chart.</i></p>
Closing 1 minute	<i>Tomorrow we’ll learn about how apple juice and clementines get into your lunch box, and then we’ll have more to add to our chart!</i>
Standards (Boston)	<p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</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>21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and partner conversations.</p> <ul style="list-style-type: none"> Do children use details from the text to retell the key steps in a food’s supply chain? Do children use text features to support meaning-making? How do children incorporate new vocabulary into their retelling? Do children identify the work involved in a specific supply chain?

Notes