
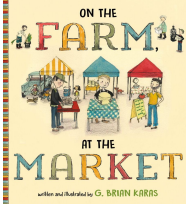

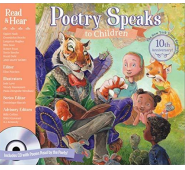


Unit 3: Resources in Our Communities WEEK 4 At a Glance

Weekly Question: Where do our resources come from?			
<p>Texts</p>  	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: supply chain, worker, customer Day 2: Introduce Weekly Words: harvest, produce, provide Day 3: Changing Verbs to Nouns Day 4: Changing Nouns to Verbs Day 5: Carousel Brainstorm</p> <p>Text Talk</p> <p>Day 1: <i>From Sheep to Sweater</i>, Read 1 Day 2: <i>From Sheep to Sweater</i>, Read 2 Day 3: <i>On the Farm, At the Market</i>, Read 1 Day 4: <i>On the Farm, At the Market</i>, Read 2 Day 5: <i>On the Farm, At the Market</i>, Read 3</p>		
	<p>Stations</p> <p>Shared Reading: “Market Day” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>On the Farm, At the Market</i>) Science Literacy: How do plants help people in our State and community? Vocabulary: Draw for Meaning Word Work: various activities</p>		
<p>Mentor texts</p> 	<table border="1"> <tr> <td data-bbox="410 1308 808 1518"> <p>Science and Engineering</p> <p>Lesson 1: Maine Plants Lesson 2: Plant Observations</p> </td> <td data-bbox="808 1308 1425 1518"> <p>Studios</p> <p>Children expand the classroom market; read and sort tags and labels; write stories about obtaining goods from close by and far away. Children think about parts of edible plants.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Maine Plants Lesson 2: Plant Observations</p>	<p>Studios</p> <p>Children expand the classroom market; read and sort tags and labels; write stories about obtaining goods from close by and far away. Children think about parts of edible plants.</p>
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	<p>Writing: Personal Recount</p> <p>Day 1: Peer-to-Peer Feedback Day 2: Introduction to and Beginning Revising and Publishing Day 3: Deconstruction and Individual Construction: Poem Shapes and Titles; Revising and Publishing Day 4: Publishing Day 5: Presentation and Celebration</p>		

At a Glance U3 W4

WEEK 4 Days 1 & 2

<h2 style="margin: 0;">Vocabulary & Language</h2> <h3 style="margin: 0;">Weekly Words</h3>
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Weekly Question	Where do our resources come from?				
Language Objectives	<p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.1.5.c)</p>				
Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e1eef6;"> <td style="padding: 5px;">Day 1</td> </tr> <tr> <td style="padding: 5px;"> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>customer: a person who buys goods and services</p> </td> </tr> <tr style="background-color: #e1eef6;"> <td style="padding: 5px;">Day 2</td> </tr> <tr> <td style="padding: 5px;"> <p>harvest: the period of time when farmers collect plants for food</p> <p>produce: to make</p> <p>provide: to give, to supply</p> </td> </tr> </table>	Day 1	<p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>customer: a person who buys goods and services</p>	Day 2	<p>harvest: the period of time when farmers collect plants for food</p> <p>produce: to make</p> <p>provide: to give, to supply</p>
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<p>harvest: the period of time when farmers collect plants for food</p> <p>produce: to make</p> <p>provide: to give, to supply</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 4 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 supply chain, worker, and customer.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are harvest, produce, and provide.</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>supply chain Elaboration: <i>In From Cocoa Bean to Chocolate we learn that it takes many steps to produce chocolate before we eat it. All the steps and industries involved in making the chocolate are parts of the supply chain. Farmers grow the beans, ships transport the beans to factories where the beans are roasted, trucks transport the beans to a factory that molds and packages the chocolate, and trucks transport boxes of chocolate to stores for us to buy.</i></p> <p>Think, Pair, Share prompt: <i>Look around and choose one object in our classroom. Talk with your partner about the steps of the supply chain that you imagine.</i></p> <hr/> <p>worker Elaboration: <i>Last week we watched a video showing that many workers are required to produce a pair of sneakers. Many workers involved in any supply chain.</i></p> <p>Think, Pair, Share prompt: <i>Think of a worker you know. Where does she or he work? What does she or he do?</i></p> <hr/> <p>customer Elaboration: <i>When we buy any good or service, we are customers. This morning before coming to school I had to fill my car with gas. I was a customer at the gas station.</i></p> <p>Think, Pair, Share prompt: <i>Where are some places where you are a customer?</i></p>
Day 2	<p>harvest Elaboration: <i>Fall is harvest time in many places. Apples are ready to pick from trees, pumpkins are ready to pull off their vines, and cranberries are ready to collect from the bogs.</i></p>

	<p>Think, Pair, Share prompt: <i>What fruits or vegetables would you like to harvest? What would you need to do that job?</i></p> <hr/> <p>produce Elaboration: <i>We have been learning how goods are produced—how they are made. Workers produce goods in factories, on farms, and in studios and workshops.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of goods might you like to produce? Where would you do that?</i></p> <hr/> <p>provide Elaboration: <i>Before the beginning of the school year, some organizations provide children with school supplies, like backpacks, pencils, and notebooks.</i></p> <p>Think, Pair, Share prompt: <i>What products do sheep provide to humans?</i></p>
Closing	<i>This week, we’re talking about where our resources come from. The words we’re studying will help us talk about the many steps and people involved in the production of goods.</i>
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



supply chain

<https://thetravellingfrenchman.com/about/>



worker

<https://ingeniumtalent.com/8-tips-for-recruiting-manufacturing-workers-in-southeast-and-beyond/>

Weekly Words U3 W4



customer

<https://www.shutterstock.com/video/clip-9868748-woman-refueling-car-gas-station-pump-night>



harvest

<https://agrifetoday.tamu.edu/2007/09/21/media-advisory-2007-texas-pumpkins-on-their-way-to-market/>

Weekly Words U3 W4



produce

From Sheep to Sweater, Robin Nelson



provide

<https://pittsburgh.cbslocal.com/2018/08/18/state-rep-gainey-hosts-back-to-school-giveaway-to-provide-supplies-for-students/>

Weekly Words U3 W4

Weekly Words U3 W4

WEEK 4 Day 3

Vocabulary & Language
Changing Verbs to Nouns

Weekly Question	Where do our resources come from?																					
Language Objectives	I can change a verb to a noun, by adding -er. (L.1.5) I can figure out the meaning of a new word by looking at the root word and the suffix. (L.1.4b)																					
Vocabulary	<p>noun: a person, place, thing, or idea</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>producer: someone who makes goods or provides a service</p> <p>shop: to visit stores to look over and buy goods</p>																					
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper <p>Prepare the following chart. Note that the top half will be filled in during this lesson, and the bottom half will be filled in during the following lesson.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">verb</th> <th style="padding: 5px;">+ er</th> <th style="padding: 5px;">noun</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">produce</td> <td style="padding: 5px;">produce + er</td> <td style="padding: 5px;">producer</td> </tr> <tr> <td style="padding: 5px;">shop</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">bake</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	verb	+ er	noun	produce	produce + er	producer	shop			bake											
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Opening	<p><i>We have been talking about how goods are produced, and who the producers are. Today we are going to talk about how words like “produce” and “producer” are related to each other.</i></p>												
Discussion	<p>Refer to the chart.</p> <p><i>“Produce” is a verb. It means “to make.” We can add -er to the word produce. When we add “-er,” first we remove the final “e” in produce; then we can add “-er.” Our new word is “producer.”</i></p> <p><i>“Producer” is a noun. It is someone who makes goods or provides services.</i></p> <p><i>Let’s read the next word. [Allow children to decode.] “Shop.” What does “shop” mean?</i></p> <p><i>Now let’s add -er. When we add -er to the word shop, we need to add another p.</i></p> <p>Write shop + er on the chart.</p> <p><i>Our new word is “shopper.” Based on what you know about the verb “shop,” what do you think the noun “shopper” means?</i></p> <p><i>Another word for shopper is consumer, someone who buys goods.</i></p> <p>Repeat the process with the word “bake.”</p> <p>Solicit children’s recommendations for two more verbs that can be added to the chart and changed to nouns. Supply verbs relevant to classroom experience, if needed, such as “teach” or “learn.” Use the same process to determine the meaning of the new words.</p>												
Closing	<p><i>Today we learned that we can add -er to verbs to change them into nouns. We also learned that these verbs and nouns are related to each other, and we can figure out what the new word means if we know what the first word means. Tomorrow we will do the same thing, except we will change nouns into verbs.</i></p>												
Standards (Boston)	<p>L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>												



