



Text Talk
Being Part of a Green Economy (slides)

Big Idea	<p>People make choices as consumers.</p> <p>The consumer choices people make can contribute to our communities.</p>
Weekly Question	How do we make choices as consumers?
Content Objectives	I can explain what makes a supply chain “green” using key details from the text. (R.6.1.b, Economics 26 - Boston)
Language Objective	I can use sentence level context to determine the meaning of key vocabulary in a text. (L.4.1.a)
Vocabulary	<p>economy: the resources of a place, especially the goods and services that are produced and consumed</p> <p>system: a set of things or people working together</p> <p>waste: what is left and cannot be used</p> <p>compost: decayed organic material</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"> ● Being Part of a Green Economy slides ● Being Part of a Green Economy excerpt, cut apart, one copy for each child <p>Strategically group into triads for triad reading.</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What is compost?</p>

	<p>What makes a supply chain part of a "green economy"?</p>
<p>Opening 1 minutes</p>	<p><i>This week we have been thinking about choices consumers make. Businesses are consumers, because they purchase things they need. As consumers, businesses make choices about the kinds of supply chains they want to be part of.</i></p> <p><i>Food businesses, like restaurants and stores, make choices about the kinds of food they buy. They also have to make choices about what to do with their waste, the food that doesn't get eaten.</i></p> <p>Set a purpose for reading. <i>Today, we will read an informational text to learn about an organization that helps businesses be part of a green economy. As we read, we'll gather key details so that we can explain what a green economy is. We'll discuss two questions: What is compost? and What is a "green economy"?</i></p>
<p>Text and Discussion 10 minutes</p>	<p><i>An economy is a system of producers and consumers—people and businesses buying and selling things.</i></p> <p><i>According to the text, what makes an economy "green"?</i></p> <p><i>As we keep reading, we'll learn more about the important role of the supply chain in a green economy.</i></p>
<p>slide 1</p>	
<p>slide 2</p>	<p><i>What sentence on this slide shows us how a business is a type of consumer?</i></p>
<p>slide 3</p>	<p><i>Based on details in the last sentence, what do you think compost is?</i></p> <p>Elicit a few ideas, but do not provide a definition. <i>Let's keep reading so that we can better understand what compost is and why it's important.</i></p>
<p>slide 5</p>	<p>Read the slide, but do not pause to discuss until after slide 6.</p>
<p>slide 6</p>	<p>Read the slide.</p> <p>Arrange children into triads for shared reading and distribute the excerpt for close reading. Read aloud the first question on the whiteboard: <i>What is compost?</i></p> <p><i>In your group, read the excerpt aloud together, and then share your ideas about compost using details from the text.</i></p>

	<p>As children read and talk, listen in to select a group who can articulate which details (soil, food waste) helped them understand the concept of compost. Bring the children back to the whole group. Invite the selected group to share their thinking.</p> <p><i>As we keep reading, we will continue to learn more about compost and its role in the green economy.</i></p>
slide 7	<i>How do the words and images on this slide contribute to our understanding about compost?</i>
slide 5	<p>Return to slide 5. <i>Now that we've discussed what compost is, why do you think only certain items can be composted?</i></p>
slide 8	<i>This is part of the supply chain we've read about before—when food is transported from farms to people who will cook and eat it!</i>
<p>Key Discussion and Activity Minutes</p> <p>slide 9</p>	<p>Think, Pair, Share. <i>Look closely at the diagram on the slide. How is this supply chain part of a "green economy"?</i></p> <p>Circulate to support children to use key details from the text for their conversations. Prompt them by asking them to distinguish between this supply chain and other supply chains they have learned about.</p>
slides 10-11	Read the slide texts and captions.
<p>Closing 1 minute</p>	<i>How does CERO make you feel inspired?</i>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart: How do we make choices as consumers?</p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Some consumers like Rosa save their money because they are on a budget; some consumers choose to donate their money; businesses are a type of consumer and make choices about how .</p>
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>

	<p>(Boston) Economics 26. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share as well as to their oral reading.</p> <ul style="list-style-type: none"> Do children use key details from the text to answer questions? How do children participate in shared reading routines? Do children use context clues to determine the meaning of key vocabulary? Do children build on the ideas of their peers during discussion?

Notes