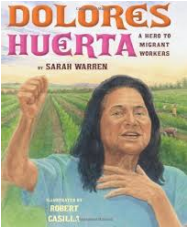



Unit 3: Resources in Our Communities WEEK 8 At a Glance

<p>Weekly Question: How do the choices we make as consumers impact our communities?</p>			
<p>Texts</p>  	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: impact, fair, benefit Day 2: Introduce Weekly Words: system, economy, resource Day 3: Vocabulary Review Day 4: Vocabulary Review Day 5: <i>no lesson; time used for Unit presentation and celebration</i></p> <hr/> <p>Text Talk</p> <p>Day 1: <i>Dolores Huerta: A Hero to Migrant Workers</i>, Read 1 Day 2: <i>Dolores Huerta: A Hero to Migrant Workers</i>, Read 2 Day 3: “The Role of Consumers in the Delano Grape Boycott” slides Day 4: Synthesis of Unit Ideas Day 5: Celebrating our Projects</p> <hr/> <p>Stations <i>On Day 4, the End of Unit Assessment is administered.</i></p> <p>Shared Reading: “Farmworkers” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Dolores Huerta</i>) Science Literacy: How do farmers sell their produce Vocabulary: Draw for Meaning Word Work: Variety of Activities</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>none</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Finalizing projects. Studios time is combined with Vocabulary and Language, Text Talk, and Writing to open the market on Days 4 and 5.</p> </td> </tr> </table> <hr/> <p>Writing: Argument</p> <p>Day 1: Introduction to and Beginning Revising and Publishing Day 2: Deconstruction and Individual Construction: Title, Revising and Publishing Day 3: Publishing Days 4 and 5: Presentation and Celebration</p>	<p>Science and Engineering</p> <p>none</p>	<p>Studios</p> <p>Finalizing projects. Studios time is combined with Vocabulary and Language, Text Talk, and Writing to open the market on Days 4 and 5.</p>
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WEEK 8 Days 1 & 2

<h2 style="margin: 0;">Vocabulary & Language</h2> <h3 style="margin: 0;">Weekly Words</h3>
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Weekly Question	How do the choices we make as consumers impact our communities?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 1</td> </tr> <tr> <td style="padding: 5px;"> impact: to have an effect on someone or something fair: not favoring one over another benefit (v): to help; to impact in a positive way </td> </tr> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 2</td> </tr> <tr> <td style="padding: 5px;"> system: a group of things working in an interconnected way economy: the resources of a place, especially the goods and services that are produced and consumed resource: something people need </td> </tr> </table>	Day 1	impact: to have an effect on someone or something fair: not favoring one over another benefit (v): to help; to impact in a positive way	Day 2	system: a group of things working in an interconnected way economy: the resources of a place, especially the goods and services that are produced and consumed resource: something people need
Day 1					
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Day 2					
system: a group of things working in an interconnected way economy: the resources of a place, especially the goods and services that are produced and consumed resource: something people need					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 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	<i>This week we’ll revisit some familiar Weekly Words and learn some new ones. Today’s words are impact, fair, and benefit.</i>				
Day 2	<i>Today’s words are system, economy, and resource.</i>				

Vocabulary and Language U3 W8 D1 & D2

<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>impact Elaboration: <i>A town’s ban on plastic bags will have a positive impact on sea turtles, because there will be less plastic in the oceans.</i></p> <p>Think, Pair, Share prompt: <i>What can you and your family do to have a positive impact on our community?</i></p> <hr/> <p>fair Elaboration: <i>All around the United States, fast food restaurant workers have organized to fight for fair wages. Their wages were not high enough to pay for their basic needs. It was not fair to work hard and for long hours and still not be able to make enough money to pay rent, buy food, and medicines.</i></p> <p>Think, Pair, Share prompt: <i>What are some fair ways to treat workers? What makes this fair?</i></p> <hr/> <p>benefit Elaboration: <i>The characters in A Chair for My Mother were able to benefit from being part of a community; they received lots of support from their neighbors, family, and friends when their home burned down.</i></p> <p>Think, Pair, Share prompt: <i>How do we benefit when we work together in our classroom?</i></p>
<p>Day 2</p>	<p>system Elaboration: <i>The green economy is a system that makes sure not only that something is produced but that it is produced with care for the environment and the workers. A system has different parts that work together.</i></p> <p>Think, Pair, Share prompt: <i>What systems do we have in our classroom to help things go smoothly?</i></p>

	<p>economy Elaboration: <i>The economy works well for everyone when every worker gets fair wages.</i></p> <p>Think, Pair, Share prompt: <i>How was the economy working for the workers when Dolores Huerta decided to take action? How was it working for the bosses?</i></p> <hr/> <p>resource Elaboration: <i>Money is a resource; trees are a resource; people are resources. We need different kinds of resources to produce goods, to work together, to get what we need. Some resources are used just as they come naturally—we eat oranges, for example—and some resources are used to make other things—like metal is used to make bicycles.</i></p> <p>Think, Pair, Share prompt: <i>What resources have you used so far to make our market?</i></p>
Closing	<i>This week, we’re talking about how the choices we make as consumers impact our communities. The words we’re studying will help us talk about this.</i>
Standards	<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.5.1.c 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