Vocabulary & Language U3 W4 D3

WEEK 4 Day 4

Vocabulary & Language
Changing Nouns to Verbs

Weekly Question	Where do our resources come from?																											
Language Objectives	I can change a noun to a verb, by taking off -er. (L.1.5) I can figure out the meaning of a new word by relating it to a similar word. (L.1.5)																											
Vocabulary	noun: a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being consumer: someone who buys and uses products and services worker: a person who does a job																											
Materials and Preparation	<ul style="list-style-type: none"> chart, from Day 3 Add the following words to the chart. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 33%;">verb</th> <th style="width: 33%;">+ er</th> <th style="width: 33%;">noun</th> </tr> </thead> <tbody> <tr> <td>produce</td> <td>produce + er</td> <td>producer</td> </tr> <tr> <td>shop</td> <td>shop + er</td> <td>shopper</td> </tr> <tr> <td>bake</td> <td>bake + er</td> <td>baker</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>work</td> <td>work + er</td> <td>worker</td> </tr> <tr> <td> </td> <td> </td> <td>consumer</td> </tr> <tr> <td> </td> <td> </td> <td>farmer</td> </tr> </tbody> </table>	verb	+ er	noun	produce	produce + er	producer	shop	shop + er	shopper	bake	bake + er	baker							work	work + er	worker			consumer			farmer
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Opening	<p><i>Yesterday we learned that we can add -er to a verb to change it into a noun. We also learned that we can figure out what new words mean by thinking about words that are related to them. Today we will continue to explore how words relate to each other.</i></p>						
Discussion	<p>Refer to the chart.</p> <p><i>Today we will work backwards by starting with the noun column of our chart. “Worker” is one of our words this week. What does it mean?</i></p> <p><i>If we break apart the word “worker,” taking off the -er, we are left with the word “work.” Based on what you know about the noun “worker,” what do you think the verb “work” means?</i></p> <p>Repeat the process with the words “consumer” and “farmer.”</p> <p>Solicit children’s recommendations for two more nouns that can be added to the chart and changed to verbs. Use the same process to determine the meaning of the new words.</p>						
Closing	<p><i>Today we changed nouns to verbs by taking off -er, and we continued to discuss how nouns and verbs relate to each other.</i></p>						
Standard (Boston)	<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>						
Ongoing assessment	<p>Do children accurately define vocabulary words (worker, consumer)?</p> <p>Are they able to use the noun to determine the meaning of the related verb?</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 4 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	supply chain: steps involved in producing and delivering goods worker: someone who does a job customer: a person who buys goods and services harvest: the period of time when farmers collect plants for food produce: plants farmers grow for food provide: to give, to supply
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 4 Day 1

Text Talk
From Sheep to Sweater
 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 making wool yarn. (RI.1.2, RI.1.3) I can explain why wool production happens in rural places. (Economics 19)
Language Objective	I can use specific vocabulary acquired from an informational text to describe the yarn making process. (L.1.6)
Vocabulary	<p>yarn: spun thread</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>raise: to care of and grow for farming</p> <p>ranch: a large farm</p> <p>shear: to cut wool off of a sheep</p> <p>fleece: the wooly covering of a sheep</p> <p>card: to comb and clean wool</p> <p>dye: powder or liquid used to change the color of something</p> <p>worker: someone who does a job</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson ● piece of wool yarn or clothing ● <i>From Sheep to Sweater</i> Sequencing Cards, 1 set for each small group ● Where does wool come from? slides ● projector and screen ● Week 3 Weekly Question chart

	<p>On the whiteboard, write: What are the steps in the wool yarn making process? Describe the yarn supply chain.</p>
<p>Opening 5 minutes</p>	<p><i>Today we will read another text by Robin Nelson, called From Sheep to Sweater.</i></p> <p>Show children a piece of wool yarn or clothing. <i>You probably have a piece of clothing made from wool at home—you might even be wearing one today! Many goods are made from wool. When we read From Sheep to Sweater, we will learn how wool is turned into yarn, a thick string made from wool.</i></p> <p><i>Take a look at this cover. Based on the title and cover image, where do you think the wool comes from?</i></p>
<p>slide 1</p>	<p><i>The book shows different things that happen in the wool industry. Let’s look at a map to see where sheep are raised for wool around the world.</i></p> <p><i>Wool comes from countries around the world like Australia, China, and the United States. But wool is not just a global industry, it is also a local industry! Wool is also produced nearby. As we read today, pay attention to why you think wool is produced in rural, not urban places.</i></p>
	<p>Set a purpose for reading. <i>Just like From Cocoa Bean to Chocolate, this informational text is organized by introducing each step to make wool yarn. These steps for producing wool yarn are part of the wool yarn supply chain.</i></p> <p><i>After reading we’ll use key details from the text to describe the supply chain involved in making yarn wool. We’ll sequence picture cards to help us retell and describe the steps.</i></p> <p>Refer to the question on the whiteboard.</p>
<p>Text and Discussion 10 minutes</p> <p>page 4</p>	<p><i>Raise is a multiple-meaning word. Does this mean sheep are lifted up? No! It means the sheep are taken care of by the farmers.</i></p> <p>Reread the page. <i>According to the text, what do sheep need from their environment in order to grow healthy wool on their bodies?</i></p>

	<i>Knowing that sheep need things like hay and grass helps us understand why wool is produced on farms in rural places.</i>
page 7	<i>Wow, their bodies adapt to the seasons!</i>
page 9	<i>What do you notice about where this step of the supply chain is taking place? Look at the photograph.</i>
page 13	<i>We've arrived at the part when wool is spun into yarn! Let's keep reading to see what else happens before the yarn can be made into clothing.</i>
page 18	<p>Connect to the concept of a supply chain. <i>According to the text, what happens in the supply chain after the yarn is dyed?</i></p> <p><i>Yes, this text says that the yarn goes to stores. Yarn could also go to factories where workers and machines make clothing.</i></p>
Key Discussion 8 minutes	<p>Have children sit in groups of four (on rug or at tables) and provide each group with a set of the <i>From Sheep to Sweater</i> Sequencing Cards. <i>With your group, sequence the picture cards and describe the steps in the yarn making process.</i></p> <p>Refer to the question on the whiteboard. <i>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>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question chart. <i>This week we'll continue to explore our question from last week: Where do our resources come from? This week we will zoom in on local resources. We can keep using this same chart to record our ideas this week as we read and discuss new texts.</i></p> <p><i>In this text, we read about how the natural resource, sheep's wool, gets turned into yarn to use for wool clothing. Let's write, Yarn comes from wool. Wool comes from sheep raised on farms.</i></p>
Closing 1 minute	<i>Tomorrow we'll closely read part of this text to understand the importance of workers in the process of making yarn.</i>

<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.1.6. 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 wool yarn making process?</p> <p>How do children incorporate new vocabulary into their retelling?</p>

Notes

From Sheep to Sweater Sequencing Cards



Text Talk U3 W4 D1





WEEK 4 Day 2

Text Talk
From Sheep to Sweater
 Read 2 of 2 (pages 6-14)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from an informational text to describe the role of workers in the wool to yarn supply chain. (RI.1.1, RI.1.3, Economics 19)
Language Objective	I can use specific vocabulary acquired from an informational text to describe the work involved in making yarn. (L.1.6)
Vocabulary	<p>ranch: a large farm</p> <p>raise: to care of and grow for farming</p> <p>shear: to cut wool off a sheep</p> <p>fleece: the woolly covering of a sheep</p> <p>card: to comb and clean wool</p> <p>yarn: spun thread</p> <p>dye: powder or liquid used to change something’s color</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson ● <i>From Sheep to Sweater</i> slides To support shared reading, project the text. ● Text excerpt, one copy for each child ● <i>From Sheep to Sweater</i> response sheet, one copy for each child <p>On the whiteboard, write: What do workers do in the process of making yarn?</p>

	<p>Why is this job important?</p> <p>Strategically group children into triads for shared reading. See Partner and Triad Shared Reading in the Introductory Documents.</p>
<p>Opening 1 minutes</p>	<p><i>Today we'll read a few pages from From Sheep to Sweater together using shared reading.</i></p> <p>Set a purpose for reading. <i>We'll read an excerpt that shows us the work that is done in the wool to yarn supply chain. As we read we'll think about and discuss these two questions:</i> <i>What do workers do in the process of making yarn?</i> <i>Why is this job important?</i> <i>After we read, you'll have a chance to write about your thinking.</i></p>
<p>Text and Discussion 10 minutes</p>	<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>section 1</p>	<p><i>What does the worker on a farm do?</i></p>
<p>section 2</p>	<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>Why is this job important? Remember to use the details in the text to support your idea.</i></p>
<p>section 3</p>	<p><i>What happens here?</i></p>
<p>section 4</p>	<p><i>How does the wool get soft?</i></p>
<p>section 5</p>	<p><i>According to the photograph and the words, how do workers turn the clean wool into yarn?</i></p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Think, Pair, Share <i>Why is this job important?</i></p> <p>Send children off with their excerpt and reading response sheet. Support children as needed in a small group. <i>Remember to use some of the new vocabulary we learned from the text as you draw and write in response to the questions.</i></p> <p>Display the full text on the projector to support children as needed. While circulating, encourage children to use the excerpt to support written responses.</p>

<p>Closing 4 minutes</p>	<p>Have children share with a partner the type of work they chose to write about.</p>
<p>Standards (Boston)</p>	<p>RI.1.1. Ask and answer questions about key details in a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 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. 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 Think, Pair, Share as well as their oral reading. 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? Observe and analyze children’s written responses. Do they accurately describe one example of work involved in the process of making yarn? Do children explain the importance of the work?</p>



Notes

Name _____

Date _____

<p>1</p>	<p>The coats are clipped.</p> <p>In the spring, the sheep's coats are clipped. This is called shearing. A person shears each sheep's wool off in one big piece called a fleece. The sheep will grow another coat over the summer to keep it warm.</p>	 A photograph showing a person in a light-colored shirt and dark pants bending over to shear a white sheep lying on its side in a green field. The person is using a pair of shears to remove the wool.
<p>2</p>	<p>The wool is sorted.</p> <p>Workers sort the wool. They remove wool that is dark or dirty. They keep thick wool that is light in color.</p>	 A photograph of a wool processing facility. Several workers are seen at long tables, sorting through large piles of raw wool. The wool is being separated into different grades based on color and quality.
<p>3</p>	<p>The wool is washed and dried.</p> <p>Workers wash the wool many times. Washing removes bugs, straw, and mud from the wool. Then the wool is dried.</p>	 A photograph showing a large, flat area where wool is being processed. The wool is piled up on a wooden pallet, and it appears to be in the process of being washed or dried. The wool is a mix of white and grey, indicating it has been cleaned.

