
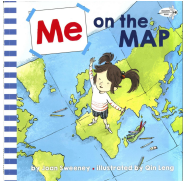

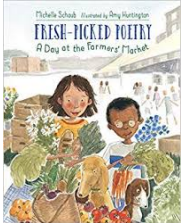

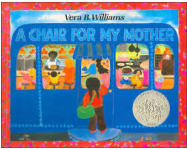



Unit 3: Resources in Our Communities WEEK 3 At a Glance

Weekly Question: Where do our resources come from?	
<p>Texts</p>    	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: natural resource, industry, local Day 2: Introduce Weekly Words: global, rural, interconnected Day 3: Phrases of Place Day 4: Phrases of Place Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>From Cocoa Bean to Chocolate</i>, Read 1 Day 2: <i>From Cocoa Bean to Chocolate</i>, Read 2 Day 3: <i>Me on the Map</i> Day 4: “How people make sneakers” video Day 5: <i>Fresh-Picked Poetry</i>, “Pile Up”</p> <hr/> <p>Stations</p> <p>Shared Reading: “Garden Song” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Me on the Map</i>) Science Literacy 1: How have our plants changed? 2: How many different kinds of plants live in an area of our schoolyard? Vocabulary: Draw for Meaning Word Work: Various Activities</p>
<p>Mentor texts</p>   	<div style="display: flex;"> <div style="flex: 1;"> <p>Science and Engineering</p> <p>Lesson 1: Parts of Plants Lesson 2: Plant Observations</p> </div> <div style="flex: 1;"> <p>Studios</p> <p>The Drama and Library Studios are combined, as children extend their thinking about suppliers and consumers. At the Science and Engineering Studio, children compare leaves. Activities also continue and extend from previous weeks.</p> </div> </div> <hr/> <p>Writing: Personal Recount</p> <p>Day 1: Deconstruction: Adjectives; Planning Day 2: Individual Construction Days 3-5: Individual Construction, Deconstruction, and Revision</p>

At a Glance U3 W3

Unit 3: Resources in Our Communities

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	Where do our resources come from?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p> </td> </tr> </table>	Day 1	<p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p>	Day 2	<p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p>
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Day 2					
<p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<p><i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our new study, Resources in Our Community. Today’s words are natural resources, industry, and local.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are global, rural, and interconnected.</i>
<p>Discussion Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>natural resource Elaboration: <i>In Unit 1 we learned that the word "resource" means something people need to do something. Some of the things we need and use come from the environment—these are natural resources. Some natural resources are the rocks, water, soil, sun, air, animals, and plants that exist in nature. Natural resources are not made by people.</i></p> <p>Think, Pair, Share prompt: <i>Plants are a natural resource. How do we use them?</i></p> <hr/> <p>industry Elaboration: <i>If people live next to the ocean, they have access to the ocean's natural resources, such as fish and other seafood. People might have jobs in the fishing industry—all the people involved in the process of getting fish from the ocean to our plates.</i></p> <p>Think, Pair, Share prompt: <i>Look around you and identify one object. What type of industry was involved in making it?</i></p> <hr/> <p>local Elaboration: <i>_____ is a local natural resource—it comes from very close by. Apples are another local resource—they grow well here. The _____ Branch Library is our local public library—it's the one closest to our school. [or choose another local organization, building, or business children will know as an example.]</i></p> <p>Think, Pair, Share prompt: <i>What are some of the other local places you go?</i></p>
Day 2	<p>global Elaboration: <i>Yesterday we talked about the word "local." The opposite of local is global—it has to do with things around the world. In the book</i></p>

	<p><i>Mama Miti we learned about Wangari Maathai. She has had a strong impact on her local community in Kenya, but many people around the world know about her. She is a global leader.</i></p> <p>Think, Pair, Share prompt: <i>What is something that you know about that is global—that comes from someplace else around the world?</i></p> <hr/> <p>rural Elaboration: <i>Rural is the opposite of urban. Big farms are found in rural areas, because they require a lot of space for crops and animals.</i></p> <p>Think, Pair, Share prompt: <i>What is it like to live in a rural area?</i></p> <hr/> <p>interconnected Elaboration: <i>Companies in Japan buy airplanes and medical equipment from the United States. Companies in the United States buy tea, snack foods, and vegetable oil from Japan. The two countries are interconnected because they sell to each other what the other country needs.</i></p> <p>Think, Pair, Share prompt: <i>Talk about how consumers and producers are interconnected.</i></p>
Closing	<p><i>This week, we’re talking about where our resources come from. The words we’re studying will help us talk about the many places our goods come from.</i></p>
Standards (Boston)	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p>

	<p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>
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Notes



natural
resource

<https://helpsavenature.com/different-types-of-natural-resources>



industry

<https://www.newbedfordguide.com>

Weekly Words U3 W3



local

<https://searchengineland.com/local-marketing-true-local-web-244661>



global

<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>

Weekly Words U3 W3



rural

<https://www.yourdictionary.com/country>



interconnected

<https://rewire.news/article/2013/09/06/how-labor-movements-around-the-world-are-interconnected/>

Weekly Words U3 W3

WEEK 3 Day 3

Vocabulary & Language

Phrases of Place

Weekly Question	Where do our resources come from?
Language Objective	I can use a phrase to describe <i>where</i> . (L.1.1g)
Vocabulary	preposition: a word that relates a noun or pronoun to other words in the sentence
Materials and Preparation	<ul style="list-style-type: none">• Phrases of Place slides• projector and screen
Opening	<i>This week we are talking about where resources come from. Today we will look at phrases that describe where things are or where they happen.</i>
Discussion slide 1	<i>Let's read this page from the book From Cocoa Bean to Chocolate.</i>
slide 2	<i>Now let's read one sentence together.</i> <i>Where do hard pods grow?</i> Click the animation. <i>The phrase "on each tree" describes where they grow.</i> Click the animation. <i>The word "on" is the preposition that connects "each tree" to the verb "grow." One job of prepositions is to tell something about where something is or happens.</i>
slide 3	<i>Let's try another one! Let's read this page together.</i>
slide 4	<i>Now let's read this sentence together.</i>

	<p><i>Where is the chocolate poured?</i> Click the animation.</p> <p><i>The phrase “in the molds” describes where it is poured.</i> Click the animation. <i>The word “in” is the preposition that connects “the molds” to the verb “poured.”</i></p>
slide 5	<p><i>Now it’s your turn! Take a look at this photograph. Use the sentence frame and a phrase to describe where the cupcake is. Turn and tell your partner.</i></p> <p>As children talk, circulate to support them. Surface several responses to the whole group. Highlight the use of prepositions. For example, <i>Many of you said, “The cupcake is in his mouth.” You used the phrase “in his mouth” to describe where the cupcake is. The preposition “in” connects “his mouth” to “the cupcake.”</i></p>
Closing	<p><i>Today we looked at phrases that describe where things are, and the prepositions that connect the nouns with their locations together—they describe where. We will continue this work tomorrow.</i></p>
Standard (Boston)	<p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p>
Ongoing assessment	<p>Do children accurately describe the location of the cupcake, using a prepositional phrase? What do children understand about phrases of place? What is still confusing?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes

WEEK 3 Day 4

Vocabulary & Language
Phrases of Place

Weekly Question	Where do our resources come from?
Language Objective	I can use a phrase to describe where. (L.1.1g)
Vocabulary	<p>preposition: a word that relates a noun or pronoun to other words in the sentence</p> <p>location: the place where something is found</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Phrases of Place slides, from Day 3 ● projector and screen
Opening	<i>Yesterday we began learning about phrases we can use to describe where things are or where they happen. Today you will get a chance to practice using these phrases.</i>
Discussion slide 6	<p><i>This is a page from our book Me on the Map. Let's read the first sentence together.</i></p> <p><i>There is a phrase of place in this sentence! Can anyone find it? Where does she say she is? [in my room]</i></p> <p><i>Now it's your turn! You will turn and talk with a partner, using a phrase to describe the location of something in her room. For example, you could say "She is on the couch." The phrase "on the couch" describes where she is.</i></p> <p><i>Choose something in the room; then turn and tell your partner a sentence using a phrase that describes where it is.</i></p> <p>As children talk, circulate to support them.</p>

	<p>Bring the class back together and surface several ideas to the whole group. Highlight the use of prepositions. For example,</p> <p><i>I heard _____ say "The rug is under the bed." "Under" is a preposition that connects the locations of the rug and the bed.</i></p> <p>Write examples of prepositions children used on the board, such as "on," "in," "above," "under."</p>
slide 7	<p><i>Here are two more places: her house and her street. Just like you did before, pick something and use a phrase to describe where it is.</i></p> <p>As children talk, circulate to support them.</p> <p>Bring the class back together and surface several responses. Add prepositions to the list.</p> <p><i>These are words you can use when you want to describe where something is or where something happens. These prepositions go together with other words to show how they relate to each other.</i></p>
Closing	<p><i>This week we learned about phrases that describe where things are or happen.</i></p>
Standard (Boston)	<p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p>
Ongoing assessment	<p>Do children accurately describe the location of objects, using prepositional phrases? What do children understand about phrases of place? What do they understand about prepositions? What is still confusing?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes

WEEK 3 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	Where do our resources come from?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	natural resource: a material that exists in nature industry: the activity of producing goods from materials local: belonging to the nearby area global: relating to the whole world rural: having to do with the countryside interconnected: having the parts or people linked to each other
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about resources and where they come from.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards (Boston)	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes



WEEK 3 Day 1

Text Talk
From Cocoa Bean to Chocolate
 Read 1 of 2

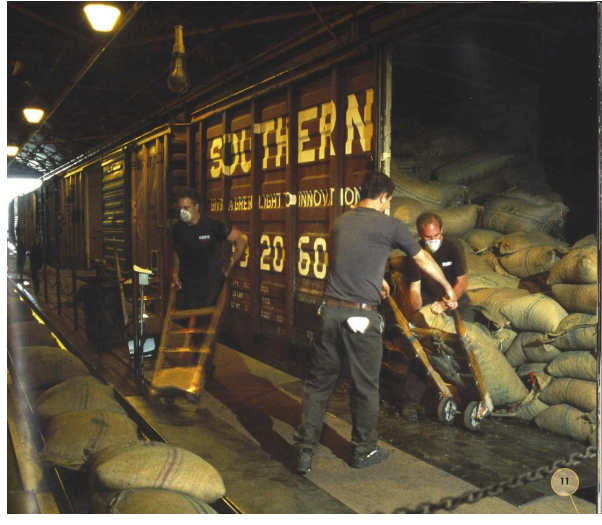
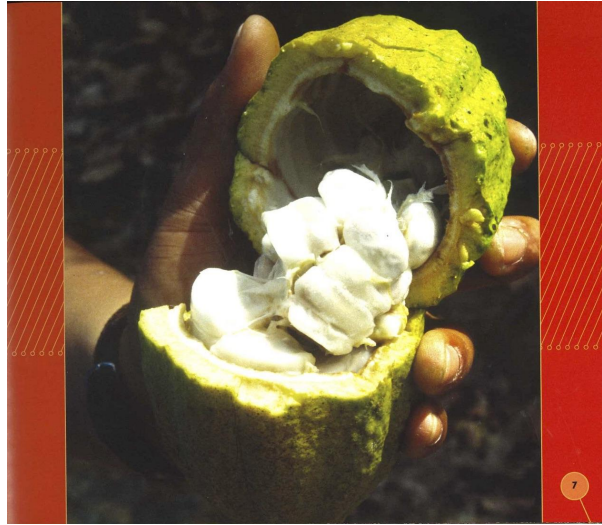
Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objectives	I can retell the key steps in the chocolate making process (RI.1.2, RI.1.3). I can explain why cocoa beans are grown in warm climates. (Economics 19)
Language Objective	I can use specific vocabulary acquired from an informational text to describe the chocolate making process. (L.1.6)
Vocabulary	<p>industry: all the people and processes involved in producing a good or service</p> <p>global: relating to the whole world</p> <p>pod: a hard case that contains and protects the seed or seeds of a plant</p> <p>natural resource: a material that exists in nature</p> <p>equator: an imaginary line drawn around the earth that separates the northern and southern hemispheres</p> <p>sack: bag</p> <p>factory: a place where goods are made</p> <p>roast: cook in an oven or fire</p> <p>mash: to make smaller by crushing</p> <p>mold: a container used to give shape to something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Cocoa Bean to Chocolate</i>, Robin Nelson ● Where do cocoa beans come from? slides ● <i>From Cocoa Bean to Chocolate</i> Sequencing Cards, 1 set for each small group