impact

<https://www.recology.com/recology-sonoma-marin/sorting-guides-resources/>



fair

<https://www.bbc.com/news/business-27433801>

Weekly Words U3 W8



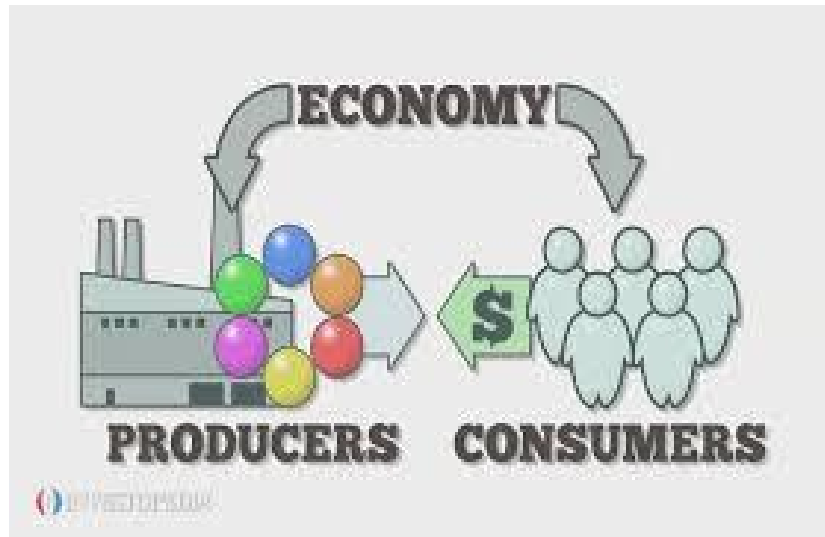
benefit

Vera B. Williams, *A Chair for My Mother*



system

<http://www.cero.coop>



economy

<https://www.investopedia.com/terms/e/economy.asp>



resource

https://www.youtube.com/watch?v=1_X3Gb86ZIE

Weekly Words U3 W8

Weekly Words U3 W8

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

WEEK 8 Days 3 & 4

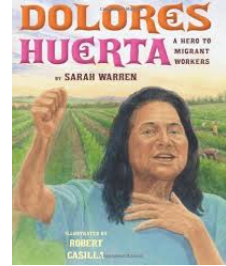
Vocabulary & Language
Vocabulary Review

Weekly Question	How do the choices we make as consumers impact our communities?
Language Objectives	I can act out the meanings of words. (L.4.1.a) I can connect words to my own real-life experiences. (L.5.1.c)
Vocabulary	In this lesson, teachers pull words from across the unit that need further exploration. See Materials and Preparation, below.
Materials and Preparation	<p>Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review.</p> <ul style="list-style-type: none">• Weekly Words cards pulled from previous weeks, as identified <p>Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words.</p>
Opening	<p><i>Today we’re going to look at some words we have seen before. We will review them again, and then we’ll act them out! We did this at the end of our first two units, to make sure we know the meanings of important but sometimes confusing words.</i></p> <p><i>The words we’ll review today are ...</i></p>
Discussion	<p>Address one word at a time: Show the card, say the word, and review the definition.</p> <p><i>When have we used this word in our study about resources in our communities?</i></p> <p><i>How could you act out this word to show what it means? What scene could you act out where this word would be important?</i></p>

	<p><i>Instead of telling what the word means, show it.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas for acting out the word. Encourage them to think about scenarios involving more than one person, if appropriate.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word, and then solicit responses.</p> <p><i>How did ____ show what this word means?</i></p> <p>If the meaning remains unclear, offer clarification.</p> <p>Repeat this process for each word chosen for review.</p>
Closing	<i>How does acting out words help us to understand them better?</i>
Standards	<p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	Watch how children enact words. Note how they respond to each other’s interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?

Notes

WEEK 8 Day 1



Text Talk
***Dolores Huerta: A Hero to Migrant Workers*, Read 1 of 2**

Big Idea	The consumer choices people make can contribute to our communities.
Weekly Question	How do the choices we make as consumers impact our communities?
Content Objectives	<p>I can retell the major events of a biography in order to understand why Dolores Huerta is considered a hero. (R.5.1.b, Economics 21-Boston)</p> <p>I can discuss qualities that make Dolores Huerta an important leader for her community. (Civics 7-Boston)</p>
Language Objective	I can use key details to determine and clarify the meaning of unknown words in the text. (L.4)
Vocabulary	<p>hero: someone who many people admire and are inspired by for their achievements</p> <p>migrant worker: a person who moves to another area or country to find work; often based on the seasons</p> <p>detective: a person who investigates mysteries</p> <p>strike: when employees refuse to work as part of organized protest</p> <p>organizer: a person who works to organize and empower groups based on common interests</p> <p>senator: an elected member of the senate in the United States government who helps decide laws</p> <p>mayor: an elected leader of a city</p> <p>governor: an elected leader of a state</p> <p>predict: to say what will happen in the future</p> <p>rot: to decay</p> <p>mistreat: to treat badly or unfairly</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Dolores Huerta: A Hero to Migrant Workers</i>, Sarah Warren Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “This is Dolores.” ● <i>Dolores Huerta: A Hero to Migrant Workers</i> slides ● projector and screen ● Sentence Frames for Discussion Parts 1 and 2 ● chart paper <p>Prepare the Weekly Question Chart with the question: How do the choices we make as consumers impact our communities?</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What has Dolores done in her life to make her a hero?</p>
<p>Opening 2 minutes</p>	<p><i>Today we will read a biography called Dolores Huerta: A Hero to Migrant Workers, written by Sarah Warren and illustrated by Robert Casilla.</i></p> <p>Set a purpose for reading.</p> <p><i>This biography does not teach us about Dolores Huerta’s whole life, but instead teaches us about some of the things she has done to make her a hero to many people. A hero is someone who many people admire and are inspired by for their achievements. Today we’ll pay close attention to the major events in her life so that we understand why the author gave the book this title: A Hero to Migrant Workers.</i></p> <p>Read the question on the whiteboard.</p> <p><i>What has Dolores done in her life to make her a hero?</i></p>
<p>Text and Discussion 17 minutes</p> <p>page 3</p>	<p><i>What did Dolores do to make her a detective?</i></p> <p><i>The title of the book says she is a hero to migrant workers. Many farmworkers move from one place to another according to the seasons when different crops grow; they are called migrant workers. Many people have moved from the Philippines, Mexico, and other places to California to work on farms. Many people still work as migrant workers today, but this book takes place about 60 years ago.</i></p>
<p>page 6</p>	<p><i>Let’s keep reading to see how Dolores “takes a stand.”</i></p>
<p>page 10</p>	<p>Pause before reading the page.</p> <p><i>As I’m reading, use the key details in the words and pictures to try to figure out what a strike is.</i></p> <p>Read the page.</p> <p><i>What does it mean that workers went on strike?</i></p>

page 12	<p>Invite children to retell the major events up to this point in the story. Project the text so that children can be supported with images as they retell.</p> <p><i>With a partner, retell the major events so far.</i></p> <p>Circulate and listen in.</p> <p><i>It's clear that Dolores has done a lot of work so far to try to change the bosses' minds! Let's keep reading to find out what happens.</i></p>
page 19	<p>Read the page twice to emphasize its importance and to allow children to grapple with the key ideas.</p> <p><i>If someone is mistreated, they are not treated kindly.</i></p> <p><i>Why is it bad for the bosses of grape farms if the grapes rot and if consumers don't buy grapes?</i></p> <p><i>According to the text, why did some consumers stop buying grapes?</i></p> <p><i>Remember that this is a true story. We will have an opportunity later this week to learn more about how consumers were important during this real grape strike.</i></p>
page 21	<p><i>What do you notice about the illustration of Dolores here? How does she look? [noticeably older than at the start of the book.]</i></p> <p><i>I wonder why she is not finished. Let's find out!</i></p>
page 23	<p><i>This books ends the way it begins: describing Dolores as a teacher!</i></p>
Key Discussion	<p>Invite children to retell the major events from the second half of the story.</p> <p><i>Let's go back to where Dolores asks other women to speak up about workers being treated unfairly.</i></p> <p>Slowly flip through pages 18 to 24 or project on slides to review the illustrations, without rereading the text.</p> <p><i>Like we did earlier, take turns with your partner retelling the events in the second half of the book.</i></p> <p>Facilitate a whole group discussion using the Sentence Frames for Discussion.</p> <p><i>The author uses the title Dolores Huerta: A Hero to Migrant Workers. What has Dolores done in her life and what are her personal qualities that the author admires so much that she calls Dolores a hero?</i></p> <p>As children share ideas, ground the discussion in the text by turning to specific pages that inspired their ideas.</p>
Closing,	<p>Introduce the Weekly Question chart.</p>