Text Talk U3 W4 D2

4	<p>The wool is combed.</p> <p>Workers or machines comb the wool to remove knots. This is called carding. Carding makes the wool soft.</p>	
5	<p>The yarn is spun.</p> <p>A spinning wheel twists the wool. The wool forms long pieces of yarn.</p>	

Name_____

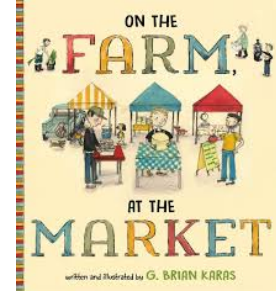
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Use details from the text Sheep to Sweater to answer the questions.

What is one job that a worker does in the process of making yarn?

Why is this job important?

WEEK 4 Day 3



Text Talk
On the Farm, At the Market
 Read 1 of 3 (pages 1-19)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from a realistic fiction text to learn new information about farming work. (RL.1.1, Economics 19)
Language Objective	I can use specific vocabulary acquired from the text to describe the work involved in preparing goods. (L.1.6)
Vocabulary	<p>crop: a plant or product that can be grown</p> <p>vat: a large pot</p> <p>separate: to come apart</p> <p>resembles: have features in common with something else</p> <p>damp: wet, moist</p> <p>misty: foggy</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>harvest: the period of time when farmers collect plants for food</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the title page of “On the Farm,” and page 21 is the title page of “At the Market.” ● chart paper Prepare the following chart.

On the Farm, At the Market Supply Chain				
Place	Resource	Special Words	How it's prepared for the market (Completed on Read 3)	How it's transported to the market (Completed on Read 3)

Opening
1 minutes

To continue learning about local resources, we are going to read On the Farm, At the Market, by G. Brian Karas. You'll notice that there are illustrations of children working on the farm, at the factory, and at the market. Is that allowed? No! The author and illustrator did that because he wrote the book for children and knew that you would think it was silly and enjoyable to see children in the pictures. In real life, only adults can work on farms and at the market.

Set a purpose for reading.
*This book has two stories in one! [Show children the title pages of each story.]
 Today we'll read the first story, On the Farm. As we read, pay attention to each time the setting, the place, changes and a new resource is introduced. When you think the place and resource has changed, put up a thumb, and we'll add the new information to our chart. [Refer to the On the Farm, At the Market Supply Chain chart.]
 Today we'll also use details in the words and illustrations to learn the specific vocabulary that farmers and other workers use when they get resources ready for a market.*

Text and Discussion
18 minutes
page 3

I'm going to add the "farm" as our first place on the chart. The text says "vegetables" are the resource, but I can see in the illustrations which kinds of vegetables there are. These vegetables are Swiss chard and leeks [point to each], so I'll write those words on our chart.

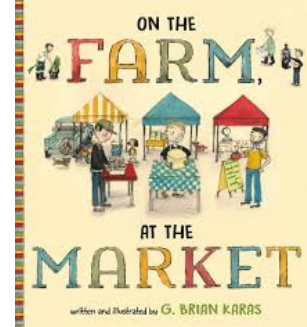
I'm also seeing that the author uses the words "pick" and "greens" to describe the process of getting vegetables ready.
 Add those words to the chart in the Special Words column.

page 5	<p><i>What are crops?</i></p> <p><i>Yes—crops are the things growing on the farm that will get harvested for people to eat. Let’s add the word “crops” as a special word used to talk about preparing greens for the market.</i></p>
page 8	<p><i>I see some thumbs up! Where are we now and what resource is being prepared?</i></p> <p>Add the new place and resource to the chart.</p>
page 9	<p><i>Can someone come up and point to the steel vat?</i></p> <p>Add “vat” to the chart.</p> <p><i>The text says they pour milk into the vat. Where does milk come from? That’s right—cows! So that means that cows are also a resource used to make cheese.</i></p> <p><i>This word curds seems important to cheese making but I’m not sure what it means. Let’s keep reading to see if we learn.</i></p>
page 10	<p>Read the first paragraph two times.</p> <p><i>Use the words and illustration. What are curds? What does it mean that curds separate from the whey?</i></p> <p>Add “curds” to the chart.</p> <p><i>We know about molds from chocolate making!</i></p>
page 14	<p><i>I see thumbs up again! What should we add to our chart?</i></p> <p><i>Wow—it is so fascinating how farmers grow mushrooms!</i></p>
page 15	<p><i>G. Brian Karas uses a lot of words to describe how the mushrooms grow! We’ll get a chance to reread this interesting page on another day this week. For now, let’s add a few important words that describe how mushrooms are grown.</i></p> <p>Add “bags” and “cakes.”</p>
page 16	<p><i>What does it mean that the air is misty? Remember to use the illustrations and the words.</i></p> <p><i>Let’s add the words “cool” and “misty” to the chart.</i></p>
Key Discussion 5 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>Why is this last step so important?</i></p>
page 19	<p>Prompt 2: <i>Review our chart. Where and how did the farmers and workers prepare for the market?</i></p>

<p>Closing 1 minutes</p>	<p><i>Tomorrow we'll read the next section, "At the Market," to find out what happens once all these resources get to the market!</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. 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. 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 Think, Pair, Share.</p> <ul style="list-style-type: none"> Are children able to identify the key places and resources in the text? Are children able to use key details from words and illustrations to determine the meaning of new vocabulary?

Notes

WEEK 4 Day 4



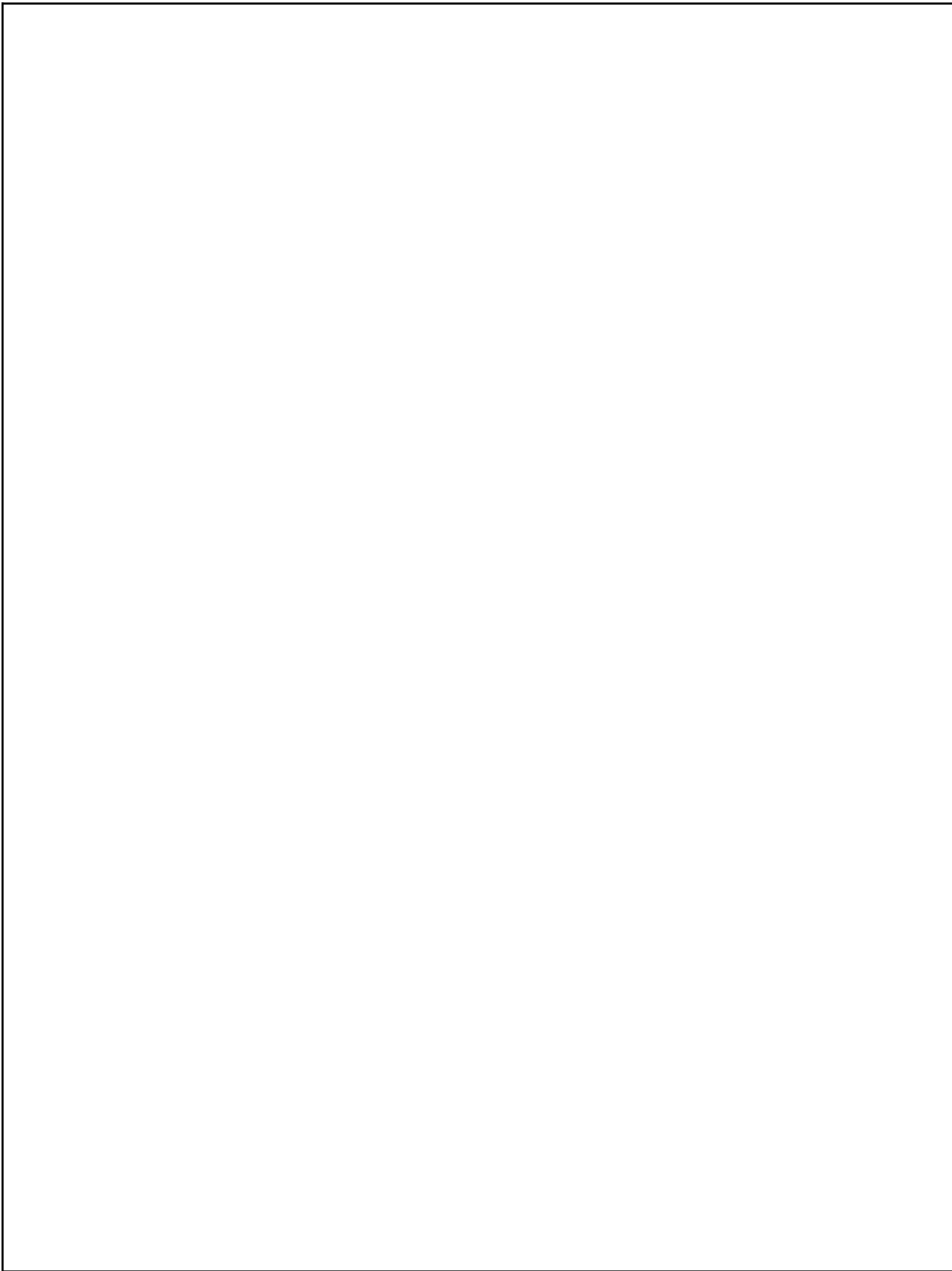
Text Talk
On the Farm, At the Market
 Read 2 of 3 (pages 21-38)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from text to determine and explain the author’s message about farmers’ markets. (RL.1.2)
Language Objective	I can share my thinking in a discussion about a text read aloud. (SL.1.2)
Vocabulary	<p>manager: the person in charge of organizing and leading activities</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>customer: a person who buys goods and services</p> <p>harvest: the period of time when farmers collect plants for food</p> <p>produce (n.): plants farmers grow for food</p> <p>provide: to give, to supply</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● <i>On the Farm, At the Market</i> Supply Chain chart, from Day 3 <p>On the whiteboard write: How are customers’ needs and wants met at the market?</p>

