
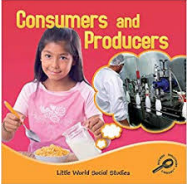
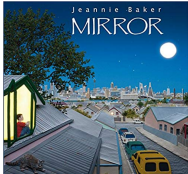
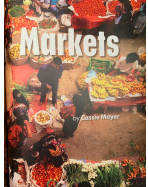


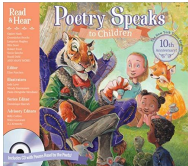


Unit 3: Resources in Our Communities WEEK 1 At a Glance

Weekly Question: What happens at a market?	
<p>Texts</p>     	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: goods, service, shop Day 2: Introduce Weekly Words: consumer, producer, buy Day 3: Action Verbs Day 4: Action Verbs in Different Tenses Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: Market Image Day 2: <i>Consumers and Producers</i>, Read 1 Day 3: <i>Mirror</i> Day 4: “Markets” (Reach Anthology) Day 5: <i>Wen-meí and Her Clay Pot</i></p> <hr/> <p>Stations</p> <p>Shared Reading: “To Market, To Market” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Wen-meí and Her Clay Pot</i>) Science Literacy: What do seeds need in order to grow and change? Vocabulary: Draw for Meaning Word Work: various activities</p>
<p>Mentor texts</p>  	<div style="display: flex;"> <div style="flex: 1;"> <p>Science and Engineering</p> <p>Lesson 1: Comparing Seeds Lesson 2: Seed Parts Lesson 3: Exploring Plants</p> </div> <div style="flex: 1;"> <p>Studios</p> <p>Children use familiar materials to engage with the new topic. In Science and Engineering, children observe and record plant growth.</p> </div> </div> <hr/> <p>Writing: Personal Recount</p> <p>Day 1: Deconstruction: Personal Recount Purpose and Stages Day 2: Deconstruction: Personal Recount Poetry Day 3: Deconstruction: Personal Recount Poem Day 4: Deconstruction; Individual Construction Day 5: Individual Construction</p>

At a Glance U3 W1

Unit 3: Resources in Our Communities

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What happens at a market?				
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%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>goods: things people buy or own</p> <p>service: job someone does which helps others</p> <p>shop: to visit stores to look over and buy goods</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>buy: to get a good or a service in exchange for money</p> </td> </tr> </table>	Day 1	<p>goods: things people buy or own</p> <p>service: job someone does which helps others</p> <p>shop: to visit stores to look over and buy goods</p>	Day 2	<p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>buy: to get a good or a service in exchange for money</p>
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<p>goods: things people buy or own</p> <p>service: job someone does which helps others</p> <p>shop: to visit stores to look over and buy goods</p>					
Day 2					
<p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>buy: to get a good or a service in exchange for money</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 1 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>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 goods, services, and shop.</i>				

Vocabulary & Language U3 W1 D1 & D2

Day 2	<i>Let's continue learning our words for this week. Today's words are consumer, producer, and buy.</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>goods Elaboration: <i>In stores, goods are displayed by category to make it easy for shoppers to find what they are looking for. The category for these goods is outside work—rubber boots, hats, and gloves. In a grocery store, goods are organized by types of food.</i></p> <p>Think, Pair, Share prompt: <i>Think of a supermarket or grocery store you go to. How are the goods displayed?</i></p> <hr/> <p>service Elaboration: <i>People provide many different kinds of services. Often someone wears a certain kind of clothing or uniform related to the service she or he provides. For example, I called a plumber last week because the sink wouldn't stop leaking. She wore coveralls with a badge. The plumber knew a lot about pipes, and she fixed the leak. I paid the plumber for this service when she was finished working.</i></p> <p>Think, Pair, Share prompt: <i>What types of services do people offer?</i></p> <hr/> <p>shop Elaboration: <i>I don't like to shop for pants, because I have to try on each pair. Sometimes it takes a long time to find the right ones. But I do like to shop for socks. They always fit me well!</i></p> <p>Think, Pair, Share prompt: <i>What is this family shopping for? Do you think they enjoy it? What in the image makes you say that?</i></p>
Day 2	<p>consumer Elaboration: <i>We are consumers of goods when we buy what we need and want. We are consumers of services when we go to the barbershop or hair</i></p>