	<ul style="list-style-type: none"> ● chart paper <p>Prepare the Weekly Question Chart with the question: Where do our resources come from?</p> <p>On the whiteboard, write: What are the steps in the chocolate making process?</p> <p>Organize children into groups of 4 for the key discussion and activity.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read an informational text titled From Cocoa Bean to Chocolate, by Robin Nelson. This book will teach us how cocoa beans become chocolate!</i></p> <p><i>These are cocoa beans on the cover. This book shows the different things that happen in the chocolate industry—all the people and processes that are involved in making chocolate. Chocolate making is a global industry; this means that the steps in the process happen in different places around the world. As we read today, we’ll look at a map to see where the resources for chocolate come from.</i></p> <p>Set a purpose for reading. <i>This informational text is organized by the steps in the chocolate making process.</i></p>
<p>Text and Discussion 14 minutes</p> <p>Table of Contents</p>	<p><i>Let’s take a look at the Table of Contents.</i></p> <p>Read the first four section headings. <i>After reading today we’ll retell the steps in the process by sequencing and using picture cards.</i></p> <p>Refer to the question on the whiteboard. <i>When we retell, we’ll use new vocabulary specific to the chocolate making process—vocabulary that we’ll learn in this text!</i></p>
<p>page 5</p>	<p><i>Where is the pod in this photograph?</i></p> <p>Reread the page if needed and invite a child to come point to the photograph. <i>I see that the pod grows in a tree; it’s not made by humans, which makes the cocoa bean a natural resource. This tree is called a cacao tree, and it grows in tropical places.</i></p>
<p>page 7</p>	<p>Invite a child to point to the cocoa beans.</p> <p><i>It seems like hard work to open each pod to get the beans!</i></p>
<p>page 9</p>	<p><i>Based on what we just read, why are the cocoa beans in this photograph brown, when the ones inside the newly cut pod [turn back to page 7] are white?</i></p>

<p>slides 1-2</p>	<p><i>Let's find out where these beans grow.</i></p> <p>Show and read slide 1. Show slide 2. Read the names of countries with high cocoa production. <i>All these countries are warm places. The red line indicates the equator, the part of the earth that is hottest for the longest part of the year.</i></p> <p><i>Based on the information we've learned so far from the words and photographs in the book, why do you think cocoa beans are grown in these places? [need a warm climate for a long growing season, heat for drying beans]</i></p> <p>Flip back to previously read pages to support children's thinking.</p> <p><i>Let's keep reading to see what happens after the cocoa beans are dried.</i></p>
<p>page 11 slide 3</p>	<p><i>These factories are often in a different country than where the beans were grown—closer to where the chocolate will be sold. The text says they transport the beans on a train, but they can also travel on a plane or ship.</i></p> <p>Show slide 3. <i>This huge mural is in Brazil, painted by Eduardo Kobra. What do you see? [cocoa pods being transported on a boat]</i></p>
<p>page 13</p>	<p><i>What does it mean that the beans are roasted?</i></p>
<p>page 15</p>	<p><i>You have heard of mashed potatoes. This page tells us that cocoa beans are mashed, too! Show me with your fist in your palm how you mash.</i></p>
<p>page 19</p>	<p><i>The word "mold" has multiple meanings. Here, a mold is a noun that the text defines for us.</i></p> <p>Reread the sentence "Molds are containers..." and point to the photograph.</p>
<p>page 20</p>	<p><i>I'm noticing that once again transportation is needed in this industry. There are chocolate stores all over the world, so I know that the chocolate doesn't just travel by trucks, it also must travel by planes and ships!</i></p>
<p>page 23</p>	<p><i>Is this child a chocolate producer or a chocolate consumer?</i></p>
<p>Key Discussion 8 minutes</p>	<p>Have children sit in groups of four (on rug or at tables) and provide each group with a set of the <i>From Cocoa Bean to Chocolate</i> Sequencing Cards.</p>

	<p><i>With your group, sequence the picture cards and retell the chocolate making process that we learned in this text. Remember to use some of the new vocabulary we learned from the text.</i></p> <p>Display the full text on the projector to support children as needed. While circulating, prompt children to accurately order their picture cards by using the text itself rather than telling them the correct order. Allow children to come up and reference the text themselves. Pay close attention to children’s sequencing and retelling to inform the second read of the text in the following lesson.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, Where do our resources come from? We can record our ideas here.</i></p> <p><i>In this text, we read about how the natural resource cocoa beans gets made into chocolate. We looked at a map to learn where those cocoa beans come from. Let’s write, Cocoa beans are a natural resource from warm countries around the world. We can add, Cocoa beans are transported to factories to be made into chocolate.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll closely read part of this text to zoom in the steps that happen at the chocolate factory.</i></p>
<p>Standards (Boston)</p>	<p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>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>Economics 19. 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>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and small group work.</p> <p>How do children sequence the picture cards?</p> <p>Are children able to retell the key steps in the chocolate making process?</p> <p>How do children incorporate new vocabulary into their retelling?</p>

From Cocoa Bean to Chocolate Sequencing Cards



Text Talk U3 W3 D1





WEEK 3 Day 2

Text Talk
From Cocoa Bean to Chocolate
 Read 2 of 2 (pages 10-20)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objectives	I can use key details from the text to describe the chocolate making process once the chocolate is at the factory. (RI.1.1, RI.1.3)
Language Objective	I can ask questions about the text and the chocolate making process both orally and in writing. (SL.1.1c, L.1.1b)
Vocabulary	<p>industry: all the people and processes involved in producing a good or service</p> <p>global: relating to the whole world</p> <p>pod: a hard case that contains and protects the seed or seeds of a plant</p> <p>natural resource: a material that exists in nature</p> <p>sack: bag</p> <p>factory: a place where goods are made</p> <p>roast: cook in an oven or fire</p> <p>mash: to make smaller by crushing</p> <p>mold: a container used to give shape to something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Cocoa Bean to Chocolate</i>, Robin Nelson ● <i>From Cocoa Bean to Chocolate</i> slides To support shared reading, project the text. ● Text excerpt, one copy for each child <p>On the whiteboard, write: How is chocolate made at the factory?</p>

	Strategically group children into triads for shared reading. See Partner and Triad Shared Reading in the Introductory Documents.
Opening 1 minute	<p><i>Today we will zoom in on one part of the chocolate making process.</i></p> <p>Set a purpose for reading. <i>Instead of hearing the text aloud, we will read the text together as a shared reading. We'll read some all together and some in triads, or groups of three. As we read, we'll answer questions about the key details in each step at the factory.</i></p>
Text and Discussion 12 minutes	<p>Invite the whole group to chorally read the heading and the paragraph. Reinforce shared reading behaviors such as tracking text with a finger to follow along. Remind children to use their knowledge of letters and sounds to sound out words.</p> <p><i>According to this section, what is one reason that the workers roast the beans?</i></p>
section 1	
section 2	<p>Guide the children to read the section aloud in their triads. Circulate and support as needed.</p> <p><i>According to the text, why do the beans get mashed?</i></p>
section 3	<p>Depending on the readers in your classroom, invite children to read either chorally as a whole group or in triads for the remaining sections.</p> <p><i>How does mixing change the chocolate?</i></p>
section 4	<i>What happens to the chocolate after it's poured into the molds?</i>
section 5	<i>What happens before the machines wrap the chocolate?</i>
Key Discussion and Activity 9 minutes	<p><i>There are lots of steps that happen at the factory to make the chocolate that we eat! We just learned a lot about this, but we still might have some questions. For example, I'm wondering how a machine is able to wrap the chocolate. The last section of our text, "The Chocolate is wrapped" inspired that question.</i></p> <p>Think, Pair, Share. <i>Share your questions about how chocolate is made with your group. Be sure to share which section of the text inspired your question.</i></p> <p>After children share their questions, send them off to write one question on the bottom of their printed excerpt.</p>
Closing 1 minute	<i>Over the next week we'll continue to learn about where our resources come from and how they are made.</i>

<p>Standards (Boston)</p>	<p>RI.1.1. Ask and answer questions about key details in a text. SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion. L.1.1b. Demonstrate understanding that a question is a type of sentence.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share as well as their oral reading.</p> <ul style="list-style-type: none"> Do children use knowledge of letters and sounds to access a complex text? Are children able to use key details from the text to answer questions? Are children able to ask relevant questions, inspired by details from the text? <p>Observe and analyze children’s written questions.</p> <ul style="list-style-type: none"> Do children use a question word to begin their question? Is their question relevant and inspired by the text?

Notes



Text Talk U3 W3 D2

Name_____

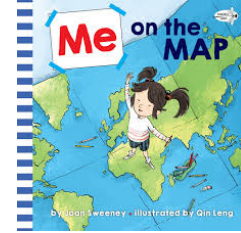
Date_____

From Cocoa Bean to Chocolate, Excerpt

1	<p>The beans are roasted.</p> <p>The beans are cleaned in the chocolate factory. Then the beans are roasted. Roasting the beans cooks them. It is easier to take shells off beans that have been roasted.</p>
2	<p>Machines mash the beans.</p> <p>The shells are taken off the beans. Then the beans are mashed. Mashing the beans turns them into a very soft paste called cocoa butter.</p>
3	<p>The chocolate is mixed.</p> <p>Milk and sugar are added to the cocoa butter to make chocolate. The chocolate is heated and mixed for several days. Mixing makes the chocolate smooth and creamy.</p>

4	<p>The chocolate is poured.</p> <p>The chocolate is poured into molds. Molds are containers that are used to shape things. The chocolate is cooled in the molds. It becomes hard.</p>
5	<p>The chocolate is wrapped.</p> <p>The chocolate is taken out of the molds. Machines wrap the chocolate. Trucks take the wrapped chocolate to stores to be sold.</p>

What do you wonder about how chocolate is made?
Write down a question you have.