	<p>What do you think the author wants us to know about farmers’ markets?</p>
<p>Opening 1 minutes</p>	<p><i>Today we’ll read the second half of On the Farm, At the Market.</i></p> <p>Set a purpose for reading, referring to the questions on the whiteboard. <i>As we read, think about how customers’ needs and wants are met at the market. After we read, we’ll discuss what we think the author wants us to know about farmers’ markets.</i></p>
<p>Text and Discussion 15 minutes page 24</p>	<p><i>Being the manager means that Sharon is in charge of making sure that the market runs smoothly.</i></p> <p><i>What’s happened at the market so far?</i></p>
<p>page 27</p>	<p><i>Why might someone who works in a café go to a farmers’ market?</i></p>
<p>page 28</p>	<p><i>What do you notice on this page? That’s right—it’s Leo with his greens from the very first farm we read about!</i></p>
<p>page 30</p>	<p><i>It sounds so fun to listen to live music while shopping for produce!</i></p>
<p>page 31</p>	<p><i>I wonder if Amy knows all of the hard work it took to make that cheese she’s buying!</i></p>
<p>Key Discussion 8 minutes</p>	<p><i>This story reminded me of the discussions we had about needs and wants.</i></p> <p>Think, Pair, Share</p> <p>Prompt 1: <i>How are customers’ needs and wants met at the market? Remember to use details from the “At the Market” part of our book to support your discussion. [basic need for food is met, but also “wants” are met through friendships, music]</i></p> <p>Prompt 2: <i>What do you think the author wants us to know about farmers’ markets?</i></p> <p>Gather children back as a group to read the author’s note. <i>How does this author’s note add to your understanding about the author’s message?</i></p>
<p>Closing 1 minutes</p>	<p><i>Tomorrow we’ll go back into the “On the Farm” section to closely read about how some of the foods were prepared and transported to the market.</i></p>

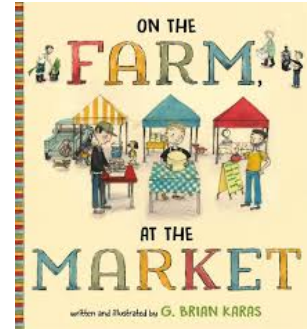
<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Are children able to use key details to describe how needs and wants are met?</p> <p>Are children able to determine the author’s message?</p> <p>Do children add to their understanding of author’s message after reading the author’s note?</p> <p>How do children participate in partner and whole group discussion?</p>

Notes



Text Talk U3 W4 D4

WEEK 4 Day 5



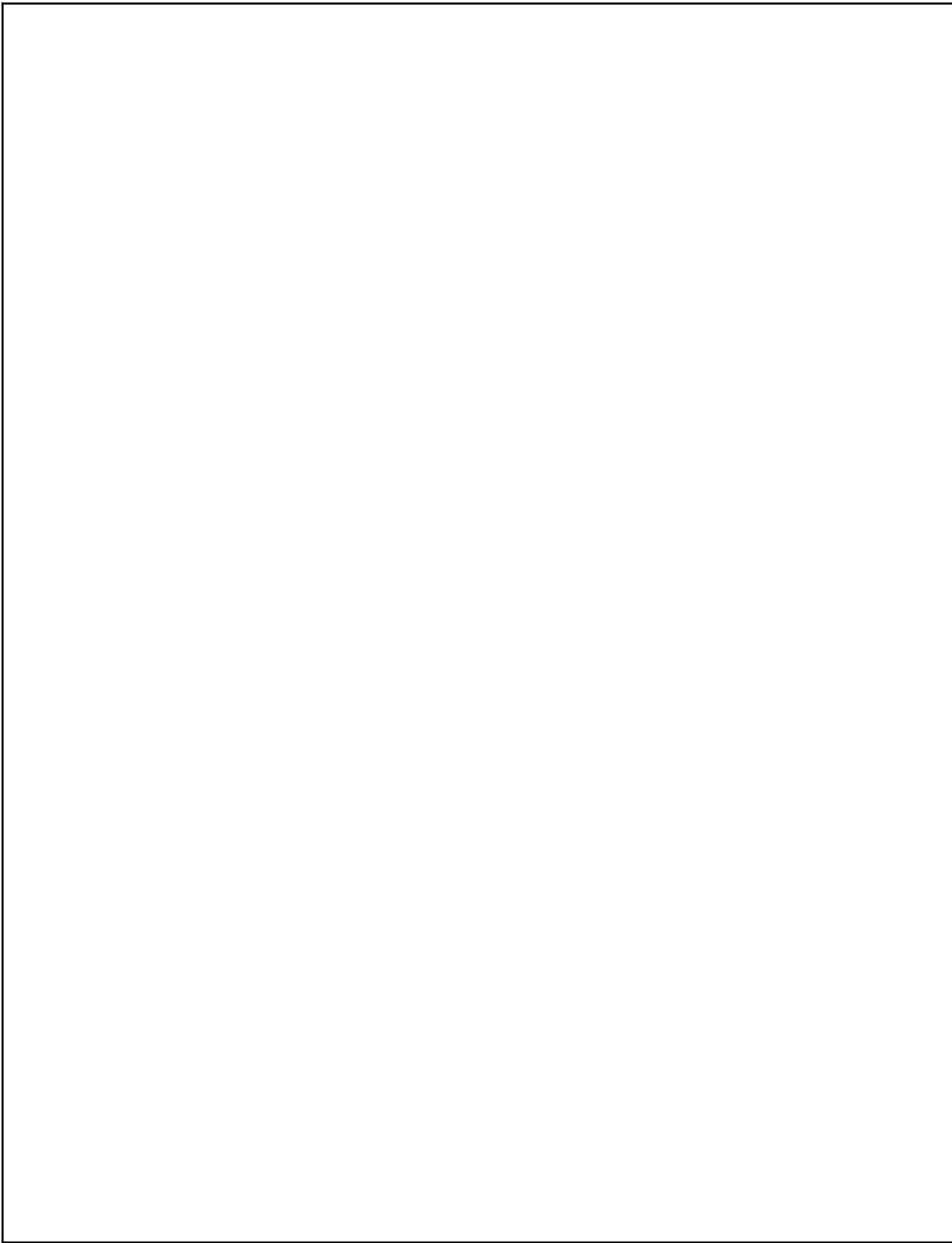
Text Talk
On the Farm, At the Market
 Read 3 of 3 (pages 1-19)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from words and illustrations to describe how goods are prepared for the market. (RL.1.1, RL.1.7)
Language Objective	I can make meaning of descriptive language. (L.1.5)
Vocabulary	<p>resembles: have features in common with something else</p> <p>damp: wet, moist</p> <p>misty: foggy</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● <i>On the Farm, At the Market</i> Supply Chain chart, from Day 3
Opening 1 minutes	<p><i>Today we'll go back into the first half of On the Farm, At the Market.</i></p> <p>Set a purpose for reading.</p> <p><i>We're going to reread this section so that we can really understand how each resource gets prepared and transported to the market.</i></p>

	<i>We'll closely read key details and look at illustrations to help us describe those processes.</i>
Text and Discussion 13 minutes page 7	<i>How did Leo and the other farmers prepare the greens for the market? Remember to share which details from the words and illustrations helped you know.</i> Harvest a few ideas and then chart key ideas on the final two columns of the chart.
page 13	<i>How did Rachel and the other workers turn milk into cheese?</i> Think, Pair, Share <i>How did they get the cheese ready for the market? Remember to share which details from the words and illustrations helped you know.</i> During the share, chart key ideas on the final two columns on the chart.
page 15	<i>What does Gary mean that "it resembles a forest?" What's he talking about?</i> Elicit a few ideas but do not model an answer. <i>The word "resembles" means that it is similar to a forest. Let's read this page again and pay close attention to why Gary said it's like a forest.</i> Reread the page, then ask a question to unpack each sentence. <i>Why are the plastic bags like tree trunks?</i> <i>What does it mean that the cakes are like damp logs on the forest floor?</i> Provide a definition of the word "damp" as needed.
Key Discussion 5 minutes page 19	Think, Pair, Share <i>How does Gary prepare the mushrooms for the market? Remember to share which details from the words and illustrations helped you know.</i> During the share, chart key ideas into the final two columns on the chart. Gather children back as a group. <i>Let's review our completed chart. Why do you think the title of this chart includes the words "Supply Chain"?</i>
Closing 1 minutes	<i>Wow—we learned so much from this story about how local resources are prepared for the market!</i>

<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week and last 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 2-3 themes that emerge. Some themes might be: there are many steps in a supply chain; each step in the supply chain requires different kinds of work</p>
<p>Standards (Boston)</p>	<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>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Are children able to use key details from words and illustrations to describe how goods are prepared for the market? Are children able to make meaning of descriptive language? How do children participate in partner and whole group discussion?</p>

