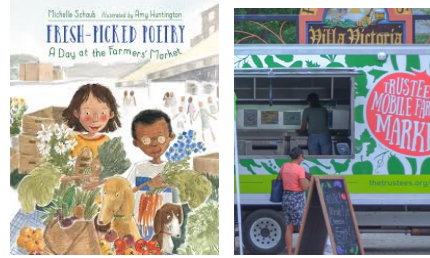


Unit 3: Resources in Our Communities

WEEK 5 Day 4



Text Talk
Fresh-Picked Poetry: “Early Risers”
and “Mobile Markets” (slides)

Big Idea	Places have different resources.
Weekly Question	How do resources get from where they come from to the people who use them?
Content Objectives	<p>I can use words and phrases from a poem to understand the poet’s message. (RL.1.2, RL.1.4)</p> <p>I can use information from video and news articles to explain why consumers might use a mobile farmer’s market. (Economics 19, 25)</p>
Language Objective	I can use key details in a text to determine the meaning of words and phrases. (L.1.4)
Vocabulary	<p>toil: to work very hard</p> <p>harvest: to gather crops</p> <p>load: to put a large amount of something in a container or on a vehicle</p> <p>bounty: a generous amount of something</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Early Risers,” in <i>Fresh-Picked Poetry</i>, Michelle Schaub ● Mobile Markets slides, including “Early Risers” and Farmer's market on wheels video (1:30 minutes) (https://www.youtube.com/watch?v=NMzNwXIQAW8) ● Sentences Frames for Discussion, Parts 1 and 2 <p>On the whiteboard, write:</p>

Text Talk U3 W5 D4

	<p>What is the poet’s message about farmers?</p>
<p>Opening 1 minute</p>	<p><i>Yesterday we saw that lots of transportation is needed to deliver goods in local and global industries.</i></p> <p><i>Today we’ll zoom in on a place where local food is sold—a farmer’s market! We will read another poem by Michelle Schaub from the book Fresh-Picked Poetry. This poem is called “Early Risers.”</i></p> <p>Set a purpose for reading. <i>As we read today, we’ll use the details in the poem to figure out new words and phrases, then we’ll work together in a discussion to determine the poet’s message.</i></p> <p><i>At the end of our lesson we’ll learn about a new kind of farmer’s market by watching a video!</i></p>
<p>Text and Discussion 10 minutes</p>	<p>Read the text once aloud from the book, modeling fluent and expressive reading.</p>
<p>slide 1, lines 1-6</p>	<p>Project the text so children can see the print clearly. Read aloud lines 1-6, “While you sleep ... wash, and load.” <i>What do you think it means that “farmers toil by silver light?”</i> Elicit a few ideas, then unpack the sentence by using clues from the key details that follow it. <i>These lines say that farmers harvest, sort, wash, and load. If we use those details as clues, what does “toil” mean? [work very hard, on any task]</i></p> <p><i>What time of day do the farmers toil, or work? What words in the poem help us determine that? [silver light]</i></p>
<p>lines 7-12</p>	<p>Read aloud lines 7-12, “Hop in trucks ... stretch, and sigh.” <i>What’s happening in the poem now?</i> <i>We saw in our text yesterday that many goods, especially foods, are transported by trucks.</i></p> <p><i>What does it mean that “dawn pinks the sky?”</i> <i>Why do you think the poet included those lines?</i></p>
<p>lines 13-20</p>	<p>Read aloud lines 13-20, “Set up tables ...” to the end of the poem.</p> <p>Think, Pair, Share.</p>

	<p><i>What does the poet mean by, “By the time your day begins, the farmer’s day is in full swing?”</i></p> <p>Gather children back as a whole group. <i>What is the bounty that the farmers bring? What clues in the poem or illustration can help you?</i></p>
<p>Key Discussion and activity 13 minutes</p>	<p>Facilitate a whole group discussion using the Sentence Frames for Discussion. <i>What is the poet’s message about farmers? Remember to use details from the poem to support your idea.</i></p> <p><i>This week we’ve been thinking about how food gets from farms to us. As we saw in this poem, “Early Risers,” one way food gets to us is through farmers markets. Grocery stores also sell fresh fruits and vegetables.</i></p> <p><i>But some neighborhoods don’t have grocery stores or farmers markets. How do people in those neighborhoods get the fresh food they need? To respond to this challenge, some people here in Boston came up with the idea of a mobile healthy food market, called Fresh Truck. Let’s learn about it by watching a video.</i></p> <p>Play the video linked on slide 2. Note that the narration is very fast; prepare to pause as needed or to show the video more than one time.</p>
slide 2	<p><i>What is a mobile food market? What does it do?</i></p> <p><i>Why did Josh want to have a mobile healthy food market?</i></p>
slide 3	<p><i>This image shows another mobile farmers market. They sell produce from their own farms along with produce from other local farms.</i></p> <p><i>Reporters often interview community members about a certain topic. Here is an online article about this mobile farmers market.</i></p> <p>Click on the link to show the news article, but do not read.</p>
slides 4 and 5	<p>Read aloud each slide.</p> <p>Think, Pair, Share. <i>Think about what you have learned from both the video and the quotes. Why might consumers decide to go to a mobile farmer’s market?</i></p>
<p>Closing 1 minute</p>	<p><i>We’ve read a lot about how food gets from farms to us! We’ll read one more book about this topic tomorrow.</i></p>

<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <ul style="list-style-type: none"> Do children use the prompts for an evidence-based, collaborative discussion? Do children use key details in the poem to determine the meaning of new words and phrases? How do children incorporate unit vocabulary into their responses?

Notes