WEEK 3 Day 3

Text Talk
Me on the Map

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objectives	I can use key details from the text and illustrations to describe the connection between the various maps in the text (RI.1.3, Geography 11).
Language Objective	I can answer questions about key details in a text read aloud. (SL.1.2)
Vocabulary	<p>map: a flat or two-dimensional representation of a place</p> <p>state: an area organized by a government, part of a country</p> <p>country: an area organized by a single government, part of a continent</p> <p>continent: one of the world’s main areas of connected land</p> <p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p> <p>global: relating to the whole world</p> <p>stereotype: an idea that many people have, often about people, that is overly simple and not necessarily accurate</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Me on a Map</i>, Joan Sweeney <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “This is me.”</p> <p>On the whiteboard write: What did you learn about maps from this book?</p>

	<p>Why do you think the author and illustrator chose to show a map of the child’s room at the beginning and a map of the whole world at the end?</p>
<p>Opening 1 minute</p>	<p><i>This week we are exploring the question, Where do our resources come from? As we learned in From Cocoa Bean to Chocolate, goods that we use come from all around the world!</i></p> <p>Set a purpose for reading. <i>Today we will read a book titled Me on the Map, written by Joan Sweeny and illustrated by Qin Leng. This book will help us get a better sense of where we live, and where we are in relation to the many places around the world where our resources come from.</i></p>
<p>Text and Discussion minutes</p>	<p><i>What did the child represent on her map that we also see in her room?</i></p>
<p>page 3</p>	<p>Point to the doorways on the map. <i>What do you think these represent?</i></p>
<p>page 4</p>	<p><i>I’m noticing that the narrator drew the map of her house as if she cut the roof off and was looking over it, like a bird flying overhead would see. This is called an aerial view.</i></p>
<p>page 5</p>	<p><i>The child started with a map of her room, then of her house, and now of an even bigger area, her street. Her room is inside of her house, which is on her street. What do you predict she’ll make a map of next? What gives you that idea?</i></p>
<p>page 6</p>	<p><i>Do you see her house, on her street, inside her town? We learned the word local, which means happening in an area close by, such as in a neighborhood, like this.</i></p> <p><i>This narrator lives in a town; What is our town?</i></p>
<p>page 9</p>	<p><i>This child’s state is different than the state we live in. What state do we live in?</i></p> <p><i>I’m noticing less detail on this map than on the maps of her street and her house. As we keep reading—as the places she draws get bigger and bigger—notice whether there is more or less detail.</i></p>
<p>page 11</p>	<p><i>This child’s country is not different than the country we live in, it’s the same. What is it called? Can we locate our state on this map?</i></p>
<p>page 15</p>	<p><i>Here the narrator says, “This is my country on the map of the world.” In fact, we don’t know which country she means, but she is</i></p>

	<p><i>indicating the continent of Asia. Each continent includes many countries. Asia includes China, Japan, India, Vietnam, and many others. What continent do we live in?</i></p> <p>Connect the text to the Weekly Question and prior texts. <i>This is like the world map that we looked at on slides when we read From Cocoa Bean to Chocolate. Here we can see the continents where cocoa beans are grown, such as South America and Africa. Remember, chocolate making is a global industry—it happens in different countries around the world. We’ll learn about both local and global industries in this unit.</i></p>
page 23	<p><i>Take a look at the children the illustrator drew on the map of the United States. Do you think all kids in these countries look the same and do the same things?</i></p> <p><i>In order to show something about many different places around the world, Qin Leng drew simple illustrations based on her own ideas. In each country, there are many different types of people who do many different kinds of things. These illustrations show some stereotypes; that means the way the people are depicted does not represent how everyone looks and acts.</i></p>
Key Discussion 5 minutes	<p>Think, Pair, Share. Refer to the questions on the board.</p> <p>Prompt 1: <i>What did you learn about maps from this book?</i></p> <p>Prompt 2: <i>Why do you think the author and illustrator chose to show a map of the child’s room at the beginning and a map of the whole world at the end?</i></p>
Closing 1 minute	<p><i>Tomorrow we’ll explore another good that is part of a global industry: sneakers!</i></p>
Standards (Boston)	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>11. Explain that a map represents spaces and helps one identify locations and features.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>What understanding about maps do children demonstrate? Do children demonstrate understanding about the relationship between smaller and larger areas of land?</p>

Notes

WEEK 3 Day 4



Text Talk
“How people make sneakers” (video)

Big Idea	Places have different resources. People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	Where do our resources come from?
Content Objectives	I can use information from a video to describe how sneakers are made in a factory. (RI.1.3) I can describe and compare the kinds of work people do in a sneaker factory. (Economics 21)
Language Objective	I can use question words appropriately when asking questions about information in a video (SL.1.1c, L.1.1b).
Vocabulary	global: relating to the whole world industry: all the people and processes involved in producing a good or service
Materials and Preparation	<ul style="list-style-type: none"> ● “How people make sneakers” (1991) ● projector and screen <p>On the whiteboard write: How are sneakers made at a factory? How are the jobs of workers in a sneaker factory different in each step in the process?</p>
Opening	Set a purpose for the lesson.

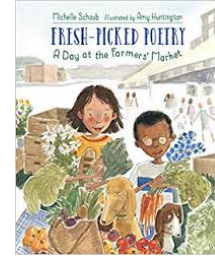
1 minute	<p><i>Today we'll look at a few slides and watch a video to learn where and how sneakers are made. As we discussed last week when we read Those Shoes, sneakers are both a need and a want for many of us. We'll use information from the video to describe how sneakers are made in a factory. We'll also learn about the different kinds of work people do in the sneaker factory.</i></p>
<p>Text and Discussion 18 minutes</p>	<p>Read the title slide. <i>Do you have a guess about where the sneakers or shoes you are wearing right now might come from?</i></p> <p>Allow children to share their thinking without providing a "right" answer. (They will have an opportunity to look for tags later in the lesson.)</p>
slide 1	<p><i>This photograph is from a sneaker factory in the city of Lawrence, Massachusetts.</i></p>
slide 2	<p><i>Sneaker making is a global industry, just like chocolate making. If you can find it, look on your sneaker or shoe now to see where yours were made.</i></p>
slide 3 (video)	<p>Set a purpose for watching. <i>This is a video that Mr. Rogers had on his TV show about 30 years ago. This video doesn't show the entire process of how sneakers are made; it just shows what happens once all the materials get to the factory. Although factories now operate a little differently, many of the steps are the same.</i></p> <p><i>We are going to watch this video two times. As we watch the first time, pay attention to the steps involved in making a sneaker.</i></p> <p>Show the video.</p> <p>Think, Pair, Share. <i>How are sneakers made at the factory?</i></p> <p><i>What surprised you about sneaker making?</i></p>
viewing 2	<p>Set a purpose for watching a second time. <i>Did you hear how Mr. Rogers kept noticing all the hard work that went into making sneakers? This time when we watch, get ready to talk with your partner about the different kinds of work people do at the factory.</i></p> <p>Play the video, and pause at 2:42. <i>What work does this person do?</i></p>

	<p>Continue playing the video, and pause at 3:18. <i>How is this work different than the work in the step before?</i></p> <p>Continue playing. As needed, continue to pause to highlight the work being done by workers.</p>
<p>Key Discussion 5 minutes</p>	<p>Think, Pair, Share. Refer to the questions on the board. Prompt 1: <i>How are the jobs of workers in a sneaker factory different in each step in the process?</i></p> <p>Prompt 2: <i>What are you wondering about how sneakers are made?</i></p>
<p>Closing 1 minute</p>	<p><i>We've learned about two global industries, chocolate and sneakers. Tomorrow we'll get a chance to think about some local goods.</i></p>
<p>Standards</p>	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Economics 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 conversation and Think, Pair, Share.</p> <p>Are children able to describe some of the steps in the sneaker making process?</p> <p>Are children able to describe and compare the kinds of work that people do to make sneakers at a factory?</p>

Notes



Text Talk U3 W3 D3



Text Talk
Fresh-Picked Poetry: “Pile Up”

Big Ideas	Places have different resources.
Weekly Questions	Where do our resources come from?
Content Objective	<p>I can use key details from a poem and illustration to give examples of local produce. (RL.1.1, RL.1.7)</p> <p>I can use key details from a poem and illustration to describe what happens in a poem. (RL.1.1, RL.1.7)</p>
Language Objective	I can use specific words and phrases to understand a poem’s meanings. (L.1.5)
Vocabulary	<p>produce (n): fruit and vegetables grown on a farm</p> <p>produce (v): to make</p> <p>meticulous: extremely careful, paying attention to details</p> <p>stand: a table in a market</p> <p>precisely: exactly</p> <p>eons: a very, very long period of time</p> <p>symmetry: being the same, or even, on two sides</p> <p>wary: cautious</p> <p>local: belonging to the nearby area</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fresh-Picked Poetry</i>, Michelle Schaub ● <i>Fresh-Picked Poetry</i> slides, slide 6, “Pile Up” <p>On the whiteboard, with space below for a short list, write: What local produce does Farmer Rick have?</p>

<p>Opening 1 minute</p>	<p><i>Today we're going to read a poem from Fresh-Picked Poetry by Michelle Schaub, titled "Pile Up."</i></p> <p>Set a purpose for the first read.</p> <p><i>We're going to read this poem a few times. The first time I read the poem, listen and use the illustrations to find out about the kinds of produce that Farmer Rick brings to the market. "Produce" looks the same as another word we have been using—the verb "produce."</i></p> <p>Produce refers to fruits or vegetables grown on a farm. Everytime you hear a kind of local produce put up your thumb! There may be some words you're unfamiliar with. We'll use the details in the poem and illustration to help us make sense of those words the second time through.</p>
<p>Text and Discussion 12 minutes</p> <p>slide 6</p>	<p>Read the poem with expression once through, showing the slide and holding the book so children can see the illustrations. Remind children to put a thumb up when they hear the name of a fruit or vegetable.</p> <p>At "when setting up his stand" point to the illustration of the stand to support comprehension.</p> <p><i>What type of produce does Farmer Rick have to sell? [cauliflower, peppers, beets, peas]</i></p> <p>As children name each vegetable, ask them to find the corresponding illustration to support their sense making. List each vegetable on the board.</p> <p><i>These kinds of produce are all grown locally, here in Massachusetts.</i></p>
<p>Read 2</p>	<p><i>We're going to read this poem again, but very slowly so that we can really understand what's happening at this farmer's stand at the market.</i></p> <p>Read from "Farmer.." to "...planned." Use context and illustrations to define key vocabulary.</p> <p><i>The poem says that Farmer Rick is meticulous when setting up his stand. How do you think he is acting? What words make you think that?</i></p> <p><i>The poem says "he places all his items into stacks precisely planned." How do his stacks of produce look in the illustration? [neat, organized]</i></p> <p><i>He's stacking everything so neatly! Meticulous means that he's doing this work extremely carefully.</i></p> <p><i>As we keep reading, see if Farmer Rick continues to organize his produce meticulously.</i></p>

	<p>Read from “His...” to “...design.” <i>How has he organized the cauliflower and the peppers?</i></p> <p><i>What word did the poet use to show us that it took him a really long time to organize the produce? [eons]</i></p> <p>Read from “Not...” to “...symmetry.” Symmetry means that it’s the same on both sides.</p> <p><i>Let’s see what happens to his veggie castles!</i></p> <p>Read to the end of the poem. <i>What probably happens when Ms. Mallory picks her produce from the bottom of the pile?</i></p>
Key Discussion	<p>Think, Pair, Share. <i>It says that Farmer Rick had a wary smile. Look at the illustration of his face. How do you think he’s feeling? Why is feeling like that?</i></p>
Closing 1 minute	<p><i>This week we learned about the work that is required to bring some goods to us—chocolate, sneakers, and produce. Some of these goods come through factories and some of them come directly from a farm close by. A lot of work goes into bringing each good to consumers.</i></p>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: Where do our resources come from?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: resources come from far away and close by; it takes a lot of work to make and prepare the goods that we use; workers do different kinds of jobs to produce goods and transport them; goods are transported from where they start to consumers who use them.</p>
Standards (Boston)	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share. Notice if children are familiar or unfamiliar with the vegetables named in the poem.</p>

	Are children able to use the words and illustrations to make meaning of the poem?
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Notes

Large empty rectangular box for taking notes.