Notes



Text Talk U3 W4 D5

Unit 3: Resources in Our Communities

WEEK 4

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Market Day”	<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"> “Market Day” child copies individual book bags pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 4 image (chair maker) Week 4 prompt and recording sheet sand timers drawing tools
	Listen and Respond: <i>On the Farm, At the Market</i>	<ul style="list-style-type: none"> audio recording and technology <i>On the Farm, At the Market</i> book <i>On the Farm, ...</i> conversation prompts
Vocabulary	Draw for Meaning <i>natural resource, industry, local, global, rural, interconnected</i>	<ul style="list-style-type: none"> Week 3 Weekly Words cards Draw for Meaning sheets
Science Literacy	How do plants help people in our State and community? Filling in weather calendar	<ul style="list-style-type: none"> Week 4 prompt, 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 4 Fluent Reader’s Challenge sheets sand timers Fluent Reader’s Challenge directions card
	Trick Word Memory	<ul style="list-style-type: none"> Week 4 Trick Word Memory sheets scissors Memory directions card
	Suffix Sort	<ul style="list-style-type: none"> Week 4 Suffix Sort sheets

Stations U3 W4

		<ul style="list-style-type: none"> ● scissors ● glue ● Sort directions card
	Say It, Build It, Write it	<ul style="list-style-type: none"> ● Week 4 Say It, Build It, Write It sheets ● letter tiles ● Say It, Build It, Write It directions card
	Sentences	<ul style="list-style-type: none"> ● Week 4 Sentences sheets ● scissors ● Sentences directions card

WEEK 4

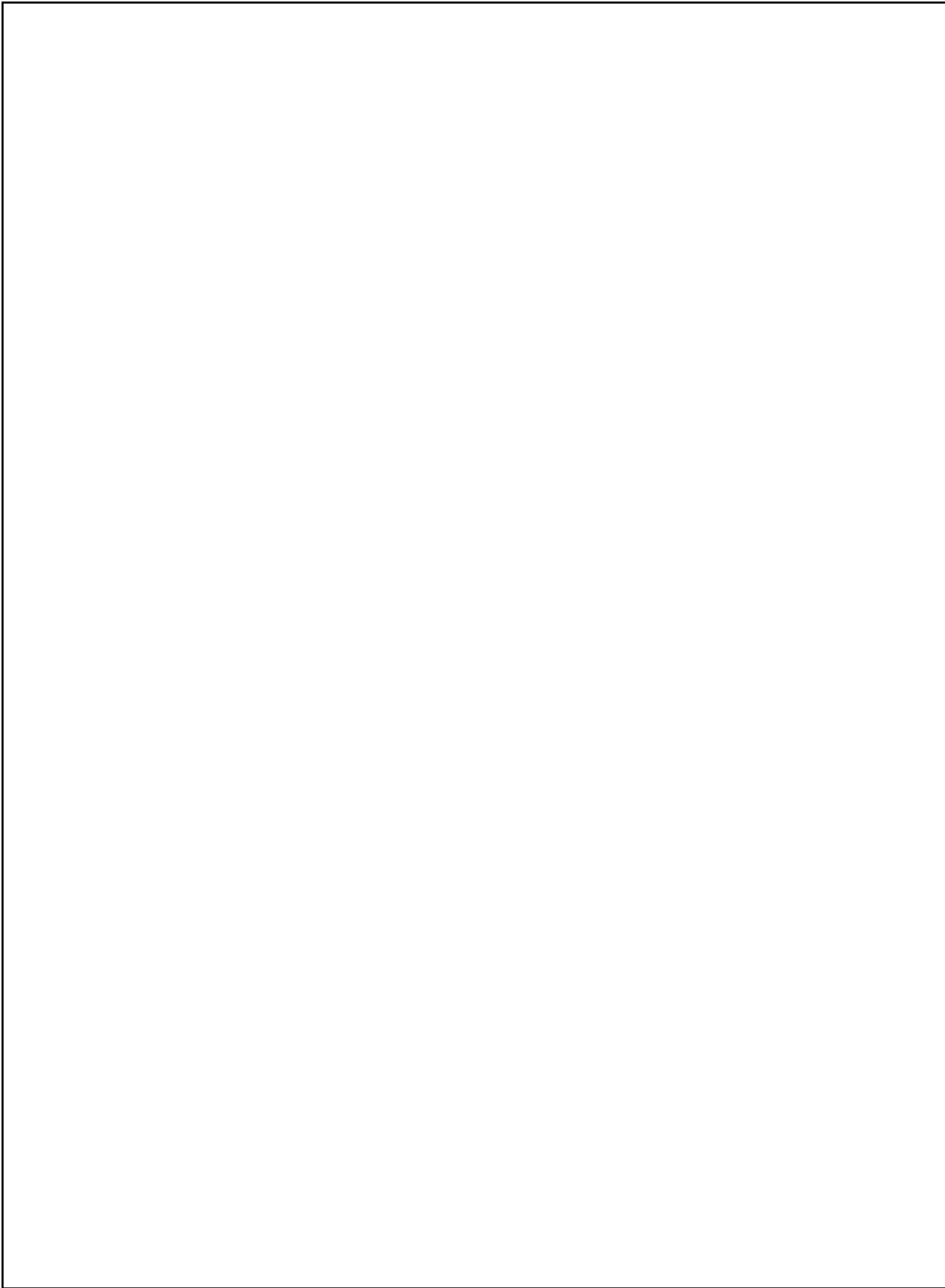
Shared Reading
“Market Day”

<p>Weekly Question</p>	<p>How do resources get from where they come from to the people who use them?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● audio of “Market Day” by Raffi ● technology for whole group listening ● chart paper and markers Write out the song for whole group reading. ● “Market Day” slides ● pointer ● highlighter tape (optional)
<p>Opening 3 minutes</p>	<p><i>Our Shared Reading text this week is a song called “Market Day” by Raffi. Let’s listen to the song once before we learn it.</i></p> <p>Listen to the song.</p> <p><i>Before we read and sing it ourselves, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<p>Phonological Awareness 6 minutes</p>	<p>Review the Foundations Vowel Teams poster.</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: /p/./l/.../ā/. Say and tap the sounds. How many sounds do you hear? What’s the word?</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “stalls” 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.</i> <i>/s/.../t/.../all/.../s/.</i></p>

	<p>Remind children to tap the glued sound with one tap. Determine syllables. <i>How many syllables do you hear in the word “farmer?” Let’s say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> <p><i>What r-controlled vowels do you hear in “farmer?”</i></p> <p><i>I’m going to say a word and you tell me if it is a closed or open syllable. The first word is “box.”</i></p> <p>Remind children of the rules for a closed syllable. <i>The next word is “day.”</i></p> <p>Remind children of the rules for an open syllable.</p>
<p>Shared Reading 12 minutes</p>	<p>Model singing the song while tracking the print. Invite children to echo read the song line by line. Chorally read the full song once, and then chorally sing it.</p> <p>Connect the poem to unit content. <i>Here on our title slide is a picture of a market day. Thumbs up if you’ve ever been to a farmers market. This week we’ll be exploring how crops get from farms to us, and this sometimes includes farmers markets.</i></p> <p>Highlight high frequency words. <i>What high frequency words that you know do you see in this song?</i></p> <p>Identify target letter-sound relationships. <i>What vowel teams do you see? What words do you see with open syllables? What words do you see with closed syllables?</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 “Market Day” 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</p>

	<p>(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>
Fundations Alignment	Level 1 Unit 9
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children segment and blend phonemes?</p> <p>Do children identify syllables?</p> <p>Do children identify words with vowel teams?</p> <p>Do children distinguish between closed and open syllable words?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extension in small or whole group:</p> <ul style="list-style-type: none"> • With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with consonant blends and vowel teams by changing the initial, medial, or final phonemes. For example, sell→ spell→ speck→ speak.

Notes



Shared Reading U3 W4

Name: _____

Market Day

by Raffi

On market day, market day
Folks are out to work and play
On market day, market day
Hooray for market day

Early in the morning
The farmers come to town
With foods they've grown to sell
By the box and by the pound

They tend their stalls, make them nice
For those who wait in line
And families soon gather round
To see what they can find

On market day, market day
Folks are out to work and play
On market day, market day
Hooray for market day

Name: _____

Fluent Reader's Challenge

Ted will jump **between the** rocks.

I **see the** cloth on **the** shelf.

Pass **each** small block **to me**.

Dad went **to see** Bob in class.

That **is very** wet slush!

I held Pup **as he** got **each** shot.

I went **to see** Bill swim.

This pink shell **was between the** rocks.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U3 W4

Trick Word Memory

see

between

her

over

say

each

should

between

over

see

number

each

number

her

should

say

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W4

Name: _____



Suffix Sort

Read the words.
Underline and mark the closed syllables.
Cross out words with open syllables.
Circle the suffixes.
Cut the words apart and sort them.

<u>spill</u> (s) c	sniffs	wilt	pests
drops	class	vests	stubs
dress	drags	clocks	crack
cross	drums	mess	hugs
cracks	sings	grass	us

Suffix Sort

Cut the words apart and sort them.