<p>Weekly Question Chart 2 minutes</p>	<p><i>Throughout this week, we will be exploring the question, How do the choices we make as consumers impact our communities? We can record our ideas here.</i></p> <p><i>In this text, we read about how some consumers stopped buying grapes when they heard about how workers were treated. Let's add these ideas to our chart.</i></p>
<p>Standards</p>	<p>R.5.1.b Retell key details of texts, including the main topic. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>(Boston)</p> <p>Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. Civics 7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <p>Are children able to retell the key events from the text? Are children able to determine and explain the meaning of new vocabulary using words and illustrations? How do children build on the ideas of their peers during whole group discussion?</p>

Notes



Text Talk
***Dolores Huerta: A Hero to Migrant Workers*, Read 2 of 2**

Big Idea	The consumer choices people make can contribute to our communities.
Weekly Question	How do the choices we make as consumers impact our communities?
Content Objective	I can use key details from the text and illustrations to explain the work of an organizer, like Dolores. (R.11.1.c, R.11.1.d, W.10.1, Economics 24- Boston)
Language Objective	I can determine and explain the meaning of a multiple-meaning word. (L.4)
SEL	I can use key details from the text to describe how Dolores considered the well-being of others when she “took a stand.”(DM 3.1-Boston)
Vocabulary	<p>hero: someone who many people admire and are inspired by for their achievements</p> <p>migrant worker: a person who moves to another area or country to find work; often based on the seasons</p> <p>detective: a person who investigates mysteries</p> <p>strike: when employees refuse to work as part of organized protest</p> <p>organizer: a person who works to organize and empower groups based on common interests</p> <p>senator: an elected member of the senate in the United States government who helps decide laws</p> <p>mayor: an elected leader of a city</p> <p>governor: an elected leader of a state</p> <p>predict: to say what will happen in the future</p> <p>rot: to decay</p> <p>mistreat: to treat badly or unfairly</p>

	<p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p>
<p>Materials and Preparation</p>	<p>Strategically create groups of 4 children each for the Key Activity.</p> <ul style="list-style-type: none"> • <i>Dolores Huerta: A Hero to Migrant Workers</i>, Sarah Warren • <i>Dolores Huerta: A Hero to Migrant Workers</i> slides • <i>Dolores Huerta: A Hero to Migrant Workers</i> excerpt and prompt, one copy for each child • chart paper, 1 piece for each small group • markers, one for each child, in at least 4 different colors <p>Prepare one piece of chart paper and a bundle of four different-colored markers for each small group.</p> <p>On the whiteboard, write:</p> <p>An organizer is a type of service job. Based on what you learned about Dolores Huerta, what do you think an organizer does?</p>
<p>Opening 1 minute</p>	<p><i>Today we are going to read the biography of Dolores Huerta again.</i></p> <p>Set a purpose for reading. <i>This time, we are going to focus really closely on the words and phrases that the author uses to describe Dolores and her work. After we reread the text, you'll work in a small group to explain what you think the job of an organizer is by using key details from words and illustrations.</i></p> <p>Read through the entire text. Where pages have a corresponding slide, refer to the enlarged text for choral reading.</p>
<p>Text and Discussion 10 minutes</p> <p>page 6, slides 1-2</p>	<p>Show slide 1 and read the text aloud. Then show slide 2 and invite children to chorally read.</p> <p><i>What kind of wages do you think the workers were getting?</i></p> <p><i>What do you think the author means that "hard work is worth more than what they paid?"</i></p> <p><i>Why does Dolores decide to "take a stand?" Use details from the text to support your ideas.</i></p>
<p>page 10, slides 3-4</p>	<p>Show slide 3 and read the text aloud. Then show slide 4 and invite children to chorally read.</p> <p>Think, Pair, Share.</p>

	<p><i>Based on the illustration and the words, what do you think it means that Dolores is an organizer? Does it mean “to organize,” as in arrange things neatly in your desk, or something different? What does it mean here?</i></p> <p><i>You will have a chance to think more about this question in a few minutes.</i></p>
page 12	<i>Why would Dolores tell senators, mayors, and governors? What could those people do to help?</i>
page 13, slides 5-6	<p>Show slide 5 and read the text aloud. Then show slide 6 and invite children to chorally read.</p> <p><i>What does it mean that she “grabs them with her words?”</i></p>
page 19	<i>Is Dolores actually a fortune-teller? What does the author mean?</i>
page 23	<i>Is Dolores actually a hunter? What does the author mean?</i>
<p>Key Discussion and Activity 13 minutes</p>	<p><i>The author used lots of words to describe Dolores: mother, storyteller, teacher, warrior. The job Dolores actually had is called an organizer, a word used on page 10. An organizer is a type of service job, like a doctor, teacher, or cleaner.</i></p> <p>Refer to the whiteboard. <i>Based on what you learned about Dolores Huerta, what do you think an organizer does?</i></p> <p>Review the prompt and excerpt. Distribute chart paper and markers, and send children to work in small groups to demonstrate their understanding on chart paper. Challenge children to have all four colors appear equally on their group’s chart (to monitor participation).</p>
<p>Closing 1 minute</p>	<p>Invite children to share one part of their group chart. <i>You can keep working on this chart during Studios, if you have more to add.</i></p>
Standards	<p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>R.10.1 Identify the reasons an author or character gives to support points in a text.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify</p>

	<p>the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>(Boston) SEL DM 3.1. Consider ethical, safe and societal factors in making decisions. Economics 24. Give examples of services people do for each other.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>Are children able to determine and explain the meaning of new vocabulary using words and illustrations?</p> <p>Observe children’s writing in small groups.</p> <p>Do children include details from illustrations and text to demonstrate their understanding of the word “organizer?”</p> <p>Do children communicate a clear message about what an organizer does?</p> <p>How does each child participate in the group chart?</p>

Notes

Small Group Directions:

Make a poster using words and pictures that shows what the job of an **organizer** is. Use details from the text and illustrations to support your ideas.