Unit 3: Resources in Our Communities

WEEK 3

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Garden Song”	<ul style="list-style-type: none"> Shared Reading text on chart and/or slides pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> “Garden Song” child copies individual book bags pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 3 image (goods and tags) Week 3 prompt and recording sheet sand timers drawing tools
	Listen and Respond: <i>Me on the Map</i>	<ul style="list-style-type: none"> audio recording and technology <i>Me on the Map</i> book <i>Me on the Map</i> conversation prompts
Vocabulary	Draw for Meaning <i>need, want, choice, save, spend, sell</i>	<ul style="list-style-type: none"> Week 2 Weekly Words cards Draw for Meaning sheets
Science Literacy	What structures of the plant help it survive? Filling in weather calendar	<ul style="list-style-type: none"> Week 3 prompts, printed as stickers or copied and cut apart, with glue sticks science journals colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> Week 3 Fluent Reader’s Challenge sheets sand timers Fluent Reader’s Challenge directions card
	Look, Cover, Write, Check	<ul style="list-style-type: none"> Week 3 Look, Cover, Write, Check sheets Look, Cover, Write, Check directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> Week 3 Name It, Write It, Mark It sheets Name It, Write It, Mark It directions card

Stations U3 W3

Syllable Sort	<ul style="list-style-type: none">● Week 3 Syllable Sort sheets● scissors● glue● Sort directions card
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Name: _____

Garden Song

By David Mallet

Inch by inch, row by row,
Gonna make this garden grow.
All it takes is a rake and a hoe
And a piece of fertile ground.

Pulling weeds and picking stones,
We are made of dreams and bones.
Feel the need to grow my own
'Cause the time is close at hand.

Grain for grain, sun and rain,
Find my way in Nature's chain,
Tune my body and my brain
To the music from the land.

Plant your rows straight and long,
Tend them with work and song.
Mother Earth will make you strong,
If you give her loving care.

WEEK 3

Shared Reading
“Garden Song”

Weekly Question	Where do our resources come from?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “Garden Song” slides● pointer● highlighter tape (optional)● audio of Garden Song, for teacher reference (https://www.youtube.com/watch?v=y1oiVEWFHrs) Note that the lyrics are slightly different from the lesson version. Listen to the first few verses to follow the tune.● Foundations Vowel Teams poster
Opening 1 minute	<p><i>Our Shared Reading text this week is a song called “Garden Song,” written by David Mallet.</i></p> <p><i>Before we read and sing it, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review vowel teams poster for ai, ay, ee, ea, and ey.</p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /g/.../r/.../ow/. Say and tap the sounds. How many sounds do you hear? What’s the word? What consonant blend do you hear?</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “grain” after me, then tap the sounds you hear.</i></p>

	<p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds: /g/.../r/.../ā/.../n/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "garden?" Let's say it and feel the chin drops.</i></p> <p><i>Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> <p><i>What r-controlled vowel sound do you hear?</i></p>
<p>Shared Reading 12 minutes</p>	<p>Model reading the song while tracking the print. Invite children to echo read the song line by line. Chorally read the full song once. Preview the tune of the song for the children, and then sing it chorally.</p> <p>Support comprehension verse by verse, providing word definitions as needed. Identify the gist of each verse.</p> <p>Connect the song to unit content. <i>This week we are exploring where our resources come from. This song reminds us that many of our resources come from nature—plants, soil, sun, and water.</i></p> <p><i>What message do you think the songwriter has about the Earth?</i></p> <p>Identify high frequency words. <i>What high frequency words do you see in the song?</i></p> <p>Identify target letter-sound relationships. <i>What words make the long a sound?</i> <i>What words make the long e sound?</i> <i>What vowel teams do you see?</i></p> <p>Continue to echo or chorally sing the song for fluency practice. Because the song is mostly not decodable, it is important to support children with repeated shared readings.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing "Garden Song" in the Reading Station.</i></p>
<p>Standards (Boston)</p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>

	<p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b. Decode regularly spelled one-syllable words.</p> <p>RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children segment and blend phonemes? Do children identify syllables? Do children identify words with vowel teams? <p>Listen to children chorally read and sing.</p> <ul style="list-style-type: none"> Do children read and sing with appropriate phrasing and expression?
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards or use letter tiles to build single syllable words with vowel teams by changing the initial, final, or medial sounds. ● Children use elkonin boxes (sound boxes) to build words from the song and other words with target letter-sound relationships.

Notes



Shared Reading U3 W3

Name: _____

Fluent Reader's Challenge

The kids dug in **the** soft sand.
Did **the** ball swish in **the** net?
Gram did **say**, "I will get lunch."
Jill will get **the** doll in her crib.
Do not dump that stuff on **my** bed!
Tom sets up drums **for the** band.
Did **she** bump **her** leg?
You can **put** on this mask.



Minutes:

Skills
Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Look	Cover	Write	Check ✓
------	-------	-------	---------

could	<hr/> <hr/> <hr/>	
says	<hr/> <hr/> <hr/>	
should	<hr/> <hr/> <hr/>	
over	<hr/> <hr/> <hr/>	
say	<hr/> <hr/> <hr/>	
number	<hr/> <hr/> <hr/>	

Skills:
Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

could

says

should

over

say










number

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Look at the picture. Name the object. Write the word.
Box the glued sounds. Underline the closed syllables.

Word Bank							
chimp	golf	twig	melt	pump	bench	mask	pluck

 <u>b a n d</u> c _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Skills:
Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Syllable Sort

Read the words.

Underline and mark the closed syllable words.

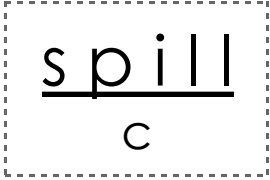

Cross out the open syllable words.

Cut the words apart and sort them.

<u>sp</u> ill c	be	bite	add
crumb	we	l	desk
sniff	hit	up	crack
hi	see	ranch	fluff
golf	sing	bank	us

Syllable Sort

Read the words. Underline and mark the closed syllable words. Cross out the open syllable words. Cut the words apart and sort them.

Closed syllable	Open syllable
	

Skills:

Know and apply grade-level phonics and word analysis skills in decoding words.

Word Work Station U3 W3

Talk, Draw, Talk Week 3



<https://www.amazon.com/Cybertela-Distressed-Dominican-Republic-T-Shirt/dp/B07CP6VKQC>
<http://www.defunkd.com/forum/brands-f13/america-tag-t3035.html>



<https://www.amazon.com/Cybertela-Distressed-Dominican-Republic-T-Shirt/dp/B07CP6VKQC>
<http://www.defunkd.com/forum/brands-f13/america-tag-t3035.html>



https://www.123rf.com/photo_12232298_made-in-japan-labels-x-2-isolated-.html
<http://www.hongkongimports.ca/modeng/name/onlinestore/func/viewprod/product/6299>



https://www.123rf.com/photo_12232298_made-in-japan-labels-x-2-isolated-.html
<http://www.hongkongimports.ca/modeng/name/onlinestore/func/viewprod/product/6299>

Listening & Speaking U3 W3.1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

Name: _____

Talk Draw Talk

Look carefully at the images. Talk with your partner about where these objects were made and how you think they got to the United States. After you talk, find a label on something you are wearing. Draw a picture of it. Then talk with your partner about your drawings.



Me on the Map Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are some of the places the narrator finds on a map?

Me on the Map

Question 2

How does the narrator of the book use maps?

Me on the Map

Week 3 Prompt

What structures of the plant help it survive?	Date: _____ Weather: _____ Temperature: _____
What structures of the plant help it survive?	Date: _____ Weather: _____ Temperature: _____
What structures of the plant help it survive?	Date: _____ Weather: _____ Temperature: _____
What structures of the plant help it survive?	Date: _____ Weather: _____ Temperature: _____
What structures of the plant help it survive?	Date: _____ Weather: _____ Temperature: _____

WEEK 3 Lesson 2

Science and Engineering: Plants Grow and Change
 Children explore capillary action through an experiment with celery and/or paper towels.

S & E Big Ideas	Plants have different structures that function to help them survive. Individuals of the same kind of plant may look similar but also vary in many ways.
S & E Guiding Question	What is the function of each plant part?
Content Objective	I can discuss my observations about capillary action and how it benefits a plant. (1-LS3-1)
Language Objective	I can have a conversation with my classmates about the parts of a plant. (SL.1.1)
Vocabulary	<p>root: the part of the plant that is underground and soaks up water and nutrients from the soil</p> <p>stem: the part of the plant that grows leaves and flowers and transports water and nutrients to other parts of the plant</p> <p>leaf: the part of the leaf that takes in air and sunlight</p> <p>xylem: The inside of the stem that carries water and nutrients</p> <p>capillary action: How water and nutrients move inside a plant</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Parts of a Plant Song or Parts of a Plant Hip Hop Song ● Celery Experiment Video ● Water ● hand lenses, one per pair of children or per small group ● Celery Stalk Observation sheet, one per child or Capillary Action Observation sheet, one per child

	<p>*This experiment may be completed with paper towels or celery stalks, or both, if time allows.</p> <p>**This experiment may be completed in whole group (with one demonstration), or in small groups, or in pairs. This will determine how many of the materials are needed.</p> <ul style="list-style-type: none"> ● food coloring: blue, red, and/or green ● clear plastic cups, 3 per demonstration ● for the paper towel experiment: absorbent white paper towels Note: School paper towels may not be absorbent enough for this experiment. ● for the celery stalk experiment: celery stalks, 3 per demonstration
<p>Opening 3 minutes</p>	<p><i>We have learned about seeds and what plants need to grow. We have been observing our beans and potato clippings to see how plants grow and change over time. Today we will look at the parts of a plant. Each part of our body helps us do something. Our ears let us hear, our eyes let us see, our feet help us walk and balance, our hands help us hold things, and our brain helps us think! Just like people, plants have parts that help them live and grow. Today we are going to learn about the parts of a plant.</i></p> <p>Invite children to share their ideas about what each part of the plant does.</p> <p>Select a song to introduce the parts of a plant.</p>
<p>Investigation 20 minutes</p>	<p>Review with children that the root system of a plant absorbs water and nutrients from the ground. This happens because of capillary action. The xylem, or straw like tubes inside of a plant’s stem moves water and nutrients to other parts of the plant.</p> <p>Have children observe the freshly cut celery stalk with the hand lenses and invite children to report what they see. Guide children to observe tiny holes at the base of the stalk. Explain that the holes are the xylem that allows the water and nutrients to travel the length of the stalk.</p> <p>Show the Celery Experiment Video.</p> <p><u>If using paper towels:</u> Fill one cup halfway with water. Fill the other cup halfway with water, add food coloring, and mix. Place one end of the folded paper towel into the cup with the colored water and the other end into the cup with plain water. If mixing colors is desired, add a third cup with colored water and put the plain water cup in the center. The capillary action of the paper towel fibers will replicate the capillary action in a plant. This will take 30-40 minutes.</p>



If using celery stalks: Create a fresh cut on the celery stalk. Fill cups halfway with water, add food coloring (use dark-colored food coloring), and mix. Place the stalk in colored water. The stalks will need to sit overnight for the capillary action to work.