With suffix	Without suffix
	

Skills:

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

Word Work Station U3 W4

Name: _____

Say It	Build It	Write It
over		<hr/> <hr/> <hr/>
number		<hr/> <hr/> <hr/>
see		<hr/> <hr/> <hr/>
between		<hr/> <hr/> <hr/>
say		<hr/> <hr/> <hr/>

Say It	Build It	Write It
--------	----------	----------

could		<hr/> <hr/> <hr/>
says		<hr/> <hr/> <hr/>
her		<hr/> <hr/> <hr/>
should		<hr/> <hr/> <hr/>
each		<hr/> <hr/> <hr/>

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

Sentences

sentence 1

put

we

the

should

here

glass

sentence 2

between

look

rocks

the

sentence 3

step

on

did

the

grass

you

Name: _____

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

2.

3.

Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Talk, Draw, Talk Week 4



<https://dissolve.com/video/Furniture-maker-assembling-chair-royalty-free-stock-video-footage/001-D1312-2-117>



<https://dissolve.com/video/Furniture-maker-assembling-chair-royalty-free-stock-video-footage/001-D1312-2-117>

Listening & Speaking U3 W4.1

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about what could happen in the supply chain before this photo was taken, and what could happen next. After you talk, draw these steps. Then talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for students to draw their supply chain steps.

Listening & Speaking U3 W4.1

On the Farm, At the Market Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

Talk about one good that is produced on the farm, and the tasks that are done to produce it.

On the Farm, At the Market

Question 2

What services are provided at the market? Who provides them?

On the Farm, At the Market

WEEK 4 Lesson 1

Science and Engineering: Maine Plants
Children explore farming in Maine.

S & E Big Ideas	Different types of plants grow in different areas of the world.
S & E Guiding Questions	What plants do farmers grow in Maine? What do farms near me grow? What other plant resources are important to Maine?
Content Objective	I can make connections about and discuss farming as it relates to Maine’s weather patterns. (1-ESS1-2)
Language Objective	I can make inferences using data from a graph. (SL.1.1)
Vocabulary	crops: groups of plants that are grown on a farm growing season: the times of the year in which plants can be planted and grown before harvesting. harvest: when grown plants, fruits, and vegetables are picked.
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Blueberries for Sal</i>, Robert McClosky (optional) ● On the Farm text and video (projected) ● Maine Produce Graph, one per child ● The Farmer Plants the Seeds song
Opening 5 minutes	<p style="text-align: center;"><i>Where does our food come from?</i></p> <p>Guide the conversation to considering farms. <i>What do you already know about farms?</i></p> <p style="text-align: center;"><i>Agriculture or farming is important to Maine. Farmers grow plants that can be used for food. Has anyone ever been to a working farm or orchard?</i></p> <p>Invite children to share their experiences.</p>

	<i>Maine is known for the potatoes and blueberries grown here. Farmers in Maine have a limited growing season. Why do you think that is?</i>
Investigation 10 minutes	Read the online text, <i>On the Farm</i> . Show the video at the end. Make connections to what the children shared during the opening of the lesson.
Discussion 10 minutes	Distribute the Maine Produce Graph. Invite children’s reactions and connections. In partners, have children respond to the questions.
Closing 5 minutes	Sing together The Farmer Plants the Seeds . Encourage children to follow the following hand motions: <ul style="list-style-type: none"> ● “planting”: mimic planting seeds ● “the sun comes out”: imitate the rising sun by lifting hands up ● “the rain begins to fall”: mimic rainfall with hands and fingers ● “seeds begin to grow”: slowly raising index finger from a closed fist. ● “the vegetables are here”: place hands together then slowly open them up ● “the farmer digs them up”: mimic a digging motion ● “now it's time to eat”: mimic eating motions
Standards	1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of year
Ongoing assessment	

Notes	
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WEEK 4 Lesson 2

Science and Engineering: Bean Plant/ Onion Cutting Observations
 Children again observe their plants and onion 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 cuttings changed?
Content Objective	I can make observations of my seed and onion cutting. I can measure, record, and discuss my findings. (Practice 5, 1-LS3-1) I can graph data. (Practice 4)
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 small group (from Week 1, Lesson 3)

<p>Opening 5 minutes</p>	<p><i>It is time to check our growing plants again. When you look at your plants, what do you notice that has changed?</i></p> <p>Provide time for children to share their ideas.</p> <p><i>Make sure you check your soil today. The soil should not be muddy, just a little wet. If you think you need more water, please let me know.</i></p> <p><i>Let's review how we will measure the plant growth.</i></p> <p>Review the process used the previous week to measure the plants.</p>
<p>Investigation 20 minutes</p>	<p>Have the children make observations of their bean plants and onion cuttings from last week. 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.</p>
<p>Discussion 5 minutes</p>	<p>Discuss children's findings. If some plants have grown more than others, ask children to identify the elements that their plant may be missing.</p>
<p>Closing 2 minutes</p>	<p><i>How are people and plants similar in what we need and how we 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 that are used to take in water, air, and other nutrients, and produce food for the plant.</p> <p>Practice 8. Obtaining, Evaluating and Communicating Information</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>Ongoing assessment</p>	<p>What do children understand about how plants grow?</p>

Notes

WEEK 4 Studios



Where do our resources come from?


Children continue to build and expand the classroom market. They read, interpret, and sort tags and labels to understand where goods come from, and they write stories about traveling to obtain goods from close by and far away.


At the Science and Engineering Studio, children think about edible plants.


<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>Many jobs that people do are connected to the resources found in the places where they live.</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 Drama Studio:</u></p> <ul style="list-style-type: none"> ● Beautiful Stuff ● paper of various sizes and colors ● writing and drawing tools <p>Spend time in the space currently used for the classroom market (Drama Studio); consider how it works and what might make for more enriching and fluid exchanges as children develop understandings about how stores work. Consider adding shelving or other spaces to display goods, a counter, a visual cue for entering and exiting (door). Anticipate and prepare for children’s suggestions to expand the market space and props. Provide related materials.</p> <p><u>For the Library Studio:</u></p>


	<ul style="list-style-type: none"> ● collection of tags and labels ● trays, bowls, or other containers for sorting ● scrap paper for labeling categories ● writing tools <p><u>For the Writing & Drawing Studio:</u></p> <ul style="list-style-type: none"> ● Resources images ● some tags and labels from the collection, representing diverse places of origin ● sketchbooks ● writing and drawing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● Food Plants images, cut apart ● Parts of Plants labels, 2 sets, cut apart <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>
Opening	<p><i>This week we are continuing to think about where our resources come from. We have a few new studio activities.</i></p> <p>Briefly describe each studio’s activity and how it connects to unit texts and ideas.</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>
Facilitation	<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>Art</p> 	<p>Making Signs and Displays <i>Continues from previous week</i></p> <p><u>Objective:</u> I can create signs to effectively draw customers to products.</p>
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<p>Building</p> 	<p>Building and Mapping Markets <i>Continues from previous week</i></p> <p><u>Objectives:</u> I can build a town/neighborhood that includes markets. I can draw a map to show where the markets are in my town/neighborhood.</p>
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<p>Drama</p> 	<p>Continuing to Build Our Classroom Market</p> <p><u>Objective:</u> I can add important features to our classroom market.</p> <p><u>Introduction:</u> Structure an introduction based on what has already been created in the Drama Studio’s market so far. For example: <i>We have been playing store in our Drama Studio. This week, let’s think about what else our market needs to be a good place for the community to shop. You might think about what the store sells and what else community members might like to be able to buy there; you might think about signs the market needs; you might think the market needs more structures like shelves, or a cooler to keep drinks in... What do you think? Do we need to represent a door? Does the door need a bell? How do we know if the market is open or closed? What can you add to our market?</i></p> <p><u>Process:</u></p>
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	<p>Using Beautiful Stuff, sign-making materials, and other materials from around the classroom, children work to expand and add important features to the classroom market.</p> <p><u>Facilitation:</u> Encourage children to look at visual resources and to think about what they already know from experience about what happens in a store or other market.</p> <p><i>What happens at a market? Can that happen here?</i> <i>Is this a friendly place to find and buy things the community members need and want?</i> <i>Is our market organized so people can find what they are looking for?</i></p> <p><u>Ongoing Assessment:</u> Participate in store exchanges to push children to think about how the market is working and to encourage use of relevant commerce-related language.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a group of children to share their additions to the classroom market. Do these ideas make sense to the rest of the group?</p>
<p>Library</p> 	<p>Reading Tags and Labels</p> <p><u>Objectives:</u> I can read to learn about where goods come from. I can sort tags and labels into categories.</p> <p><u>Introduction:</u> <i>Most goods we purchase have some kind of label or tag that gives information such as where that good comes from and what it is made of. What can you find out by looking at the tags and labels in our collection? How can you sort the tags and labels into categories?</i></p> <p>Briefly model reading and then sorting a few tags and labels, spreading them out on the rug or posting them. Use scrap paper to name the categories.</p> <p><u>Process:</u> Children look at and read, compare, talk about, and categorize labels and tags. They discuss different ways of categorizing (such as country of origin; raw material; kinds of goods; tag or label material, such as</p>