Dolores is an **organizer**.

She asks the people to strike. They will not work until the bosses start to listen. Instead of picking grapes, the workers stand outside the farms. They shout. They sing. They write STRIKE and YES, IT CAN BE DONE! on signs they hold up high.

Dolores is a peacemaker.

She doesn't use violence to make the bosses pay attention; she grabs them with her words. She encourages the workers to use their voices, too, until the bosses learn how to be fair.

Text Talk U3 W8 D2

WEEK 8 Day 3



Text Talk
The Role of Consumers in the Delano Grape Boycott (slides)

Big Idea	The consumer choices people make can contribute to our communities.
Weekly Question	How do the choices we make as consumers impact our communities?
Content Objectives	<p>I can use information from photographs and text, including primary sources, to describe the events and importance of the Delano Grape Boycott. (R.11.1.c, R.11.1.d)</p> <p>I can use key details in a text to consider how different groups of people, including consumers, can join together to impact their community. (R.4.1.a, Economics 26, History 16-Boston)</p>
Language Objective	I can use question words such as what, why, when, how, and who to ask questions about key details in a photograph. (L.1.1.i)
SEL Objective	I can consider how the decisions of one person and groups of people can make an impact on others. (DM 3.1-Boston)
Vocabulary	<p>primary source: information that was created at the time of an event</p> <p>timeline: a graphic representation of time and events</p> <p>strike: when employees refuse to work as part of organized protest</p> <p>ally: a person who helps another person</p> <p>picket: when a group of people stand in front of a place they are striking to communicate their message and persuade others to join</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>boycott: an effort to not support a business as part of organized protest</p> <p>national: happening across all of a country, such as the United States</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • “The Role of Consumers in the Delano Grape Boycott” slides • projector and screen <p>On the whiteboard, write the prompts for the VTS routine:</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p>
<p>Opening 1 minute</p>	<p><i>Today we are going to read a text that will give us more information about the work Dolores Huerta and others did. First, we’ll look at an image to see what we can uncover.</i></p>
<p>VTS slide preceding title slide 5 minutes</p>	<p>Show the image without offering any description. Allow children a full minute to look silently.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about the image. Use the VTS questions to facilitate the conversation, helping children to cite specific elements of the image and to use these to support their thinking.</p> <p><i>Let’s keep these ideas in mind as we read the text. (Note that this photograph will reappear later in the lesson.)</i></p>
<p>Text and Discussion 12 minutes</p>	<p><i>We have been learning about how Dolores Huerta stood up to support farmworkers and their families. Today we’ll learn about how consumers helped farmworkers get better wages and working conditions.</i></p> <p>Set a purpose for reading.</p> <p><i>These slides include primary sources from the time period when the grape strike happened. Primary sources are photographs, newspaper articles, posters, and other documents that were created at the time an event happened. We’ll gather information from both images and words in this text to think about the impact consumers had on the lives of farmworkers.</i></p>
<p>slide 1</p>	<p>Read the text to situate California on the map.</p> <p><i>Lots of the fruit and vegetables we eat come from California.</i></p>
<p>slide 2</p>	<p><i>The map shows “where,” and this title and timeline show “what” and “when”—together they give us an orientation to the events we are learning about.</i></p> <p>Read the title and the first point on the timeline.</p>
<p>slide 3</p>	<p><i>We know from reading about Dolores Huerta that farmworkers</i></p>

	<p><i>were not being treated fairly. Turn and talk to a partner about what was difficult about the farmworkers' lives.</i></p>
slide 4	<p><i>Even though they spoke different languages and lived in different communities, these two groups of people joined together to improve all of their lives.</i></p> <p><i>An ally is someone who supports others. A picket is when a group of people stand in front of a place they are striking to communicate their message and persuade others to join.</i></p>
slide 5	<p>Note that the sign Dolores Huerta holds, "HUELGA" means "strike" in Spanish. Many signs were written in Spanish to communicate with the large audience of Spanish-speaking workers and their families.</p>
slide 7	<p><i>After three years of striking—refusing to work until things were more fair for workers—the leaders organized a boycott. Let's keep reading to find out what that means.</i></p>
slide 8	<p>Read the text on the slide.</p> <p><i>What kinds of media are the organizers using? [a button, a newspaper article, a poster]</i></p>
slide 9	<p>Allow children a moment to look again at the image they encountered through VTS. Provide additional information about the image.</p> <p><i>These children are participating in the grape boycott with their families. The "S" on the sign refers to the grocery store, Safeway.</i></p> <p>Look at the second image on the slide. Think, Pair, Share.</p> <p><i>Why might the signs in this photograph mention the children of farmworkers? Do you think these messages would be convincing to the audience the organizers wanted to reach? Why or why not?</i></p>
slide 11	<p><i>This article from the time of the boycott tells us that the organizers didn't try to convince only consumers in California. The word national means that the boycott happened across the whole country of the United States.</i></p> <p><i>Why was it important to picket at the largest grocery stores?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Turn and Talk.</p> <p><i>If you lived at this time and you enjoyed eating grapes, what do you think you might have been thinking and feeling when you heard about the boycott?</i></p>

	<p>Affirm children’s ambivalence. <i>Sometimes it’s hard to make decisions as a consumer!</i></p>
<p>Key Discussion and Activity 6 minutes slide 12</p>	<p><i>Let’s look at the timeline again. What do we find?</i> Read the additions to the timeline.</p> <p>Think, Pair, Share. <i>How did the choices consumers made during the grape boycott impact their communities?</i> Facilitate a whole group discussion.</p>
<p>Closing 1 minute slide 13</p>	<p><i>This mural is not a primary source; it was painted long after the events it describes. What do you think this mural might make consumers think about when they see it today?</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.11.1.c Use the illustrations and details in a text to describe its central idea. R.11.1.d Compare and contrast two texts on the same topic. L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>(Boston) History 16. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures). Economics 26. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). DM 3.1. Consider ethical, safe and societal factors in making decisions.</p>
<p>Ongoing assessment</p>	<p>Pay attention to children’s contributions to and questions during the whole group and partner discussions.</p> <p>How are children grappling with the ideas presented in the slides? What do they seem to understand about the power of consumer choice? How do children generalize from the specific story of Dolores Huerta to the broader struggle for farmworkers’ rights? How do children respond to the primary sources? What do they glean from the variety of historical media?</p>

WEEK 8 Day 4

Text Talk
Synthesis of Unit Ideas
 To review and wrap up Unit 3, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</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>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about how resources shape communities (R.6.1.b, Economics 23, 24, 25, 26- Boston)
Language Objective	I can talk with my classmates about resources we use, how they get to us, and some impacts of our consumer choices. (SL.1.1, Economics 25, 26-Boston)
Materials and Preparation	<ul style="list-style-type: none"> ● Weekly Question charts, from Weeks 6-8 ● Resources in Our Communities chart, from Week 5 ● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Resources in Our Communities chart.</p>