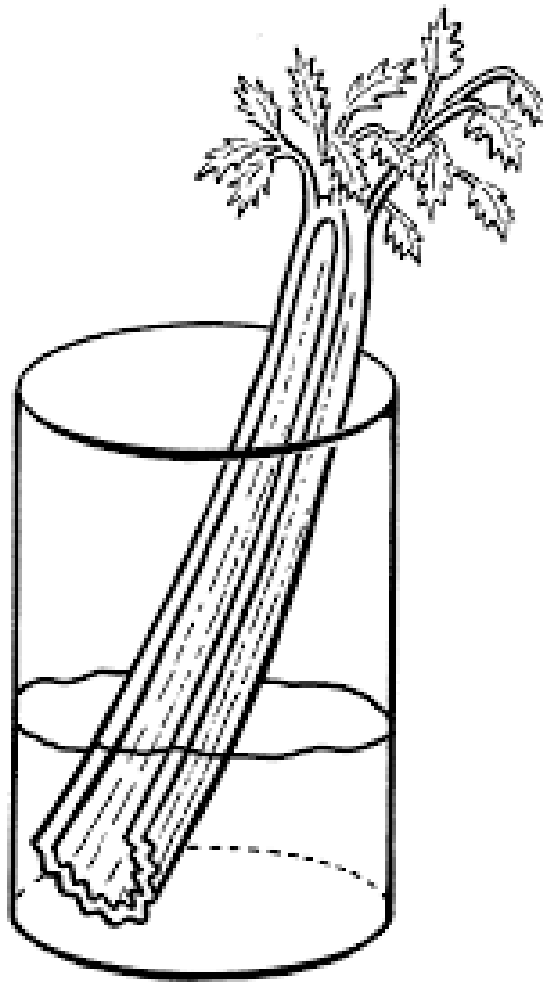
<p>Discussion 5 minutes</p>	<p>Invite children to make observations during and after the capillary action has worked.</p> <p>Have children color the observation sheets depicting the stalk/paper towels before and after.</p>
<p>Closing 2 minutes</p>	<p><i>How do plant parts help it survive? What is the special job each plant part plays in helping the plant live and grow?</i></p>
<p>Standards</p>	<p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits</p>

Science and Engineering U3 W3 L1

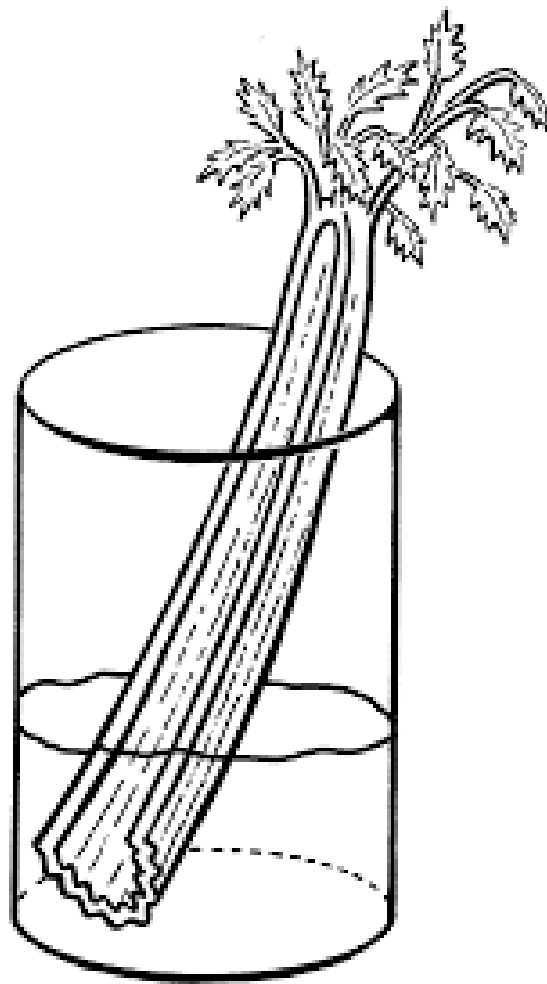
	<p>that are used to take in water, air, and other nutrients, and produce food for the plant.</p> <p>1-LS3-1 Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p> <p>Practice 1. Asking questions and defining problems</p> <p>Practice 3. Planning and carrying out investigations</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
Ongoing assessment	

Notes

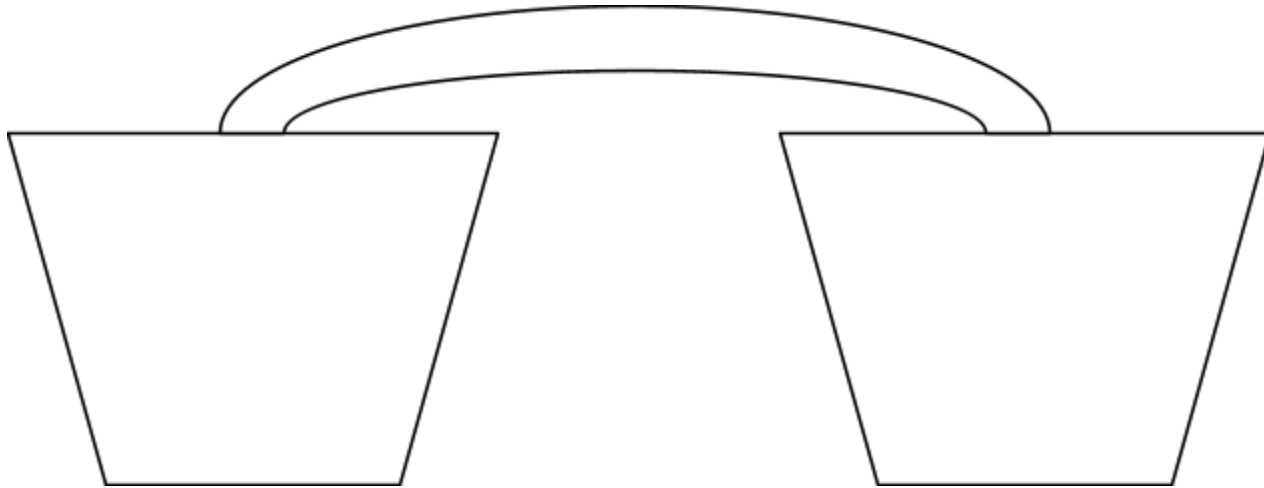
My Celery Stalk-Before



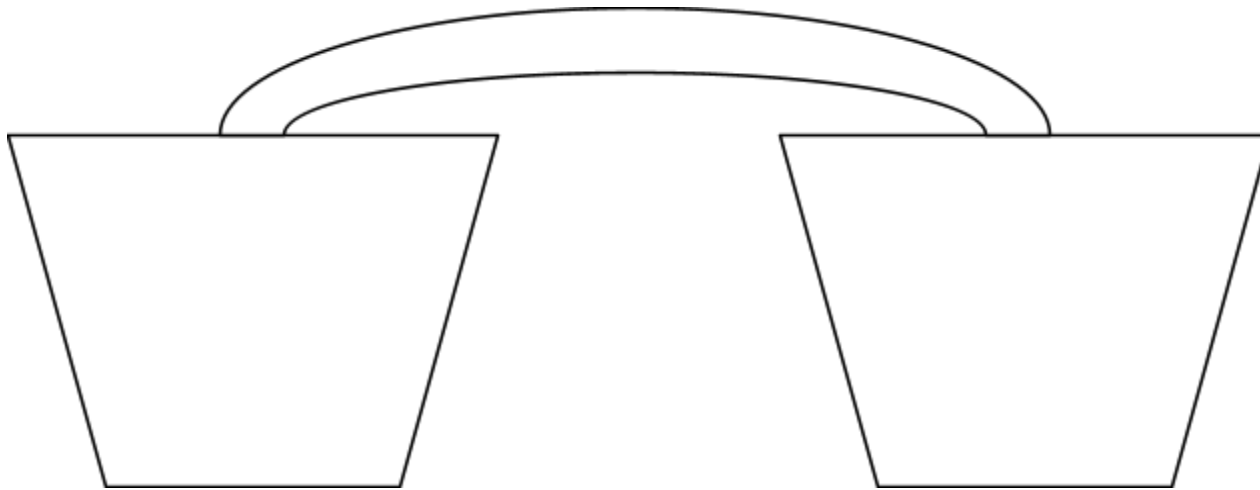
My Celery Stalk-After



Capillary Action-Before



Capillary Action-After



WEEK 3 Lesson 2

Science and Engineering: Bean Plant/ Onion Cutting Observations
 Children observe their plants and potato cuttings. They record their findings.

S & E Big Ideas	Plants are living organisms that need water, air, nutrients, light, and space to grow. Plants can produce new plants in many ways. Plants have different structures that function to help them survive. Individuals of the same kind of plant may look similar but also vary in many ways.
S & E Guiding Question	How have our seeds and onion cuttings changed?
Content Objective	I can make observations of my seed and onion cutting. I can measure, record, and discuss my findings. (Practice 8, 1-LS3-1)
Language Objective	I can describe the change in my plant and onion cutting. (1-LS3-1)
Vocabulary	root: the part of the plant that is underground and soaks up water and nutrients from the soil leaf: a structure on a plant that is usually green and makes food from sunlight germinate: when a seed (or spore) starts to grow
Materials and Preparation	<ul style="list-style-type: none"> ● root bean plants (from Week 1, Lesson 3) ● green onion plants (from Week 2, Lesson 1) ● Seed Observation Journal, one for each child (from Week 1, Lesson 3) ● 6- inch ruler, one for each child or each small small group (From Week 1, Lesson 3)
Opening 5 minutes	<i>Today we will check the progress of our plants. We will measure our plants using a ruler. Remember to be gentle with your seedlings.</i>

	<p>Ask children to show mime what “gentle” may look like.</p> <p><i>We will measure to the nearest inch. Here are the inch marks on the ruler. We will measure the length of your stems, so make sure you measure from the top of the dirt to the top of your plant. You do not need to stick your ruler down in the dirt.</i></p> <p>Model.</p> <p><i>Remember, like people, plants grow at different rates. Record your measurements in your Seed Observation Journal.</i></p>
Investigation 20 minutes	Have the children make observations of their bean plants and onion cuttings. Children draw and label what they see. Note any changes the bean has undergone in the journal. If there is visible growth, have the children carefully measure it. Have the children graph the observed growth.
Discussion 5 minutes	Discuss children’s findings. If some plants have grown more than others, ask children to identify the elements that their plant may be missing.
Closing 2 minutes	<i>How are people and plants similar in what we need and how we grow?</i>
Standards	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.</p> <p>Practice 8. Obtaining, Evaluating and Communicating Information</p>
Ongoing assessment	What do children understand about how plants grow?

Notes

WEEK 3 Studios




Where do our resources come from?


The Drama and Library Studios are combined, as children extend their thinking about suppliers and consumers. At the Science and Engineering Studio children compare leaves. Activities also continue and extend from previous weeks.