	<p><i>salon to get our hair cut, when we go to the doctor, and when we take the T.</i></p> <p>Think, Pair, Share prompt: <i>Is this person a consumer of goods or services? How can you tell?</i></p> <hr/> <p>producer Elaboration: <i>Anything that is made, is made by producers. People produce, or make, all kinds of goods. In this picture, the producer is making alphabet books for children.</i></p> <p>Think, Pair, Share prompt: <i>Look at a piece of clothing you are wearing. What question would you like to ask the producer of that clothing?</i></p> <hr/> <p>buy Elaboration: <i>We can buy goods in markets and online. We can buy services by paying someone to do something. Either way, we are exchanging money for the good or service we buy.</i></p> <p>Think, Pair, Share prompt: <i>Where is one place your family buys what you need?</i></p>
Closing	<p><i>This week, we’re talking about what happens at markets. The words we’re studying will help us to talk about what happens at a market and the roles people have in them.</i></p>
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>Maintaining a class vocabulary list will help track children’s vocabulary growth over time.</p>
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Notes



goods

<https://www.handystorefixtures.com/product/gondola-shelving>



services

<https://www.gildshire.com/why-are-some-people-in-the-service-industry-so-rude/>

Weekly Words U3 W1



shop

<http://www.foodincare.org.uk/eating-well/encouraging-children-young-people-to-eat-well>



consumer

<https://economictimes.indiatimes.com/industry/services/retail/slow-moving-consumer-goods->

Weekly Words U3 W1



producer

<https://vi.routestofinance.com/learn-about-book-production-process>



buy

<https://www.dealnews.com/features/What-Is-Jet.com-and-How-Does-It-Work/1904786.html>

Weekly Words U3 W1

WEEK 1 Day 3

Vocabulary & Language
Action Verbs

Weekly Question	What happens at a market?
Language Objective	I can identify and dramatize the action verbs in a poem. (L.1.1d)
Vocabulary	action verbs: verbs that express physical action
Materials and Preparation	<ul style="list-style-type: none"> ● Action Verbs slides ● projector and screen
Opening	<i>This week we are learning about markets, and all of the things that happen at a market. When we talk about what happens at a market, we use action verbs, or words that show what someone is doing.</i>
Discussion	<p><i>We are going to read a poem about what happens at a market. This poem is called “Market Day Today,” from the book Fresh-Picked Poetry by Michelle Schaub. As I read, you may want to close your eyes. Listen for the action verbs that show what happens at a market.</i></p> <p>Read the poem.</p> <p><i>What happens at a market? What action verbs did you hear in the poem?</i></p>
Slide 1	<i>This is what the poem looks like, and how Amy Huntington decided to illustrate the poem.</i>
Slide 2	<i>The two action verbs in the poem are “chat” and “play.” However, Michelle Schaub painted such a great picture of what happens on market day that you might have imagined with some other actions, as well!</i>

	<p><i>Let's think about the words "chat" and "play" and see if we can figure out what they mean in this context.</i></p> <p><i>The sentence says "Farmers chat." What do you think "chat" means?</i> <i>"Chat" is one way to describe talking. What do you think it would look like for farmers to chat? Quickly act it out in your spot.</i></p> <p><i>The next sentence says "Musicians play." What do you think "play" means in this sentence?</i> <i>What do you think it would look like for musicians to play? Quickly act it out in your spot.</i></p>
Closing	<p><i>Today we learned about action verbs and discussed what happens at a market. Tomorrow we will continue discussing action verbs.</i></p> <p>Add new ideas to the Weekly Question chart.</p>
Standard	<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	<p>Are children able to identify action verbs? Do they accurately dramatize them? Do children connect the action verbs to what happens at a market?</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>