	<p>On the whiteboard, write: What stands out to you? How do resources shape a community?</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our third unit of study, Resources in Our Communities. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Resources in Our Communities chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question chart for Week 8.</i> Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We have been thinking about markets, resources, and consumer choices for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question chart for Weeks 6-8.</p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about farmers markets. That makes me think: A farmers market can help shape the neighborhood where it comes to set up. A farmers market brings people together and provides fresh food from local farms. I am going to write a sentence in a box on our chart: "Markets help shape the neighborhoods where they are set up."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Resources in Our Communities chart.</p> <p>Think, Pair, Share. Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do resources shape a community?</i></p>
<p>Closing 5 minutes</p>	<p>Summarize the conversation. Make connections to the class project.</p>

	Facilitate a discussion about how children participate in the economy by making choices that help shape their communities.
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>(Boston)</p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p> <p>Economics 24. Give examples of services people do for each other.</p> <p>Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>Economics 26. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p>
Ongoing assessment	<p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p>

Notes

WEEK 8 Day 5

Celebrating our Projects

The **Vocabulary**, **Text Talk**, **Studios**, and **Writing** blocks are combined to accommodate the opening of the class market (Our Markets Project) and completion of Unit 3.

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</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>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
Unit Question	How do resources shape a community?
Materials and Preparation	<p>Based on how the market will be open to families and/or school community members and the scope of the presentation and celebration planned in a given classroom, teachers may:</p> <ul style="list-style-type: none"> ● notify families, school community members, Kindergarten classes, and/or other first grade classes; ● prepare and send child-made invitations; ● help the children prepare for their roles as producers/sellers; ● post children’s work from throughout the unit, including work from Studios, Science and Engineering, and Writing; ● interview children about their experiences and display quotes from these interviews along with photos of children working; ● adjust the classroom schedule, in coordination with other school adults; ● arrange images and texts from the unit for general viewing; ● hang signs to explain work on the walls; ● make the Resources in Our Communities chart and other charts available for viewing; ● prepare a few words to welcome and thank visitors and to explain the learning and work of the unit.

Process	Along with opening the class market, prepare to show work from throughout the unit. Arrange the classroom so that artifacts of children’s learning are accessible for viewing and labeled to aid viewer understanding. Importantly, consider how to make visible and celebrate not only the final products but the process of learning throughout the unit.
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Notes

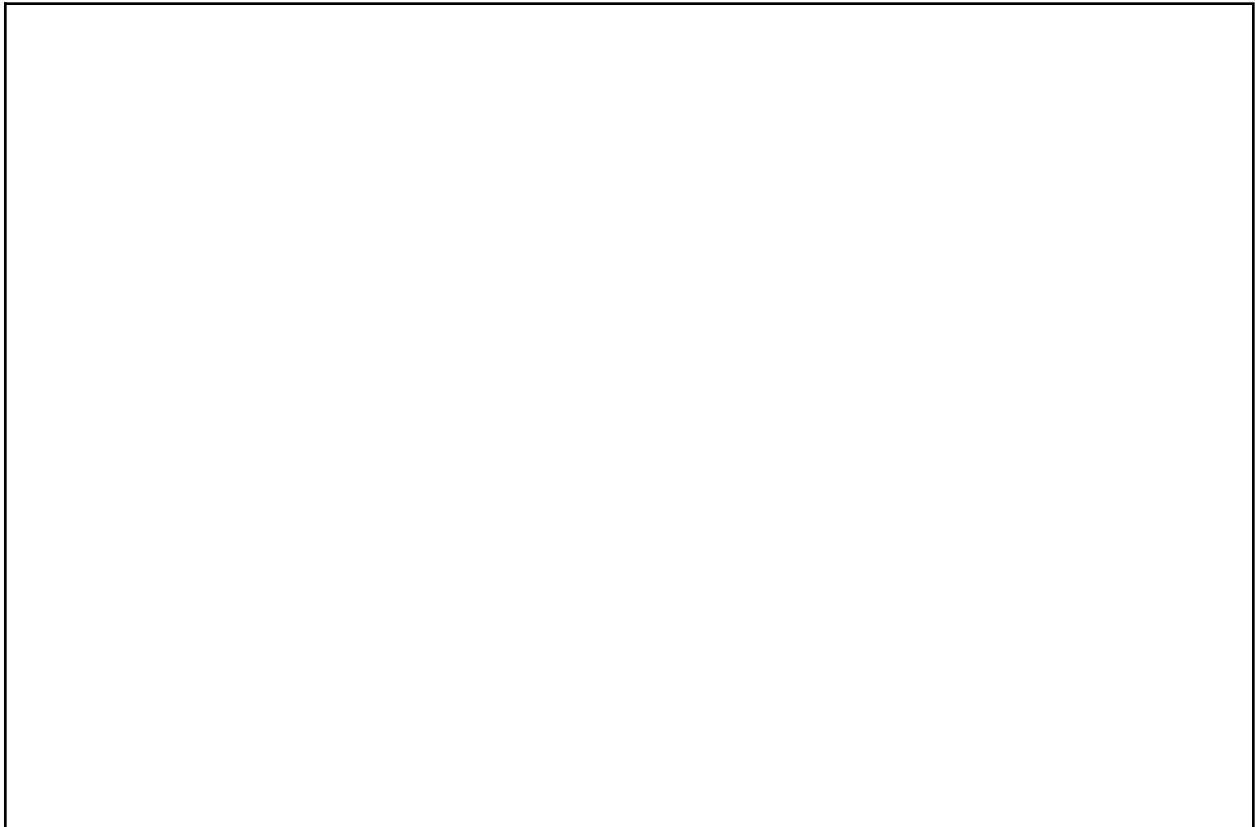
Name: _____ Date: _____

Read the text carefully, and look closely at the illustrations.
Then, respond to the questions below. Use details from the text to support your responses.

1. Why does Rosa choose the accordion for her birthday gift?
Describe what Rosa was thinking about as she made her decision.

2. In what ways is Rosa's family important in this story?

Add to your response for one of the questions with an illustration.



End of Unit Assessment Rubric

Unit 3 Prompt

1. Why does Rosa choose the accordion for her birthday gift?
Describe what Rosa was thinking about as she made her decision.
2. In what ways is Rosa’s family important in this story?