<p>Big Ideas</p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● Market Signs images, two copies, in sheet protectors ● Painting with Tempera Cakes procedure, in a sheet protector ● stiff paper, such as cardstock or heavy drawing paper ● pencils and erasers ● paints ● paint brushes ● cups for water ● paper towels <p>Experiment intentionally with the paints. Use these trials and observations of children’s previous use of paints to (re)introduce the paints during the Studios opening meeting.</p> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● building materials ● clipboards with white paper and/or large paper, such as chart paper

	<ul style="list-style-type: none"> ● writing tools ● <i>Me on the Map</i>, Joan Sweeney <p>Flag the pages that read, “This is my street. This is a map of my street...” and “This is my town. This is a map of my town.”</p> <p><u>For the Drama and Library Studios:</u></p> <ul style="list-style-type: none"> ● Order Form, multiple copies ● Unit 3 texts ● clipboards ● writing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● collection of leaves from the schoolyard ● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry ● leaf images, cut apart ● real leaves as available ● trays, paper plates, or other ways to indicate groups <p>Decide which studios to (re)introduce explicitly. Prepare the Opening basket and materials accordingly. Bring to the whole group any examples of children’s works in progress that can support other children’s new and ongoing attempts.</p>
<p>Opening</p>	<p><i>This week we have some new studios activities to build on what you are learning about resources and where they come from.</i></p> <p>Describe each studio’s process and materials only as useful for children to continue or begin work.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p>Facilitation</p>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children’s interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>

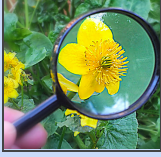
Closing Studios	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>At least once during the week, facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>
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<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Art</p> <div data-bbox="256 548 412 688" style="text-align: center;">  </div>	<p>Making Signs and Displays</p> <p><u>Objective:</u> I can create signs to effectively draw customers to products.</p> <p><u>Introduction:</u> <i>In a market, signs draw customers to buy certain products. At the Art Studio, you can make signs that tell about goods that are important to you, goods in our classroom store, or goods you think the community needs.</i></p> <p>Show examples of market signs. <i>You probably have seen signs like these. What do you notice?</i> Invite children to point out graphics, words, prices, and other salient features.</p> <p><i>We have used tempera paints before. This procedure can help you use the paints even more carefully, since you might be working in a more detailed way.</i></p> <p>If useful, talk through or demonstrate each step of the procedure. Include reminders for cleaning up the work space when children have finished painting.</p> <p><u>Process:</u> Children look at examples of market signs, sketch, and then paint signs. These signs might make their way to the Drama Studio to enhance exploration there.</p> <p><u>Facilitation:</u> Encourage children to consider products, audience, and the paint medium in producing effective signs. Children might ask classmates what products they think are important to advertise for the classroom shop (Drama Studio).</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a child to share her sign and talk about why she chose this good to advertise. Classmates might offer feedback about the effectiveness of the sign: Is it eye-catching? Does it contain sufficient information for</p>
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	<p>consumers? Invite a child to present a challenge with using paint to satisfying result.</p>
<p>Building</p> 	<p>Building and Mapping Neighborhood Markets <u>Objectives:</u> I can build a neighborhood that includes markets. I can draw a map to show where the markets are in my neighborhood.</p> <p><u>Introduction:</u> <i>You've been building markets and parts of markets. This week, think about a neighborhood or town where you could find markets. Can you build the whole town? You will probably want to collaborate with others to do this! Your town or neighborhood will need to include not only the markets, but also streets, bus stops, parks, and other features of a neighborhood. What is around the market or markets you are building? Maybe you will want to draw a sketch before you begin building.</i></p> <p><i>Once you build, use the clipboards and paper—or use a large piece of paper—to draw a map of your neighborhood. On this map, show where the markets are found. Label them, along with other parts of your neighborhood.</i></p> <p><i>Drawing a map is tricky. This book, Me on the Map, might be a good resource for you to use.</i></p> <p>Show the flagged pages.</p> <p><u>Process:</u> Children might first sketch, and then build, a neighborhood. Alternately, they might begin with building and then draw a map to represent their construction. They may build, map, return to building, revise the map, and so on. In any case, children are moving between two and three dimensions. The maps they create serve as documentation of their building and thus should be as accurate and detailed as possible.</p> <p><u>Facilitation:</u> Encourage children to think about various elements of a busy commercial neighborhood or, more simply, a corner store in their own neighborhood. Ask questions to help them consider how a market is part of a neighborhood.</p>

	<p>Offer children ideas about how to solve problems they encounter as they move between two and three dimensions.</p> <p><i>What kinds of markets are you including in this town? Why? Is this the only market in your town? What other kinds of buildings are around the market? What other features can you include around this market? Is there a bus stop so people can get there easily? A lamp outside to light up the store at nighttime? Parking spaces? What is important to include on your map? How can you make sure that the map represents your building accurately?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record how children approach this challenge. Take photographs of the built towns. Print and attach a photo to the children’s corresponding map(s). Consider how children move between two and three dimensions, reflecting on previous work (Unit 1) and extending from exposure to and experiences with maps.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a child or small group of children to share their maps, with or without corresponding photos. Ask builders/mappers to share their thinking about the elements they included in their town/neighborhood. Classmates can offer feedback about the effectiveness of the map, neighborhood features, and the relationship between the two.</p>
<p>Drama</p>  <p>Library</p> 	<p>Researching Where Goods Come From and Placing Orders</p> <p><u>Objectives:</u></p> <p>I can use writing and drawing to request goods from suppliers.</p> <p>I can find out where goods come from.</p> <p><u>Introduction:</u></p> <p><i>What do we need in our classroom store? As people buy goods in any kind of market, the seller needs to restock, or get more of, those goods to sell. Sometimes customers tell a shopkeeper about goods they would like. The shopkeeper places an order to the supplier, the people and companies that provide those goods. This keeps the supply chain moving from producer to consumer!</i></p>

	<p>Show the Order Form. <i>Here is a form you can use to record goods that the store needs.</i></p> <p><i>One thing that will be interesting to find out is where the goods come from. Use our unit books and other texts to see if you can find this information. For example, if I want to order more sneakers for our store, where will they come from?</i></p> <p><u>Process:</u> Children determine which goods to order, based on community requests, interests, and needs. Children look through classroom texts to find out where goods come from. They add this information to their orders.</p> <p><u>Facilitation:</u> The supply chain for a single good is complicated, often involving materials from multiple places. Help children discern, where possible, the origin of goods they are interested in. Support children in filling out each part of the Order Form with words and/or drawings. <i>Why do you want to order this good? Why is it important to have in our store?</i> <i>How can we find out where it comes from?</i> <i>What information does the producer need—how many, what sizes or colors?</i></p> <p><u>Ongoing Assessment:</u> Note how children approach research. Review Order Forms to see how children are representing their ideas.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children to respond to decisions made about goods to order, and to the clarity of the information included on the Order Forms. Have the group think about what happens next, once an Order Form is completed, and to develop a system for the store to submit orders to suppliers. What parts of the supply chain can be added to the classroom store at this point?</p>
<p>Science and Engineering</p>	<p>Comparing Leaves <u>Objective:</u> I can compare leaves and sort them in various ways.</p> <p><u>Introduction:</u></p>



We have a collection of images of leaves. It will be interesting to look at them carefully, talk about them, and put them into groups or categories. Will everyone sort them in the same ways?

Here's our field guide—the Peterson First Guide to Urban Wildlife. I wonder if you can find any leaves that might belong to plants included in the book. The plants are near the end of the field guide.

Once you've spent some time looking and categorizing the leaves, choose just two leaves that interest you. In your journal, draw them as carefully as you can. Maybe you will choose two leaves that are quite similar, or maybe you'll choose two that are very different. I wonder what questions you will have as you look at the leaves!

Process:

By looking carefully and talking about what they notice, children organize and categorize leaves according to different features. They may sort and re-sort in different ways. Children may refer to *Peterson First Guide to Urban Wildlife* to see if they can match any leaves to those plant varieties. They choose two leaves to draw in their science journals.

Facilitation:

This activity should be quite open-ended, to allow children to re-examine leaves and rethink the ways they classify them. Encourage them to choose just two leaves to draw with great care and detail in their journals.

What do you notice about the leaves?

What is similar and what is different among them?

What do you wonder?

Ongoing Assessment:

Observe how children approach observation and classification. Listen for their questions. Pay attention to the descriptive vocabulary they use.

**Writing and
Drawing**

Making Money, Working in Sketchbooks

Continues from previous weeks

Objectives:

I can make money to use for market exchanges.



I can write and draw a story about characters getting the resources they need and want.

**Standards
(Boston)**

Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.

Building:

Geography 11. Explain that a map represents spaces and helps one identify locations and features.

Drama and Library:

Economics 23. Give examples of products (goods) that people buy and use.

RI.1.10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

Science and Engineering:

1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. Clarification Statements: • Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. • Inheritance, animals that undergo metamorphosis, or hybrids are not expected.

Notes

Art Studio

Why is this product important in our community?

What does my sign tell consumers?

Building Studio

Where can we build markets in a town?
How can we do it?

What is important to show on our map?

Drama and Library Studios

Why do we want to order this good for our store?

What information do we need to include on the order form?

Science and Engineering Studio

What are we noticing about leaves?

How can we group them?

What questions do we have?

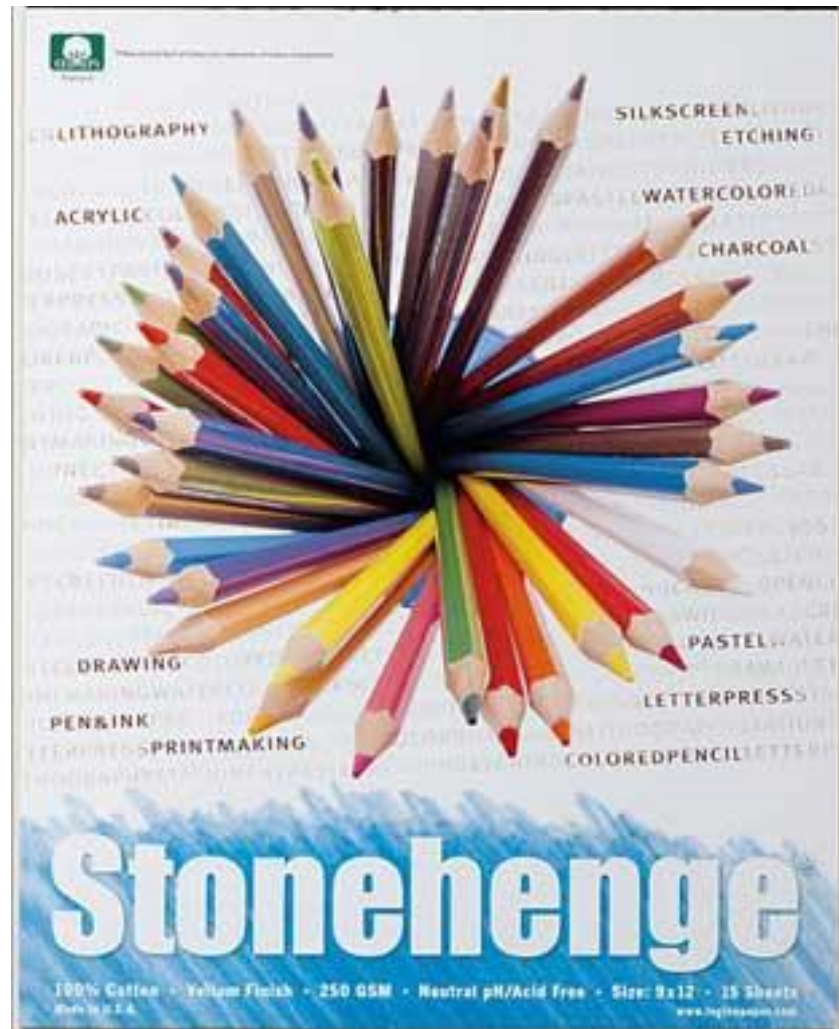
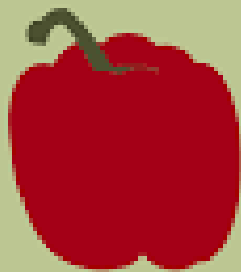
Writing and Drawing Studio

What could we use this money for?

How could we make change, if we need it?

What can happen in a story as characters try to get what they need and want?

SOUTH BOSTON
FARMERS MARKET
MONDAYS • 12 - 6 PM
446 W BROADWAY



Art Studio U3 W3

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<https://www.allaboutvision.com/en-gb/eyeglasses/children/10-tips/>

<https://brianrosso.com/2019/07/29/kicks-for-kids-shoe-drive-now-through-august-15th>

<https://www.jacksonsart.com/blog/2015/05/08/coloured-pencils-at-jacksons/>

Art Studio U3 W3

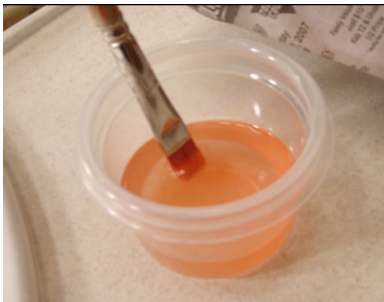
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Painting with Tempera Cakes



1. Sketch the design.



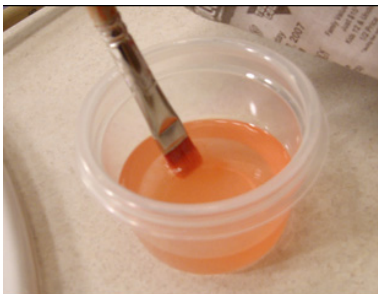
2. Dip brush in water.