<p>Notes</p>

WEEK 1 Day 4

Vocabulary & Language

Action Verbs in Different Tenses

Weekly Question	What happens at a market?
Language Objectives	I can use action verbs in different tenses. (L.1.1.d) I can distinguish root words and their inflectional forms when talking about verbs in different tenses. (L.4.1.c)
Vocabulary	action verbs: verbs that express physical action tense: the form of a verb that specifies time present: what is happening now past: what has already happened future: what is yet to happen
Materials and Preparation	<ul style="list-style-type: none">● Action Verbs slides, from Day 3● projector and screen
Opening	<i>Yesterday we read a poem that included action verbs. Today we are going to look again at an image and use action verbs to describe what happens at a market.</i>
Discussion Slide 3	<i>There are a lot of people at this market! What are they doing?</i> Think, Pair, Share. <i>Look closely at the image. What other actions are happening?</i> As children talk, circulate to support them. Harvest the children’s ideas of action verbs. Record them on the board. <i>I noticed that when you described actions, you used verbs in the present tense, because those are verbs or actions we are noticing now. For example, you said, “The customers are shopping.” The -ing ending shows that the action is happening now, in the present.</i>

	<p>On the board, write: shop → shopping.</p> <p><i>Imagine this market happened last summer. How can we change “shop” to the past tense, to show that it already happened?</i></p> <p>On the board, write: shop → shopped.</p> <p><i>What if we want to shop in the future, such as next spring when the market re-opens; how would we write “shop”?</i></p> <p>On the board, write: shop → will shop.</p> <p>Repeat the process with several other action verbs, choosing from those identified by children, recorded on the board.</p>
Closing	<p><i>Tense refers to the time when something happens. Today we used action verbs to discuss what happens at a market, and we used those verbs in different tenses, to show them happening now, in the past, and in the future.</i></p>
Standard	<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> <p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
Ongoing assessment	<p>During the discussion, note how children are grappling with verbs in the past, present, and future.</p> <p>Are they able to identify and use verbs in different tenses?</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



Vocabulary & Language U3 W1 D4

WEEK 1 Day 5

Vocabulary & Language Carousel Brainstorm

Weekly Question	What happens at a market?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	goods: things people buy or own service: job someone does which helps others shop: to visit stores to look over and buy goods consumer: someone who buys and uses products and services producer: someone who makes goods or provides a service buy: to get a good or a service in exchange for money
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 some of the things that happen at a market.</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	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?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 3: Resources in Our Communities



WEEK 1 Day 1

Text Talk
Market Image (slide)

Big Ideas	People make exchanges to obtain the goods and services they need and want. Places have different resources. The consumer choices people make can contribute to our communities.
Weekly Question	What happens at a market?
Content Objective	I can make observations, ask and answer questions about key details in a photograph. (R.4.1.a, SL.2.1.a)
Language Objective	I can use question words such as what, why, when, how, and who to ask questions about key details in a photograph (R..4.1.a).
Materials and Preparation	<ul style="list-style-type: none">● Market slides● projector and screen● chart paper Prepare the Weekly Question Chart with the question: What happens at a market? On the whiteboard, write the prompts for the VTS routine: What’s going on in this picture? What do you see that makes you say that? What more can we find?
Opening 1 minute	<i>Welcome to our third unit of study—Resources in Our Community! As we learned earlier this year, resources are things that people need and use. During this unit, we will be thinking about what</i>