Relevant Unit 3 Big Idea

- People make choices as consumers.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells the story’s key details and major events in response to the prompt. (R.5.1.b, R.6.1.b) (Q1)	Begins to retell the story but response veers from the prompt.	Retells some of the story’s key details but does not demonstrate full understanding of major events of the story.	Retells the story’s key details and major events, demonstrating understanding in response to the prompt.
Through responding to the prompt, identifies the story’s central message about family. (R.5.1.a)(Q2)	Does not identify the central message, or response veers from the prompt.	Begins to identify the central message through response to the prompt.	Clearly identifies the story’s central message through the response to the prompt.
Uses words and phrases acquired through the curriculum when responding to texts. (L.6.1)	Does not use vocabulary from the <i>Fo1</i> curriculum.	Uses at least 1 vocabulary word or phrase from the curriculum, but application is not appropriate to the context or prompt.	Appropriately uses at least 1 vocabulary word or phrase from the curriculum.
Demonstrates conceptual understanding and knowledge about the topic. (Civics 10-Boston)	Does not align response to unit big ideas.	Response aligns somewhat to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit’s big ideas.
With guidance, gathers information from both illustrations and words to respond to a prompt in writing. (W.1.1.a, R.11.1.a, R.11.1.b)	Responds to the prompt without clear references to the illustrations and words of the text.	With significant guidance, uses one piece of information drawn from illustrations or words to respond to the prompt, but the reference may be unclear.	With guidance, includes at least one specific piece of information drawn from illustrations or words to respond to the prompt.

Stations: End of Unit Assessment Rubric U3 W8

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.1.1	Includes frequent errors in usage; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization L.2.1.a	Uses upper case letters minimally or incorrectly.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Makes no errors in capitalization.
Punctuation L.2.1.b	Includes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes in addition to end punctuation.
Spelling L.2.1.d L.2.1.e	Includes severe errors in spelling that often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.

Name: _____

Farmworkers

By Alma Flor Ada

Farmworkers is the name we give
To the people who work the land,
Who harvest the fields,
United beneath one sky.

Thank you, farmworker,
For the fruits your hands have brought me.
I will grow stronger and kinder
as I eat what you have grown.

WEEK 8

Stations

End of Unit Assessment

Materials and Preparation

- End of Unit Assessment slide
- projector and screen
- Weekly Words cards: *consumer, producer, buy, sell, transport, benefit, goods, choice*
Display the Weekly Words cards.
Write the words *farm* and *market* on index cards and add them to the display.
- End of Unit Assessment Prompt, one copy for each child
- End of Unit Assessment Image, one copy for each pair of children
- End of Unit Assessment Rubric and Exemplar

On Day 4, after Text Talk (Synthesis of Unit Ideas), the Stations block is used to administer an end of unit assessment. Children have had an opportunity to think together about the unit's Big Ideas; now they draw on that discussion as they think, draw, and write independently to demonstrate their understanding.

Show the image (slide), and read the assessment prompt aloud.

Use at least three words from this box and other words you know to describe what you think is happening in the photograph.

Refer to the word bank on the assessment prompt paper, and show the word cards.

Think about what you see. What might have happened earlier on the day the photo was taken? What might happen after?

Talk to a partner about what you are going to write: describe what you think is happening in the photograph.

Distribute copies of the image, and send the children off to write.

Children may access resources posted around the classroom.

As children finish, they can read independently while others finish up.

See reverse for Stations overview page.

Station	Activities	Materials Writing tools at each station
Shared Reading	“Farmworkers”	<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"> ● “Farmworkers” ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 8 image (Buy Fresh Buy Local) ● Week 8 prompt ● sand timers ● drawing tools
	Listen and Respond: <i>Dolores Huerta</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Dolores Huerta</i> conversation prompts
Vocabulary	Draw for Meaning <i>economy, donate, budget, value (2 meanings), evaluate</i>	<ul style="list-style-type: none"> ● Week 7 Vocabulary Cards ● Draw for Meaning sheets
Science Literacy	How do farmers sell their produce? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 8 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work Align with phonics program	Fluent Readers Challenge	<ul style="list-style-type: none"> ● Week 8 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	vowel-e Match and Sort	<ul style="list-style-type: none"> ● Week 8 Sort sheets ● scissors ● Sort directions card
	Look, Cover, Write, Check	<ul style="list-style-type: none"> ● Week 8 Look, Cover, Write, Check sheets ● Look, Cover, Write, Check directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 8 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card

Name: _____

Fluent Reader's Challenge

I like that **other** tune.
I left **another** bone on my plate.
Is it safe **to** ride my bike **here**?
The wise king sat on **his** throne.
See **the** cave next **to the** lake.
That blast made us all jump.
There is another snake in that hole.
My friend was late **for the** game.
My friend Mike got **the** prize.



Minutes:

Skills:

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

Word Work Station U3 W8

vowel-e Match and Sort

Cut apart the vowel-e cards. Cut apart the pictures.
Match the pictures to the vowel-e cards.
Write the words in the correct column.

i-e

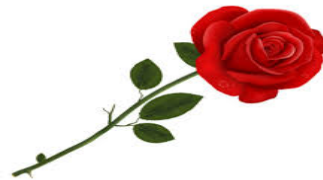
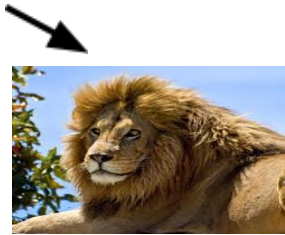
o-e

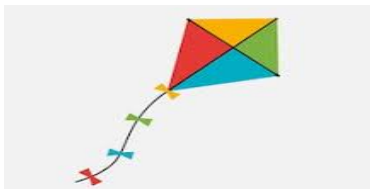
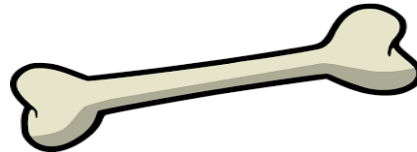
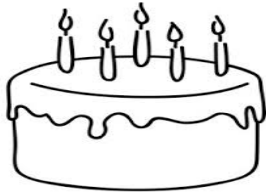
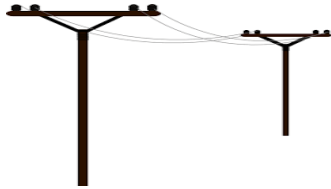
u-e

a-e

Word Bank

cave	slope	mane	fire/flare
mule	prune	flute	rose
vote	cube	tube	skate
wire	line	globe	crate
vine	grape	bike	kite
spine	bone	slide	cake





Name: _____

vowel-e Sort

i-e	o-e
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

Fundations Unit 11, Week 1

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

vowel-e Sort

a-e	u-e
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____



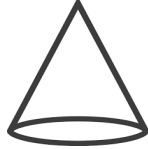




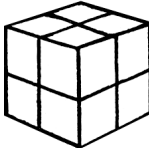

Skills
Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

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

Name the object. Write the word. Mark the v-e syllable.