3. Dip brush in paint.



4. Paint on paper.



5. Clean brush in water.



6. Dip brush in paint.



7. Keep painting.

Tips:



If the paint gets too wet,
dab the brush on a paper towel.



Keep your water clean
to get clean, bright colors.

Store Order Form

Ordered by: _____ Date: _____

How many	Item	Description	State or Country	Price each

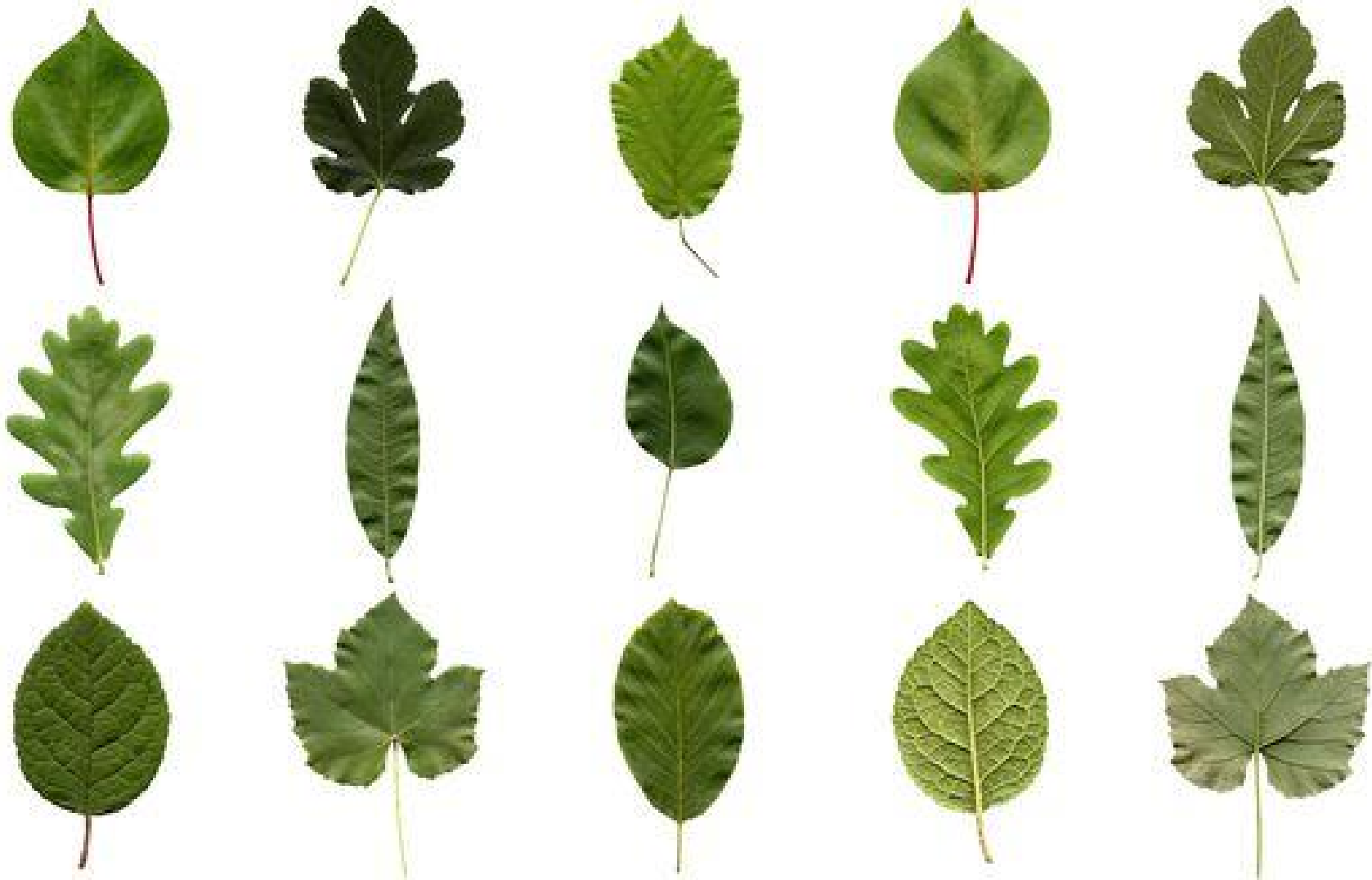
Drama and Library Studios U3 W3

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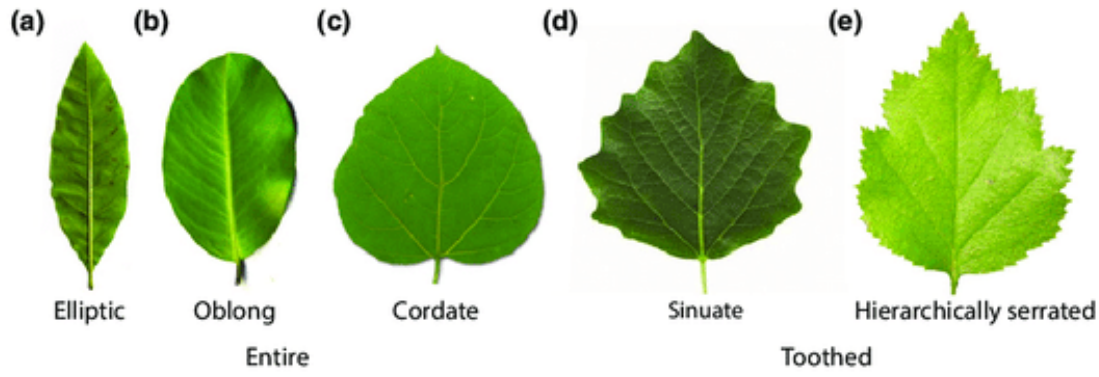
Leaf images

Cut apart for sorting.

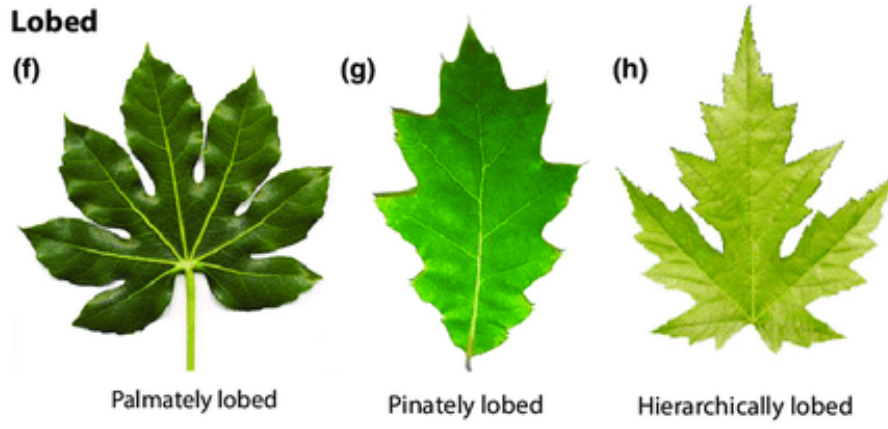




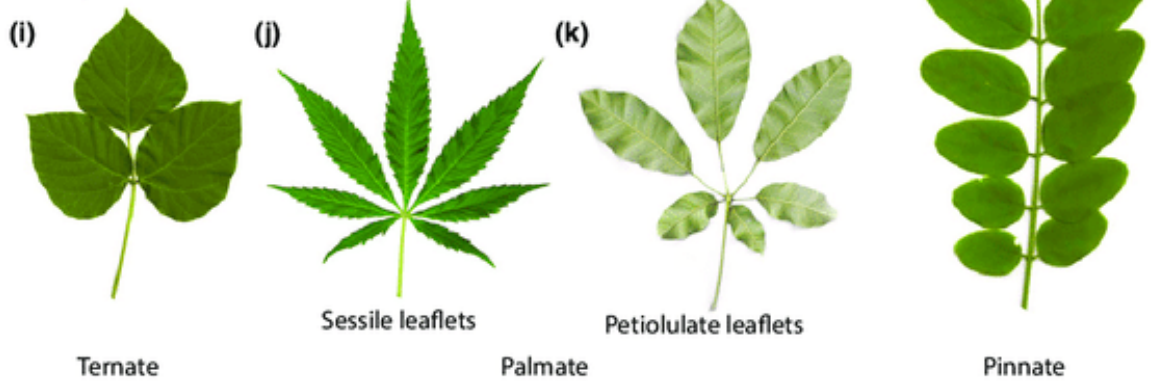
Simple

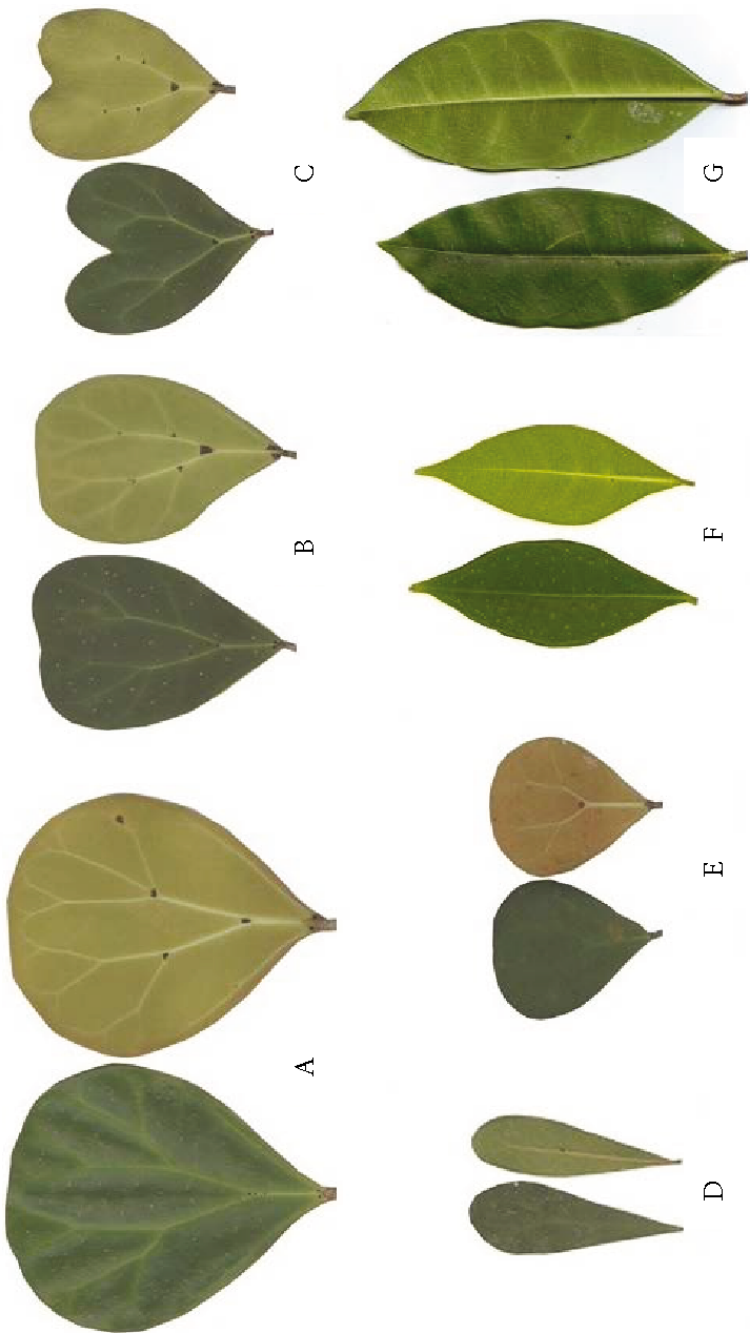


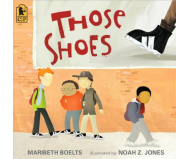
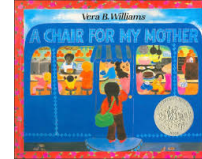
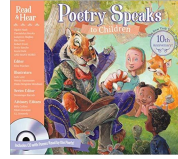
Lobed