	<p>cloth or paper).</p> <p><u>Facilitation:</u></p> <p><i>What do you notice on these labels and tags? What information do they provide? What information do they leave out? What do you call this category? Can you guess what kind of good this label came from? Why do you guess that? Why do you think things we buy have labels?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Sit in on children’s conversations. Listen for vocabulary use and developing understandings. Make notes about concepts to revisit with individuals, small groups, or the whole class.</p>
<p>Science and Engineering</p> 	<p>Eating Plants!</p> <p><u>Objective:</u></p> <p>I can sort plants into categories according to which parts people eat.</p> <p><u>Introduction:</u></p> <p><i>Plants are an important natural resource for people. We eat different parts of different plants—sometimes the roots, stems and leaves, fruits, seeds, and sometimes even the flowers! Plants are a natural resource that is also renewable: we can grow more of them, so they don’t run out.</i></p> <p><i>Look at these pictures of plants, and see if you can sort them into categories, depending on which part of the plant people usually eat. Remember that a plant might fit into more than one category. For example, this is a beet. People eat both the leaves and the roots of this plant.</i></p> <p><i>You can use these labels to make categories.</i></p> <p><u>Process:</u></p> <p>Children will have varying levels of familiarity with the plants. They talk together about the plants to share information and to suggest which categories a plant might fit into.</p> <p><u>Facilitation:</u></p> <p><i>Is this a plant you have eaten before? Why do you think people would eat that part of the plant?</i></p>

	<p><i>What do you think it might taste like? What makes you think that?</i></p> <p><u>Ongoing Assessment:</u> Observe children’s decisions about categorizing plants. What does this indicate about their knowledge of plants? Do children refer to the various parts of the plants in accurate and consistent ways?</p>
<p>Writing and Drawing</p> 	<p>Traveling for Goods</p> <p><u>Objective:</u> I can write and draw about getting goods that come from local places and goods that come from far away.</p> <p><u>Introduction:</u> <i>Some goods we use come from close by and others come from far away [refer to the collection of tags and labels].</i></p> <p><i>Imagine a story about getting a good that comes from close by. What transportation would you use? What would the exchange be like?</i></p> <p><i>Or, imagine a story about traveling far away to get something you need or want. What transportation would you use to get there? What would that exchange be like?</i></p> <p><i>Write and draw your story on paper or in your sketchbooks.</i></p> <p><u>Process:</u> Children review the Resources images and look through tags and labels. From these, or according to their own interests, they choose one good and write and draw about procuring it. Stories might include locations, transportation, jobs in different parts of the supply chain, the passage of time, and emotions related to procuring the good, among other elements. They might build from the personal recount poems children are finishing this week in Writing lessons.</p> <p><u>Facilitation:</u> <i>How will you get this good you are interested in?</i> <i>Tell me about your travel.</i> <i>Who do you meet along the way? What are they doing?</i> <i>Does anything surprising happen in your story?</i> <i>Has anything like this happened in your real life?</i></p> <p><u>Ongoing Assessment:</u> Review children’s writing. Look for evidence that children are drawing on Writing lessons and using foundational writing skills. Use this</p>

	<p>information to plan subsequent whole group lessons, targeted small group lessons, and individual interventions.</p> <p><u>Thinking and Feedback Possibilities:</u> As children read and show their stories, classmates might interact with any part of the structure, ideas, illustrations, and language. Invite children to act out a story using the Story Acting routine.</p>
<p>Standards (Boston)</p>	<p>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.</p> <p><u>Building:</u> Geography 11. Explain that a map represents spaces and helps one identify locations and features.</p> <p><u>Drama:</u> 23. Give examples of products (goods) that people buy and use.</p> <p><u>Library:</u> RI.1.10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</p> <p>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><u>Science and Engineering:</u> Economics 20. Distinguish a renewable resource from a non-renewable resource.</p>

Notes



Studios U3 W4

Art Studio

Why is this product important in our community?

What does my sign tell consumers?

Building Studio

How can we build markets in a town?

What is important to show on our map?

Drama Studio

What else do we need as part of our market to make it work well?

Is this a friendly place for people to find what they need and want?

Library Studio

What information do these tags and labels give us?

What is the category for these tags and labels?

What else would I like to know about this good?

Science and Engineering Studio

Why might someone eat this part of the plant?

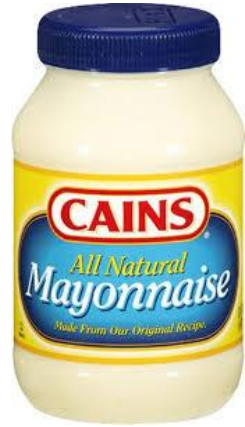
What might it taste like? Why do I think so?

Writing and Drawing Studio

What is the story of how I get this good?

How does a story change if the resource is close by or far away?

Resources



Mayonnaise



fish, especially cod



sneakers



drum cymbals



white plastic milk jugs



games

Writing and Drawing Studio U3 W4



cranberries



chocolate bars



candy hearts



dishes made from recycled plastic



motorcycles

Writing and Drawing Studio U3 W4

Food Plants Images



apple



beet



carrot



marigold



avocado



broccoli



collard greens



sunflower seeds



radish



onion



garlic



sweet potato



potato



cilantro



lettuce



raspberry



strawberry



pineapple



banana



okra



green beans



kidney beans



black-eyed peas



rice



brussel sprouts



celery



corn



wheat



peanuts



almonds



olive



bean sprouts



black pepper



jalapeño
peppers



bell pepper



coconut

Parts of Plants



root



stem



flower



leaf



seed



fruit



the whole plant



leaf



root



stem



fruit

WEEK 4 Day 1

Writing Personal Recount
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.1.5, W.1.3, W.1.3a, W.1.4)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>poetic device: a tool poets use</p> <p>revise: make changes to writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s personal recount poems Before the lesson, consult one child about using her work to model giving feedback. Set aside her writing. ● Personal Recount Poem Feedback sheet, one copy for each child and one for modeling ● writing tools ● writing folders
Opening 1 minute	<p><i>You have been working hard on your personal recount poems! Today you will read your poem to a partner, and you will provide feedback to each other to make your poems even better. Remember, when we provide feedback to each other, we give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____’s poem and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i></p>
Peer-to-Peer Feedback Practice	<p>Introduce the Personal Recount Poem Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. It is similar to the ones you have used for other genres. At the top, there is a space for</i></p>

<p>8 minutes</p>	<p><i>the writer’s name and the reviewer’s name. If you are the person reading your poem, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your poem to him. After you read, your partner will answer three questions.</i></p> <p><i>The first question is, “Is it a personal recount?” If the poem is written as a personal recount, with the writer telling a true story from her life, your partner will check “Yes.” If not, he will check “No.” If it is not a personal recount, talk about what the writer should change to make it a personal recount, and write a plan in the box.</i></p> <p><i>The second question is, “Does it make sense?” If the poem makes sense, he will check “Yes.” If it does not make sense, he will check “No.” If it does not make sense, talk about how the writer should revise, and write a plan in the box.</i></p> <p><i>The third question is, “Which poetic devices are used?” If you used rhythm, your partner will check “Rhythm.” If you used repetition, your partner will check “Repetition.” If you used rhyme, your partner will check “Rhyme.” If you did not use any, your partner will not check anything. If you have not used any poetic devices, discuss one that you might try, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please read us your poem.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question is, “Is it a personal recount?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If it is not a personal recount, work together to suggest a plan for adjusting the poem. Repeat the process with the other questions.</p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing notebooks and/or folders, writing tools, and Personal Recount Poem Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Poem Feedback sheets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><i>Today you provided each other with feedback to make your poems even better! Tomorrow you will begin to revise, or make changes to, your writing, based on the feedback you received today.</i></p>
<p>Standards</p>	<p>W.1.3. Write narratives in prose or poem form that recount two or more</p>

(Boston)	<p>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>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

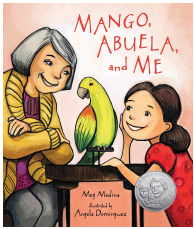
Notes



Personal Recount Poem Feedback

Writer's Name: _____

Reviewer's Name: _____



Is it a **personal recount**?

Yes

No

Plan:



Does it make sense?

Yes

No

Plan:

Which poetic devices are used?



Rhythm



Repetition



Rhyme

Plan:

WEEK 4 Day 2

Writing Personal Recount

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

Children use feedback from partners to revise their work.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure, language, or media and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objectives	I can use feedback to revise my poem. (W.1.5) I can revise my poem to include poetic devices and to fit the purpose, structure, and language of personal recount. (W.1.5, W.1.3, W.1.3a, W.1.4)
Language Objective	I can use adjectives to describe a special object. (SL.1.4, W.1.5b)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain feedback: specific, helpful suggestions given to improve work revise: to make changes to writing audience: an individual or group for whom a piece of writing is composed adjective: a word or phrase used to describe a person, place, thing, or idea poetic device: a tool poets use repetition: using the same sound, word, phrase, line, or stanza more than once rhyme: words with the same ending sound rhythm: a regular, repeated pattern of sound

<p>Materials and Preparation</p>	<p>These materials will be used during Days 2 and 3 this week.</p> <ul style="list-style-type: none"> ● Personal Recount Observation Tools and Personal Recount Poem Feedback sheets <p>Before the lesson, review the children’s Personal Recount Observation Tools and Personal Recount Poem Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing notebooks and/or folders ● children’s writing folders, including Personal Recount Poem Feedback sheets ● Personal Recount mentor texts: <i>Come On, Rain!</i>, <i>Poetry Speaks to Children</i> ● Personal Recount anchor chart, from Unit 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Come On, Rain!</i> chart, from Week 1, Day 1 ● “Good Hot Dogs” chart, from Week 1, Day 2 ● Adjectives slides, from Week 3, Day 1 ● Repetition slides, from Week 2, Day 1 ● Rhyme slides, from Week 2, Day 3 ● Rhythm slides, from Week 2, Day 5 ● <i>Poetry Speaks to Children</i>, Elise Paschen CD/audio files and equipment for playing a CD/audio file, as needed for reviewing poetic devices
<p>Opening 1 minute</p>	<p><i>Each of you wrote a personal recount poem about an experience with a special object. Yesterday you received feedback from each other. Today you are going to begin revising your poem.</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group instruction</p>	<p><i>Before revising your poem, review the feedback you received yesterday, along with the plans you made for revision.</i></p>
<p>Small Group Possibilities 24 minutes, concurrent with</p>	<p>As children work individually and with partners, meet with small groups of children with similar needs to improve one aspect of their personal recount poems. The aspects addressed in revisions should be features of personal recount or poetry taught during the unit. The following are suggestions for</p>