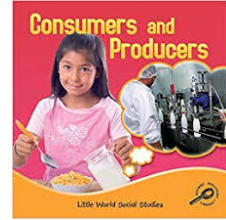
	<p><i>people need and want and where our resources come from. Today we'll look at an image to start thinking about this topic.</i></p> <p>Set a purpose for the lesson.</p> <p><i>As we look at this image, we'll focus on what we see in the image and what it makes us think about.</i></p>
<p>Text and Discussion 23 minutes slide 1</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>slide 2</p>	<p>Read the caption.</p> <p><i>What new information do we have now? What does this make us think about what we see?</i></p> <p>Provide additional context.</p> <p><i>This is a market in Boston, a city in Massachusetts. Haymarket is one kind of market, a place where people gather to buy and sell things they need and want. Historians believe that people have gathered at the Haymarket to sell and buy things for almost 300 years! In the early years, many farmers came to sell hay out of their wagons—to feed animals and also to stuff mattresses. Now the Haymarket offers mostly fruit and vegetables, along with some fish and meat, but it has kept its original name.</i></p> <p><i>The market is located in downtown Boston. It is open only on Fridays and Saturdays, all year round. Sellers, or vendors, set up their stands and cover them with tents or awnings. The market is known for having low prices.</i></p> <p>Invite children's connections to local markets.</p> <p><i>Now that we have a bit more information, let's take another close look. What more can we find in this photograph?</i></p> <p>After harvesting children's ideas from the image, ask a few questions to support thinking about what people do at a market, such as:</p> <p><i>What are people doing?</i></p> <p><i>Why are people there? Is each person there for the same reasons?</i></p> <p>Invite children to ask their own questions about the image. Remind them that they can begin question sentences with the words who, what, where, when, and how. If needed, model a question, such as "Where might people have been going after this photograph was taken?"</p>

<p>Closing 1 minute</p>	<p><i>Today we saw an image of one market. While we study resources, we'll look at markets in many places in the world. Markets are places where people interact with one other, buying and selling things they need and want.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be asking and answering the question: What happens at a market? We can record our ideas here.</i></p> <p><i>In the photo, we saw people buying and selling things they need and want. Let's add this to our chart: At a market, people buy and sell things.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media. R.4.1.a Ask and answer questions about who, what, when, where, and how.</p>
<p>Ongoing assessment</p>	<p>Notice how children listen and engage, responding directly to the images. How do children respond to the images without any background information? How do children shift their thinking when given more information about the photograph? What do children already understand about markets?</p>

Notes



Text Talk U3 W1 D1



Text Talk
***Consumers and Producers*, Read 1**
Pages 3-11

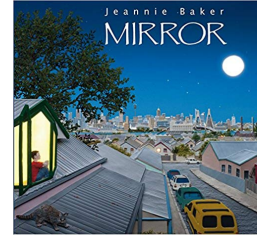
Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p> <p>The consumer choices people make can contribute to our communities.</p>
Weekly Question	What happens at a market?
Content Objective	<p>I can use informational text features and key details to determine the meaning of new vocabulary. (R.7.1.b, R.8.1.b)</p> <p>I can identify examples of goods and services that people use. (Economics 23, 24)</p>
Language Objective	I can sort words in the categories of goods and services. (L.4, L.1.5a)
Vocabulary	<p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>goods: things people buy or own</p> <p>service: job someone does which helps others</p>
Materials and Preparation	<p>Determine strategic, heterogeneous groups of about four children each.</p> <ul style="list-style-type: none"> ● <i>Consumers and Producers</i>, by Ellen K. Mitten ● <i>Consumers and Producers</i> slides ● projector and screen

	<p>During this lesson, plan to show the book and slides simultaneously so that children can read and look carefully at the words and illustrations.</p> <ul style="list-style-type: none"> • chart paper, one sheet for each small group Create one Goods and Services chart for each small group. <div data-bbox="534 373 1338 789" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Names: _____</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; padding: 5px;">Goods</td> <td style="width: 50%; border-bottom: 1px solid black; text-align: center; padding: 5px;">Services</td> </tr> <tr> <td style="border-right: 1px solid black; height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table> </div> <ul style="list-style-type: none"> • markers, 4 for each small group 	Goods	Services		
Goods	Services				
<p>Opening 4 minute</p>	<p><i>Today we will read an informational text: Consumers and Producers by Ellen K. Mitten. Look at the photograph on the cover. What do you think we might learn in this book?</i></p> <p>Invite children to make predictions. At this point, do not define the words “consumer” and “producer.”</p> <p>Set a purpose for reading. <i>The title of this book has two words that might be unfamiliar: “consumer” and “producer.” As we read today, we will use text features and key details to determine the meaning of these words, as well as some other words, such as “goods” and “services.”</i></p>				
<p>Text and Discussion 10 min page 3</p>	<p><i>This word “consumer” is printed in bold, which tells us that it is defined in the glossary at the end of the book. It’s also explained right here in the text—listen as I read.</i></p> <p>Reread the second sentence (“If you buy...”), and then turn to the glossary to read the corresponding definition. Clear up confusions.</p> <p><i>As we read, we’ll notice other words printed in bold. We’ll try to understand what they mean by using key details from the text and illustrations. Then, if we need to, we can also check the glossary.</i></p>				
<p>page 5</p>	<p><i>What are goods? What goods do you see on these pages?</i></p>				