Compound







WEEK 3 Day 1

Writing Personal Recount
 Deconstruction: Adjectives
 Planning

Content Objective	I can identify adjectives used to describe objects. (RL.1.4)
Language Objective	I can use adjectives to describe a special object. (SL.1.4, W.1.5b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● Adjectives slides ● projector and screen ● <i>Those Shoes</i>, Maribeth Boelts, page 15 ● <i>A Chair for My Mother</i>, Vera B. Williams, pages 7-8 ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Luck Gold,” Janet S. Wong, page 48 ● writing tools ● children’s writing notebooks <p>On the whiteboard, write: What? Which ones?/Whose? What is it like? What kind?</p>
Opening 1 minute	<p><i>You have been telling and writing so many wonderful poems! Today you will begin planning for the poem you will write and publish over the next two weeks. That poem will be about an experience you had with a special object—just like Jeremy in Those Shoes, the family in A Chair for My Mother, and Janet S. Wong in “Good Luck Gold.” We are going to look at how each of those special objects is described, using adjectives. Then you will choose a special object that you would like to write about, and draw and write adjectives to describe</i></p>

	<p><i>it.</i></p>
<p>Deconstruction 18 minutes</p> <p><i>Those Shoes</i> page 15 slides 1-2</p>	<p>Note: Time may not allow for use of all three of the following examples.</p> <p><i>When we first started learning about poetry, we talked about how poets use language to paint a picture or give the reader a strong feeling. One way that poets do this is by including adjectives.</i></p> <p><i>Let’s read a page from Those Shoes and identify the adjectives Jeremy uses to describe the shoes.</i></p> <p>Read page 15/slide 1. <i>What adjectives does Jeremy use to describe the shoes?</i></p> <p>Refer to the questions on the whiteboard. <i>Let’s use these questions to identify and generate adjectives, like we did as we learned about writing report.</i></p> <p>Show slide 2 and click through the animation while facilitating the following discussion.</p> <p><i>The first question we need to answer is What? What is being described? [shoes]</i></p> <p><i>The next question says Which ones? Whose? In this case it’s those shoes, a particular kind of shoes.</i></p> <p><i>Next we can ask What like? What are the shoes like? [black, with two white stripes, the perfect shape]</i></p> <p><i>Finally we can ask What kind? What kind of shoes are they? [high-tops]</i></p> <p><i>All of these adjectives work together to give the reader a clearer picture of the shoes.</i></p>
<p><i>A Chair for My Mother</i> pages 7-8 slides 3-4</p>	<p><i>Now let’s see which adjectives are included in A Chair for My Mother. As I read, listen carefully for the adjectives.</i></p> <p>Read only the second paragraph on page 8.</p> <p><i>Which adjectives did you hear?</i></p> <p>Show slide 4. Click through the animation, reading the questions and adjectives.</p>

	<p><i>Vera B. Williams uses a lot of adjectives to describe the chair! It really gives the readers a good idea of the type of chair the family is looking for.</i></p>
<p>“Good Luck Gold” page 48 slide 5</p>	<p><i>Janet S. Wong also uses adjectives to describe her good luck gold. She describes several different pieces. Listen to the adjectives in these lines.</i></p> <p>Read lines 5-6.</p> <p>Click through the animation while facilitating the following discussion.</p> <p><i>What is she describing?</i> [ring] <i>What is the ring like?</i> [so soft it bends] <i>What kind of ring is it?</i> [a golden ring]</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now it’s your turn to think about a special object. Choose something special to you, and think about adjectives to describe it.</i></p> <p>Provide children with an example, preferably from your own life, or using the following script.</p> <p><i>On my first birthday, my grandparents gave me a stuffed cat. That cat was very important to me and went with me everywhere. In fact, I still have it in a special box in my closet! I could write about my Kitty, and about one time when I had Kitty with me.</i></p> <p><i>After you choose your object, you will use adjectives to describe it to your partner. For example, I could use words like “pink” and “fuzzy” to describe my kitty.</i></p> <p>Think, Pair, Share.</p> <p><i>What object will you write about, and how can you describe it?</i></p> <p><i>Now you will draw your object in your writing notebook and label it with adjectives.</i></p> <p>Send children to draw and write in their writing notebooks. Guide them to include adjectives to describe their objects.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will begin writing personal recount poems about experiences you had with your special objects.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order</p>

	<p>where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>W.1.5b. Demonstrate the ability to choose and use appropriate vocabulary.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion.</p> <p>Which adjectives do children identify?</p> <p>Which questions are the easiest for children to answer? Which are the most difficult?</p> <p>Review children’s plans.</p> <p>Do they choose a special object?</p> <p>Do they use a variety of adjectives to describe the object?</p>

Notes

WEEK 3 Day 2

Writing Personal Recount
Individual Construction

Content Objective	I can write a personal recount poem about a special object. (W.1.3, W.1.3a, W.1.4)
Language Objective	I can respond to my classmate’s poem. (SL.1.1)
Vocabulary	poetic device: a tool poets use
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s writing notebooks ● children’s writing folders and different styles of paper ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 5 minutes	<p><i>Yesterday you began planning for the personal recount poems you will write and publish. You chose a special object and wrote adjectives to describe it. Today you will begin writing your poems.</i></p> <p>Distribute children’s notebooks.</p> <p><i>Before you begin writing, take a moment to review your plan: the object you drew and the adjectives you wrote about it.</i></p> <p><i>Then think about an experience you have had with that object and tell it to your partner.</i></p> <p><i>After you have shared your experience, you are ready to write your poem!</i></p> <p>When children are ready with their plans, have them choose paper and begin to write.</p> <p><i>As you write, keep in mind all of the poetic devices, or tools, that you have learned about and can use in your poem.</i></p>
Individual Construction	As children write, circulate to support them and to take notes on the Personal Recount Observation Tools.

20 minutes	Check in with one child who is willing to share her poem with the class.
Closing 5 minutes	<p>Have children put their poems away in their writing folders, and gather the class together on the rug.</p> <p><i>Today we will listen to ____'s poem. Listen carefully and imagine a picture in your mind.</i></p> <p>Have the presenter read her poem. Then have several children share what they imagined.</p> <p><i>For the rest of the week, you will continue working on your poems.</i></p>
Standards (Boston)	<p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool. After Writing, gather children's notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends on Days 3-5 or when planning for revisions in Week 4.

Notes

Unit 3: Resources in Our Communities

WEEK 3 Days 3-5

During Days 3-5, children continue to independently write personal recount poems. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Personal Recount Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Personal Recount Poems: (see the attached lessons for recommendations)

- personal recount purpose and stages (orientation, sequence of events, conclusion)
- adjectives
- rhythm
- repetition
- rhyme

Conventions: (no suggested lessons included)

- including spaces between words
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Personal Recount

Deconstruction and Revision: Personal Recount Stages

Materials:

- Personal Recount anchor chart, from Unit 1
- “Good Hot Dogs” poem and chart, from Week 1, Day 3
- mentor text for personal recount poetry: “Brother,” “Good Luck Gold,” or a child’s writing that includes personal recount stages
- children’s personal recount poems

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the purpose and stages of personal recount.
- Read “Good Hot Dogs.” Refer to how the poem meets the purpose of personal recount (Sandra Cisneros recounts getting hot dogs for lunch, and does it in an entertaining way.)
- Refer to the “Good Hot Dogs” chart to review how the stages of personal recount can be included in a poem.
- Read the mentor text.
- Together, identify the stages of personal recount in the poem.
- Refer children back to their poems. Have them first identify whether they have met the purpose of personal recount: to document a sequence of events and to entertain. If they have not, guide them to think about how they could adjust their poem to meet these purposes.
- Then have them identify the orientation, sequence of events, and conclusion. Note that poems can be more flexible in representing the stages of personal recount. In particular, the beginning of the poem may not include all parts of the orientation. However, there should be some attempt to introduce the special object and experience, communicate several events, and end with a final event, feeling, or reflection on the experience.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add it to their poems.

Writing Personal Recount

Deconstruction and Revision: Adjectives

Materials:

- *Come On, Rain!*, Karen Hesse
Choose to read either page 3 or page 8.
- children's personal recount poems

Process (small or whole group):

- Have children close their eyes and form a picture in their minds as you read. Read the chosen page.
- Ask children to share what they imagined. Have them identify some of the words that helped paint that picture. Review that adjectives describe and give the readers a clear picture in their minds.
- Have children go back to their own poems. Ask them what picture they would like to give their readers.
- Support them to include adjectives that help to paint that picture. Guide them with the questions

What?

Which ones?/Whose?

What like?

What kind?

Writing Personal Recount

Deconstruction and Revision: Rhythm

Materials:

- *Poetry Speaks to Children* CD/audio files, Elise Paschen: “Rabbit” or “Brother,” Mary Ann Hoberman, tracks 21-22 or 57-58
- equipment for playing a CD/audio file
- *Poetry Speaks to Children*, Elise Paschen: “Rabbit” or “Brother,” Mary Ann Hoberman, pages 39 or 95
- children’s personal recounts

Process (small or whole group):

- Read and listen to “Rabbit” or “Brother,” by Mary Ann Hoberman (or both). (Note that the rhythm of “Rabbit” is irregular and determined by line breaks, while the rhythm of “Brother” is more fluid/regular and tied closely to the rhymes at the end of each line.)
- Discuss the rhythm in the poem. (If listening to “Brother,” clap along.)
- Remind children that poets create rhythm by deciding carefully where they will end each line. Sometimes they decide to create the same number of beats on each line, and sometimes they choose to have each line be a different length.
- Remind children that different rhythms create different feelings.
- Guide children to go back to their poems to choose line breaks and syllables that help them create the feelings that they want to create.

Writing Personal Recount

Deconstruction and Revision: Repetition

Materials:

- *Hidden City*, Sarah Grace Tuttle: “Hurry Up and Wait”
- children’s personal recount poems

Process (small or whole group):

- Review with children that poets often repeat a sound, word, phrase, line, or stanza, to create an effect in their poems.
- Read “Hurry Up and Wait,” and discuss what Sarah Grace Tuttle repeats, and why.
- Have children go back to their own poems. Guide them to incorporate repetition into their poems in a way that adds to their meaning.

Writing Personal Recount

Deconstruction and Revision: Rhyme

Materials:

- *Fresh-Picked Poetry*, Michelle Schaub: “Necessary Mess”
- children’s personal recount poems

Process (small or whole group):

- Review with children that poets often use rhyme to add structure to their poems and to connect ideas to each other.
- Read “Necessary Mess,” and discuss the rhyme pattern. (Each stanza is three lines long. The first two lines rhyme with each other, and the last line rhymes with the last line in the following stanza.) Talk about why Michelle Schaub may have made these choices.
- Have children go back to their own poems. Guide them to incorporate rhyme into their poems in a way that adds to their meaning.