<p>Individual Construction</p>	<p>what to address in small groups.</p> <p><u>Stages of Personal Recount</u> Review the lessons from Week 1, Days 1-2. Use the <i>Come On, Rain!</i> and “Good Hot Dogs” charts for reference. Refer the children back to their own poems to identify the stages of personal recount. If stages are missing or unclear, guide them to revise those parts.</p> <p><u>Adjectives</u> Review the lesson from Week 3, Day 1. If children do not include adjectives, have them draw and orally describe them. Ask children what they want the reader to imagine about their objects. Then guide them to go back to their poems to add at least two adjectives.</p> <p><u>Poetic Devices</u> Review the lessons from Week 2. Ask children what feelings they want to create for the reader. Guide children to create structure in their poems by including repetition, rhyming words, and/or line breaks/syllables to create rhythm.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards (Boston)</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 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>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</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>Note children’s participation in and understanding of the content of each small group.</p>

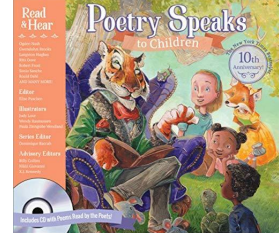
Notes



Writing U3 W4 D2

Unit 3: Resources in Our Communities

WEEK 4 Day 3



Writing Personal Recount
 Deconstruction and Individual Construction: Poem Shapes and Titles
 Revising and Publishing
 continued from Day 2

Content Objectives	<p>I can choose a title and shape for my poem. (W.1.3, W.1.3a)</p> <p>I can use feedback to revise my poem. (W.1.5)</p> <p>I can revise my poem to include poetic devices and to fit the purpose, structure, and language of personal recount. (W.1.5, W.1.3, W.1.3a, W.1.4)</p>
Language Objectives	<p>I can discuss how the shape of a poem helps to communicate its message. (SL.1.2)</p> <p>I can use adjectives to describe a special object. (SL.1.4, W.1.5b)</p>
Vocabulary	<p>title: the name of a piece of writing</p> <p>poetic device: a tool poets use</p> <p>informative: providing useful information</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>revise: make changes to writing</p>
Materials and Preparation	<p>See materials from Day 2, and add as follows.</p> <p>For Poem Shapes and Titles:</p> <ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Rabbit,” Mary Ann Hoberman, track 21 ● equipment for playing a CD/audio files ● Poem Shapes and Titles slides ● projector and screen

	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Rabbit,” Mary Ann Hoberman, page 39 and 95 ● <i>Fresh-Picked Poetry</i>, Michelle Schaub: “Delightful Bites” <p>For Publishing:</p> <ul style="list-style-type: none"> ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child
<p>Opening 1 minute</p>	<p><i>Today, to get ready for publishing, we will look at the titles and shapes of poems. Then you will continue to revise your poems.</i></p>
<p>Deconstruction 10 minutes</p> <p>“Rabbit” slide 1 track 21</p>	<p><i>Poets have a lot to think about when they’re writing poems. In addition to considering all of the poetic devices we have been discussing, they also think about how to arrange their words on the page and what to call their poems—their titles.</i></p> <p><i>As we learned earlier in the year, the titles, or names, of personal recounts, are both informative, telling the reader what the recount is about, and enticing, drawing the reader in.</i></p> <p>Show slide 1.</p> <p><i>This is a poem we have read before. It’s called “Rabbit,” by Mary Ann Hoberman.</i></p> <p><i>Is this a good title for this poem? Why or why not?</i></p> <p><i>Mary Ann Hoberman thought very carefully about how she arranged the words in this poem. Let’s listen to her talk about her choices again.</i></p> <p>Play track 21. As the poet describes her choices, point to the word “bit” that runs down the center of her poem.</p> <p><i>Wow—she even used different colors on the title “Rabbit,” to highlight the part of the word, “bit!”</i></p>
<p><i>Fresh-Picked Poetry:</i> “Delightful Bites” pages 8-9 slide 2</p>	<p><i>Now let’s read a new poem from this collection: Fresh-Picked Poetry, by Michelle Schaub. Before we read, what do you notice about the words on these pages?</i></p> <p><i>What do you think this poem might be about?</i></p> <p><i>This poem is called “Delightful Bites.”</i> <i>What does “delightful bites” mean?</i> <i>Now what do you think this poem might be about?</i></p> <p><i>The title gives me some information about what this poem is about—it’s informative. It’s also enticing—after reading the title, I really want to read the rest of the poem, to find out what the</i></p>

	<p><i>delightful bites are, and why they are so delightful!</i></p> <p><i>Let's read the poem.</i> Read the poem.</p> <p><i>Now that we've read the poem, why do you think Michelle Schaub organized the page this way?</i></p> <p><i>Poets organize their words in specific ways to communicate their message. This is something you might want to try in your own poetry.</i></p>
<p>Individual Construction and Small Groups 14 minutes</p>	<p><i>Now think about your personal recount. What are you trying to communicate? Spend a minute thinking of a title for your poem, and think about how you would like to organize it on the page. When you are ready, turn to a partner and discuss your ideas.</i></p> <p>Give partners time to exchange ideas about possible arrangements for their poems.</p> <p><i>When you go to work, first write down your title. Then continue revising your poem. After you revise your poem and meet in your small group, you can begin to publish your work! You can choose to organize your poem however you want on the page.</i></p> <p>As children work independently, meet with small groups, as described in Day 2.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards (Boston)</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 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>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.5b. Demonstrate the ability to choose and use appropriate vocabulary.</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>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>

WEEK 4 Day 4

Writing Personal Recount

Publishing
continued from Day 3

Content Objectives	I can prepare my personal recount poem for an audience. (W.1.3, W.1.3a, W.1.4)
Language Objective	I can add illustrations to my poem. (SL.1.5)
Vocabulary	publish: to prepare writing for an audience personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	<ul style="list-style-type: none">● children’s personal recount poems and writing notebooks/folders● drawing and writing tools● different styles of paper blank, with lines, with lines and space for illustration), enough copies for each child
Opening 1 minute	<p><i>Today you will finish publishing your personal recount poem to get it ready to share with your classmates!</i></p> <p><i>First you will review your poem. Make sure that it is revised and edited to be how you want it. Then you will make a neat copy of your poem onto a clean sheet of paper. Be sure to include the title, and write it in the shape you chose. Add an illustration or illustrations that will help you communicate your message.</i></p>
Individual Construction 28 minutes	<p>Send the children with writing notebooks, folders, and publishing materials.</p> <p>As children work, circulate to assist them with publishing.</p>
Closing 1 minute	<p><i>You have worked so hard on your personal recount poems. It will be exciting to share them with each other tomorrow!</i></p>
Standards	W.1.3. Write narratives in prose or poem form that recount two or more

WEEK 4 Day 5

Writing Personal Recount
Presentation and Celebration

Content Objective	I can present my poem. (SL.1.4, W.1.3, W.1.3a)
Language Objective	I can share what I learned about my classmate from her/his poem. (SL.1.1a)
Materials and Preparation	<ul style="list-style-type: none"> • children’s published writing <p>On the whiteboard write the following sentence frame.</p> <p style="text-align: center;">I heard _____’s poem and I learned _____.</p>
Opening 1 minute	<i>Today we have a lot to celebrate! You have all worked so hard to write personal recount poems.</i>
Pair Sharing 20 minutes	<p><i>Now you will share your poem with other children. You will find someone who has not yet read your poem. You and that partner will sit together to share work. Take turns reading your poems aloud to each other. After you have both shared your poems, shake hands and say “Thank you.” Then, look for another child who is ready to share her or his work. You should share poems with at least three people. While you are reading or listening to your partners’ poems, think about something new you learned about the poet. We will be sharing what we learned about our classmates at the end of writing today.</i></p> <p>Send children to find partners and share their work. Use an established classroom signal (chime, lights out, etc.) to indicate when it is time to change partners.</p>
Closing 9 minutes	<p>Bring children back together, sitting in a circle.</p> <p><i>So far this school year we have spent a lot of time getting to know each other. One of the reasons we wrote personal recount poems was to get to know each other even better. Think of one thing you</i></p>

	<p><i>learned about another child that you did not know before hearing her or his poem. We will go around the circle to share what we've learned. If you do not want to share, or if you are not ready, you can say "Pass."</i></p> <p>Refer to the sentence frame, "I heard _____'s poem and I learned _____."</p> <p>Allow quiet time for children to think and prepare for sharing. Then go around the circle, having children share what they learned about each other.</p>
<p>Standards (Boston)</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 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>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</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 and make notes about the unit.</p> <p>What more did children come to understand about the purpose, structure, and language of personal recount?</p> <p>What did children come to understand about poetry and the use of poetic devices?</p> <p>What is still challenging?</p> <p>What do I still need to address with children this year?</p> <p>What might I do differently next year?</p>

Notes