page 6	<i>What are services? What services do you see?</i>
pages 8-9	<p><i>What new vocabulary is important on this page and how do you know? [“producer,” because it is in bold and defined].</i></p> <p><i>What do you notice about these people? How would you describe them? [workers, people with jobs, people in uniforms]</i></p>
pages 10-11	<p>Think, Pair, Share.</p> <p><i>What does the author mean by this sentence, “Everyone can be both a consumer and a producer?”</i></p> <p><i>How do the arrows on this page help us understand her meaning?</i></p>
Key Activity 10 min	<p><i>According to the text, what is the difference between a good and a service?</i></p> <p>Support children in referencing the text as they share their ideas.</p> <p><i>We’re going to stop reading here for today.</i></p> <p><i>Now you’re going to work in small groups to make a list of goods and services that you and your families buy and use.</i></p> <p>Use one of the small group charts to model writing a good and a service in the appropriate columns.</p> <p><i>Think of as many examples as you can!</i></p> <p>Send children to work in small groups.</p>
Closing 1 minute	<p><i>You all use so many goods and services! These charts probably have some similar and different ideas on them. You can compare the charts in the Library Studio this week.</i></p> <p><i>Tomorrow we’ll continue learning about the kinds of goods people buy at markets in different places around the world.</i></p>
Standards	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>Standard 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>L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p>

	Economics 24. Give examples of services people do for each other.
Ongoing assessment	Notice how children listen and engage, responding directly to the images. Are children able to make meaning of new vocabulary? Review the small group charts. How do children work in a group to list goods and services? Are children able to distinguish goods and services and provide examples of each?

Notes



WEEK 1 Day 3

Text Talk
Mirror

Big Ideas	<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>
Weekly Question	What happens at a market?
Content Objectives	<p>I can use key details in illustrations to compare markets in different places in the world. (R.11.1.a, R.11.1.b, Geography 15)</p> <p>I can use key details in illustrations to explain why markets are important to people around the world. (R.5.1.a, R.11.1.a, R.11.1.b)</p>
Language Objective	I can talk with my classmates about key details in a book and about our own experiences. (SL.1.1, SL.2.1.a)
SEL Objectives (Boston)	<p>I can identify the different personal, cultural, and linguistic assets that people have. (SA 4.1)</p> <p>I can build relationships with the diverse group of people in my classroom. (SR 3.2)</p>
Vocabulary	<p>urban: having to do with a city</p> <p>rural: having to do with the countryside</p> <p>market: a place where people gather to buy and sell goods and services</p> <p>goods: things people buy or own</p> <p>resource: something people need</p>

