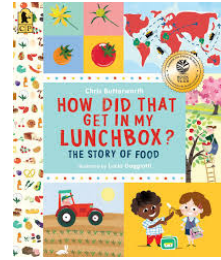


WEEK 5 Day 2



**Text Talk**  
***How Did That Get in My Lunchbox?***  
 Read 2 of 2, pages 12-13, 16-19

<b>Big Idea</b>	<p>Places have different resources.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p>
<b>Weekly Question</b>	How do resources get from where they come from to the people who use them?
<b>Content Objectives</b>	<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 and explain the work involved in a specific food’s supply chain through discussion and writing. (RI.1.2, Economics 21)</p>
<b>Language Objective</b>	I can use specific vocabulary acquired from an informational text to describe a food supply chain. (L.1.6)
<b>Vocabulary</b>	<p><b>orchard:</b> a piece of land planted with fruit trees</p> <p><b>grove:</b> a group of trees</p> <p><b>supply chain:</b> steps involved in producing and delivering goods</p> <p><b>transport:</b> to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p><b>deliver:</b> to bring something to a specific address</p> <p><b>load:</b> to put a large amount of something in a container or on a vehicle</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>How Did That Get in My Lunchbox? The Story of Food</i>, Christine Butterworth</li> </ul>

	<ul style="list-style-type: none"> <li>● “How did clementines get in your lunchbox?” excerpt, one copy for each child</li> <li>● <i>How Did That Get in My Lunchbox?</i> response sheets, one copy for each child</li> </ul> <p>Strategically group children into triads for shared reading. See Partner and Triad Shared Reading in the Introductory Documents.</p> <p>On the whiteboard, write: What jobs are needed to get food into your lunchbox?</p>
<p><b>Opening</b> 1 minutes</p>	<p><i>Today we will continue to read How Did That Get in My Lunchbox? The Story of Food by Christine Butterworth.</i></p> <p>Set a purpose for reading. <i>Today we’ll learn how apple juice and clementines end up in our lunchboxes or school cafeteria. Just like yesterday, we’ll use text features like headings, labels, and illustrations to learn new information. 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><i>Today you’ll read one of the sections yourselves, in your groups of three. Then you’ll do some writing about the text.</i></p>
<p><b>Text and Discussion</b> 4 minutes</p> <p>page 12</p>	<p>Invite children to chorally read the question heading, then read aloud the rest of the text on both pages.</p>
<p>Page 13</p>	<p><i>An <b>orchard</b> is a piece of land planted with fruit trees.</i></p> <p><i>What are all the jobs needed to get apple juice into your lunch box?</i></p>
<p>page 16</p>	<p>Invite children to chorally read the heading, then read aloud just the introductory paragraph. <i>A <b>grove</b> is a group of trees.</i></p>
<p><b>Key Discussion and activity</b> 15 minutes</p>	<p>Group children into triads for shared reading and discussion, and explain the task. <i>In your small group, read about how clementines get in a lunchbox. Then, talk together about the writing prompt. You will work independently to write down your ideas using information learned from the text.</i></p> <p>Distribute the text excerpts to each child. Allow children time to read.</p>

	<p><i>What jobs are needed to get clementines into your lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p> <p>Once children have had time to share their ideas in their small groups, send them off to write and draw independently. Remind children to refer to their text excerpt for support and evidence.</p>
<p><b>Closing</b> 5 minute</p>	<p>Bring the group back together. read the closing pages of the text, then invite a few children to share their writing about clementines.</p>
<p><b>Standards (Boston)</b></p>	<p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.  <b>RI.1.5.</b> 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.  <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>21.</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and partner conversations.</p> <p>Are children able to use details from the text to retell the key steps in a food’s supply chain?  Are children able to use text features to support meaning-making?  How do children incorporate new vocabulary into their retelling?  Are children able to identify the work involved in a specific supply chain?</p> <p>Observe children’s writing.</p> <p>Are children able to use information from the text in their drawing and writing?  Do children communicate a clear and relevant message in response to the prompt?  Do children include accurate information?</p>

**Notes**