Word Bank							
lime	plate	cone	snake	vase	cube	vote	mute

 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

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

Name: _____

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

friend	<hr/> <hr/> <hr/>	
other	<hr/> <hr/> <hr/>	
about	<hr/> <hr/> <hr/>	
over	<hr/> <hr/> <hr/>	
another	<hr/> <hr/> <hr/>	
our	<hr/> <hr/> <hr/>	

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

Use it in a Sentence

another

about

our

friend

other

over

Word Work Station U3 W8

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

Talk, Draw, Talk Week 8



<https://nyulocal.com/bs-not-bs-natural-and-locally-grown-oh-my-ae56f3910044>
https://en.wikipedia.org/wiki/Grocery_store

<https://nyulocal.com/bs-not-bs-natural-and-locally-grown-oh-my-ae56f3910044>
https://en.wikipedia.org/wiki/Grocery_store

Listening & Speaking U3 W8.1

Listening & Speaking U3 W8.1

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

Name: _____

Talk Draw Talk

Look carefully at the images. Talk with your partner about the choice you would make if you could: Would you rather buy from a local farmer or from a big supermarket? Why? After you talk, draw about the decision you made. Then talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for students to draw their decision about buying from a local farmer or a big supermarket.

Listening & Speaking U3 W8.1

Listening & Speaking U3 W8.1

Dolores Huerta: A Hero to Migrant Workers Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are the different parts of Dolores Huerta's identity? Why is each one important?

Dolores Huerta: A Hero to Migrant Workers

Question 2

What do different people think about what Dolores does?

Consider families, farmers, bosses, consumers, and leaders.

Dolores Huerta: A Hero to Migrant Workers

Listening & Speaking Station U3 W8.2

Week 8 Prompt

How do farmers sell their produce?	Date: _____ Weather: _____ Temperature: _____
How do farmers sell their produce?	Date: _____ Weather: _____ Temperature: _____
How do farmers sell their produce?	Date: _____ Weather: _____ Temperature: _____
How do farmers sell their produce?	Date: _____ Weather: _____ Temperature: _____
How do farmers sell their produce?	Date: _____ Weather: _____ Temperature: _____

WEEK 8 Studios



How do the choices we make as consumers impact our communities?

Children complete work and prepare their markets to be ready for customers.

On the final two days of the unit, Studios times become Open Market Days: each child has an opportunity to act as producer/shopkeeper, and as consumer. Depending on the size and number of market groups, these days may be organized in one of two ways:

1. Half the market stalls are open; all members of those groups run their stalls while children with closed stalls shop. On the second day, the open and closed stalls switch.
2. All market stalls are open; half of the children in each group mind the stalls while the others shop. On the second market day, the children trade roles.

<p>Big Ideas</p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Business Plans for each group, from previous weeks ● small books or long pieces of paper for representing supply chains, optional ● small books or paper for writing autobiographies, optional ● Our Markets Project Plan ● Our Markets Project Reflection sheets, one for each child ● writing tools

	<p>Review each group’s business plans and work to date. Plan to support with final steps.</p> <p>Make sure that all whole group work is also complete so that the market days can run smoothly.</p>
Opening	<p><i>These are our last few days to prepare our markets to open! When you get together with your group, begin by deciding what you need to do to finish your market and get it ready for customers.</i></p> <p>Dismiss children in small groups to continue established project work.</p>
Facilitation	<p>Help children prioritize tasks for both small group market stalls and for the whole class market.</p>
Closing Studios	<p>Help children bring their projects to completion and prepare for open market days.</p>
Project Reflection	<p>Once all children have had at least one opportunity to act as both consumers and producers, have them complete a project reflection. This may be planned for the beginning of Unit 4.</p> <p>Reflection:</p> <ul style="list-style-type: none"> What was it like to be a producer? (start and operate a business) What was it like to be a consumer? (make choices about goods/services and spend money) How do resources shape a community?

<p>Market Group 1:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 2:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 3:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 4:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 5:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 6:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

Notes for completing whole class project:

Standards

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 project-specific standards.

Our Markets Project

(Boston)

Civics 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others.

Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

Economics 22. Explain what it means to be employed and define the terms *income*, *wages*, and *salary*.

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

Economics 24. Give examples of services people do for each other.

SA 4.3. Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.

SA 5.1. Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.

SM 3.1. Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.

SR 2.1. Develop rewarding positive relationships and work collaboratively with others.

SR 4.1. Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.

Math 1.MD.D.5 Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).

Our Markets Project **Reflection**

Name: _____ Date: _____

Market name: _____

What was it like to be a **producer**—to start and run a business?

What was it like to be a **consumer**—to make choices about goods and services and to spend money?

producer	consumer

WEEK 8 Day 1

Writing Biography

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. 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 2.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of biography: to tell a person's life story.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language 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 Objective	I can revise my writing to fit the purpose, structure, and language of biography. (W.2.1.a, W.3.1.b, W.2)
Language Objective	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.1.5, L.1.1.d)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person's life story</p> <p>revise: to make changes to writing</p> <p>publish: to prepare writing for an audience</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p>
Materials and Preparation	<p>These materials will be used during Days 1-2 this week.</p> <ul style="list-style-type: none"> Biography Observation Tools and Biography Feedback sheets <p>Before the lesson, review the children's Biography Observation Tools and Biography 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. Ideally, children should be divided into four groups: two to meet on Day 1, and two to meet on Day 2. See the descriptions below to guide possible group focus</p>

	<p>areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● Biography Stages sheets, from Week 6, Day 3 ● children’s writing folders, including research and feedback sheets ● children’s writing notebooks ● biography mentor texts: <ul style="list-style-type: none"> ○ <i>Snowflake Bentley</i>, Jacqueline Briggs Martin ○ <i>Mama Miti</i>, Donna Jo Napoli ● Biography anchor chart, from Week 5, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Snowflake Bentley</i> chart, from Week 5, Day 1 ● video/audio recordings of interviews, from Week 5, Day 5 and Week 6, Days 1-2, for reference ● equipment for playing video/audio ● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin Flag page 28. ● <i>Mama Miti</i>, Donna Jo Napoli Flag page 29. ● Phrases of Time slides, from Week 6, Day 4 ● Biography Verbs slides, from Week 7, Day 3 ● Biography Verbs Cards, from Week 7, Day 5 <ul style="list-style-type: none"> ● system for keeping track of work shared Choose one child who would like to share a biography, preferably a child who has not yet shared his work.
<p>Opening 1 minute</p>	<p><i>We have learned a lot about biographies, and you have written your own biographies! This week you are going to revise and publish your work to get it ready for your audience—members of our community.</i></p> <p><i>You have already begun revising your work based on the feedback from your partners and by revising verbs. Today you will continue that work.</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing folders and notebooks to revise their work.</p>
<p>Small Group Possibilities</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions</p>