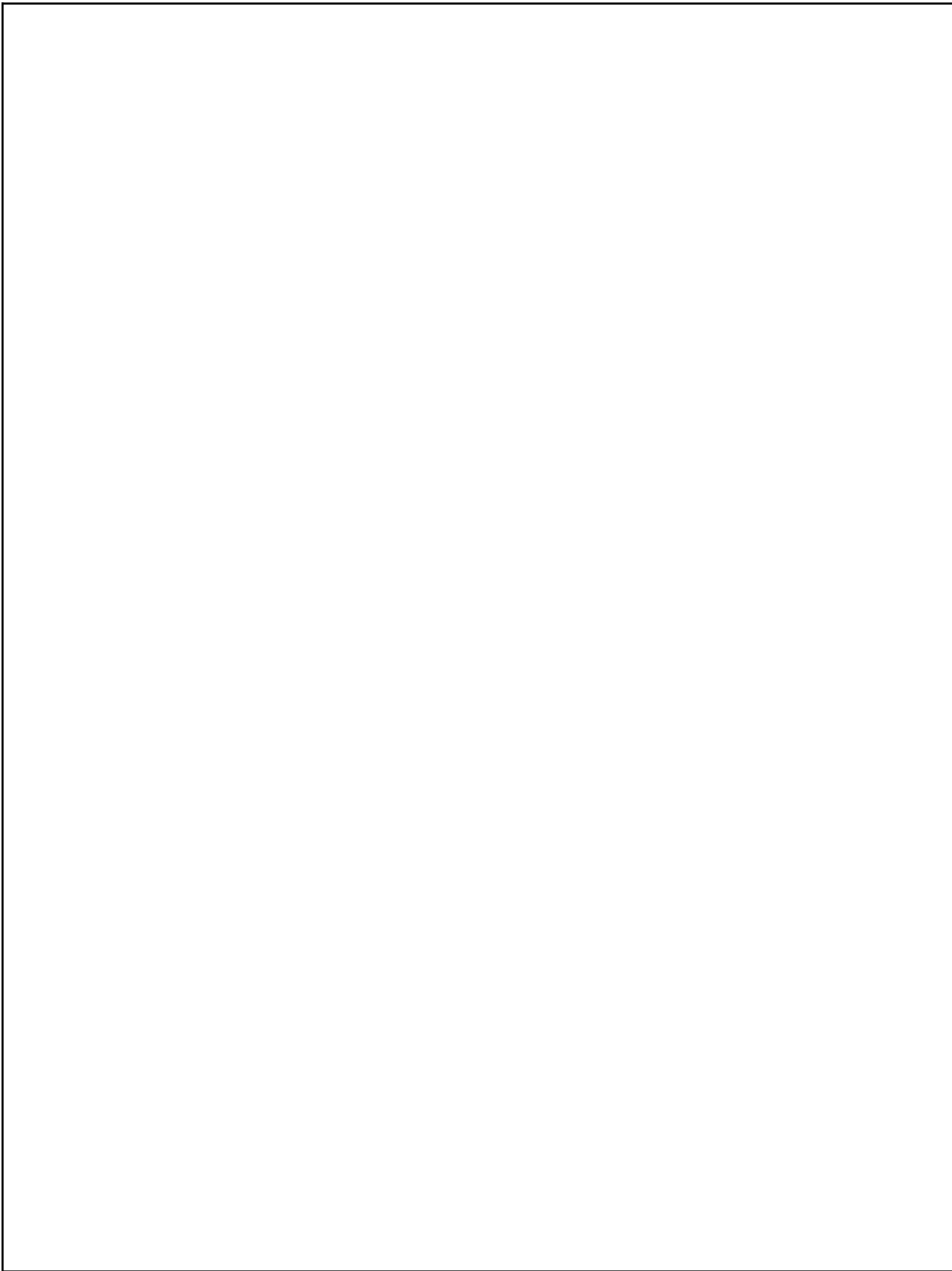
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Mirror</i>, Jeannie Baker Pre-mark page numbers in the book to correspond with the lesson, in this way: page 1a: child sits up in bed with full moon outside; page 1b: full moon and woman praying before weaving; page 2a: the two-page spread including baby in yellow sweater and bridges; page 2b: the two-page spread including mounting a donkey and sharing a meal ● world map <p>On the whiteboard, write: What happens at a market in Morocco? What happens at a market in Australia? How are they the same, and how are they different?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for reading. <i>Today we will read Mirror by Jeannie Baker. Through illustrations, this book tells two stories at the same time. One side of the book tells the story of one family's day in a rural part of Morocco. The other side of the book tells the story of one family's day in a city in Australia.</i></p> <p>Indicate the two countries on the world map. <i>Each of these countries has both urban areas (cities) and rural areas (countryside). Through this book, we are seeing just one experience in each place.</i></p> <p><i>As we read today, we'll gather key details from the illustrations in order to describe why and how the families use and exchange goods at a market. We'll compare what is the same and what is different in each story.</i></p> <p>Open the book to a pair of center pages, and orient the children to its format. <i>This is an unusual book! We will read the two stories at the same time, crossing back and forth across the pages, while we also follow what's happening in each separate story. Let's try it!</i></p> <p>Read the initial text.</p>
<p>Text and Discussion 15 minutes</p>	<p>Model using illustrations to analyze key details. <i>Let's look closely at the illustrations on this page. I see the child moving from his bed to his parents' bed while the moon is still up in</i></p>