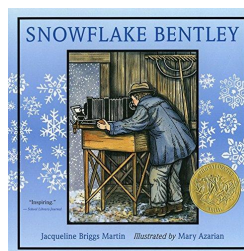
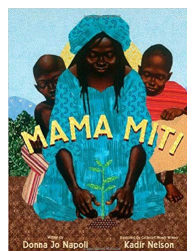
<p>24 minutes, concurrent with Individual Construction</p>	<p>should be features of biography taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u> Revisit the lesson from Week 5, Day 1. Review the <i>Snowflake Bentley</i> chart. Remind children of the parts of an orientation and guide them to add any parts they are missing.</p> <p><u>Record of Events</u> Revisit the lessons from Week 5, Days 1-2. Guide children to ensure that they have included all events related to the person’s service in the community. Direct children back to the interview video/audio as needed for collecting missing information.</p> <p><u>Conclusion</u> Review the lessons from Week 5, Day 2 and Week 7, Day 3. Review the conclusions of <i>Snowflake Bentley</i> and <i>Mama Miti</i>, discussing how they state the person’s significance. Guide children to revise their conclusions to reinforce the significance of the person’s service to the community.</p> <p><u>Phrases of Time</u> Review the lesson from Week 6, Day 4. Refer to the Phrases of Time slides. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote “He cooked with his mom,” could rewrite this sentence to say “As a child, he cooked with his mom.”</p> <p><u>Verbs</u> Review the lessons from Week 7, Days 3 and 5. Have children underline the verbs in their writing.</p> <p>If children need to revise for tense, review the Biography Verbs slides. Guide children to use past tense verbs in the record of events and present tense verbs in the conclusion.</p> <p>If children need to revise for verbs, refer to the Biography Verbs cards. Replace repetitive, non-specific verbs with verbs that are more descriptive and specific.</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</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>

	<p>W.2.1.a 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>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 3: Resources in Our Communities

WEEK 8 Day 2



Writing Biography
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Day 1

Content Objectives	<p>I can write a title for my biography. (W.3.1.b)</p> <p>I can revise my writing to fit the purpose, structure, and language of biography. (W.2.1.a, W.3.1.b, W.2, W.1.5b)</p>
Language Objective	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.1.5, L.1.1.d)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>title: the name of a piece of writing</p> <p>revise: to make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● materials from Day 1 ● mentor texts, for use during Deconstruction: <ul style="list-style-type: none"> ○ <i>Snowflake Bentley</i>, Jacqueline Briggs Martin ○ <i>Mama Miti</i>, Donna Jo Napoli <p>For Publishing:</p> <ul style="list-style-type: none"> ● blank and lined paper, copies as needed for publishing
Opening 1 minute	<i>Today we are going to learn about the titles of biographies, and you will write your own titles. Then you will continue revising and begin publishing your work.</i>

<p>Deconstruction 5 minutes</p>	<p><i>The title is the name of a piece of writing. Titles are important, because they let the reader know what the text is about.</i></p> <p>Review the mentor text titles.</p> <p><i>What do you notice about these titles?</i></p> <p>Harvest several children’s ideas. If no one mentions it, note that the titles both include the person’s nickname, which provides both the name of the person who is being written about and a clue about his or her significance.</p> <p><i>Even if you don’t have a nickname for the person you are writing about, you can include the person’s name and a clue to why she or he is significant.</i></p> <p>Think, Pair, Share.</p> <p><i>What would be a good title for your biography?</i></p> <p>Have several children share their ideas.</p>
<p>Individual Construction 19 minutes, concurrent with Small Group instruction</p>	<p><i>Your first job today is to add a title to your biography. Write the title on the same page as your orientation.</i></p> <p><i>After you write your title, you will continue revising. After you revise, you can begin publishing by copying completed pages onto clean sheets of paper. You will have time tomorrow to finish publishing.</i></p> <p>Send the children with writing folders and notebooks to revise their work.</p> <p>After children revise, they may begin to publish biographies, by copying words onto clean sheets of paper. If children are illustrating the biographies themselves, they can draw new illustrations. If they are using photographs, copies of the photographs can be attached to their published pages.</p>
<p>Small Group Possibilities 19 minutes, concurrent with Individual Construction</p>	<p>Continue from Day 1</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</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond</p>

	to questions and suggestions from peers, and add details to strengthen writing as needed. L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes



Writing U3 W8 D2

WEEK 8 Day 3

Writing Biography

Publishing

Content Objective	I can prepare my biography for an audience. (W.3.1.b, W.2.1.a)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.1)
Vocabulary	publish: to prepare writing for an audience biography: a genre of writing whose purpose is to tell a person's life story title: the name of a piece of writing
Materials and Preparation	<ul style="list-style-type: none">● children's writing folders, including published biography pages● children's writing notebooks● drawing and writing tools● a variety of paper, copies as needed for publishing● blank paper, for the front and back covers● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)● glue sticks, as needed for attaching copies of photographs
Opening 5 minutes	<p><i>Today you will finish publishing your biography to get it ready to share with community members! First you will look over all of your pages. If there are any illustrations or words that you still need to copy onto new sheets of paper, do that first.</i></p> <p><i>After all of your pages are complete, put them in order. Then add blank pages to the front and back to make the covers of a book.</i></p> <p><i>After your book is assembled, on the front cover, write the title and your name, as well as an illustration that shows what your biography is about.</i></p> <p>Think, Pair, Share.</p>

	<i>Think about your biography. What steps do you need to take to publish it?</i>
Individual Construction 24 minutes	Send the children with writing notebooks, folders, and publishing materials. As children work, circulate to assist them with publishing.
Closing 1 minute	<i>You have worked so hard on your biographies. I know that people in the community will be excited to learn about the lives of others who provide services.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2.1.a 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. 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	Review children’s published work for clarity.

Notes

WEEK 8 Days 4-5

Writing Biography Presentation and Celebration

Materials and Preparation	<ul style="list-style-type: none">children's published writing
Presentation and Celebration	<p>Dedicate Writing time to the class Our Markets Project.</p> <p>Provide children with an opportunity to share their biographies, either as part of the project or at a separate time.</p>
Ongoing assessment	<p>Reflect and make notes about the unit.</p> <p>What did children come to understand about the purpose, structure, and language of biography?</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