<p>pages 1a, 1b</p>	<p><i>the sky; then I see a baby waking up when the sky is lighter. I can tell it's early morning.</i></p> <p>Model using the illustrations to consider key details that depict the morning in Morocco.</p> <p><i>Now let's look closely at the illustrations on this page. Here the moon is moving through the sky—it's becoming morning. A light is on in the building. Now we see what's happening inside that room—a person is praying and then getting to work weaving this rug.</i></p> <p><i>The position of the moon in each story gives us information about when the story is beginning.</i></p> <p><i>Throughout the book, we'll keep looking very closely at key details in the illustrations.</i></p>
<p>page 2b</p>	<p><i>From this top row of small illustrations, what do we learn about where this family gets food for breakfast? [making break, collecting eggs, milking cow]</i></p>
<p>pages 3a, 3b</p>	<p><i>We can tell that one family lives in a rural area—in the countryside, where there are not a lot of buildings. We can also tell that the other family lives in an urban area, because we see lots of buildings and big bridges.</i></p> <p>Continue slowly through the next two pages, allowing children to notice details and share interpretations, and thinking aloud to support comprehension.</p>
<p>Pages 5a, 5b</p>	<p><i>Where have both families arrived? [at a market, a place to buy things and sell things]</i></p> <p><i>As we keep reading, notice what is the same and what is different about each family's experience at a market. Notice what kinds of goods each family buys.</i></p>
<p>page 5a, 5b</p>	<p>Discuss both sides simultaneously.</p> <p>Think, Pair, Share. Emphasize finding key details in the illustrations.</p> <p>Prompt 1: <i>What is happening on these pages? What do you see?</i></p> <p>Prompt 2: <i>What is the same and what is different about the two markets?</i></p>

	<i>As we look at the rest of the book, notice the kinds of goods the two families have purchased at their markets.</i>
pages 6a, 6b to end	<p>Slowly page through the remainder of the text, pausing to gather details from the illustrations that show how and why the families get various resources for their daily lives.</p> <p>At the end of the text, invite children to recall some of the goods the two families purchased and used. Refer to specific illustrations to support the conversation.</p> <p><i>Why did each family buy the goods that they did?</i></p>
Key Discussion 6 min	<p>Move children into a circle for the whole group discussion.</p> <p><i>Jeannie Baker, the author of this book, wants us to know that markets are important to families all over the world. How is a market important to each family in this book?</i></p> <p><i>Why do you think the author titled this book, Mirror?</i></p>
Closing 1 minute	<i>Today we examined the key details in the illustrations of Mirror to think about what can happen at a market. As we saw in this book, markets are important to families all over the world.</i>
Standards	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>R.11.1.b Compare and contrast the experiences of characters in various texts.</p> <p>Geography 15. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.</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>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>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SEL SA 4.1 (BOSTON) Identify personal, cultural and linguistic assets.</p> <p>SEL SR 3.2 (BOSTON) Cultivate relationships, cooperation and respect with</p>

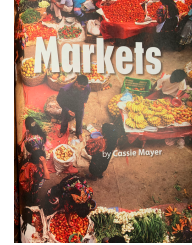
	individuals of diverse backgrounds, identities and ability.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children effectively draw on key details in the illustrations and words? Can children identify the central message and explain why it’s important? How are children beginning to think about what happens at a market?

Notes



Text Talk U3 W1 D3

WEEK 1 Day 4



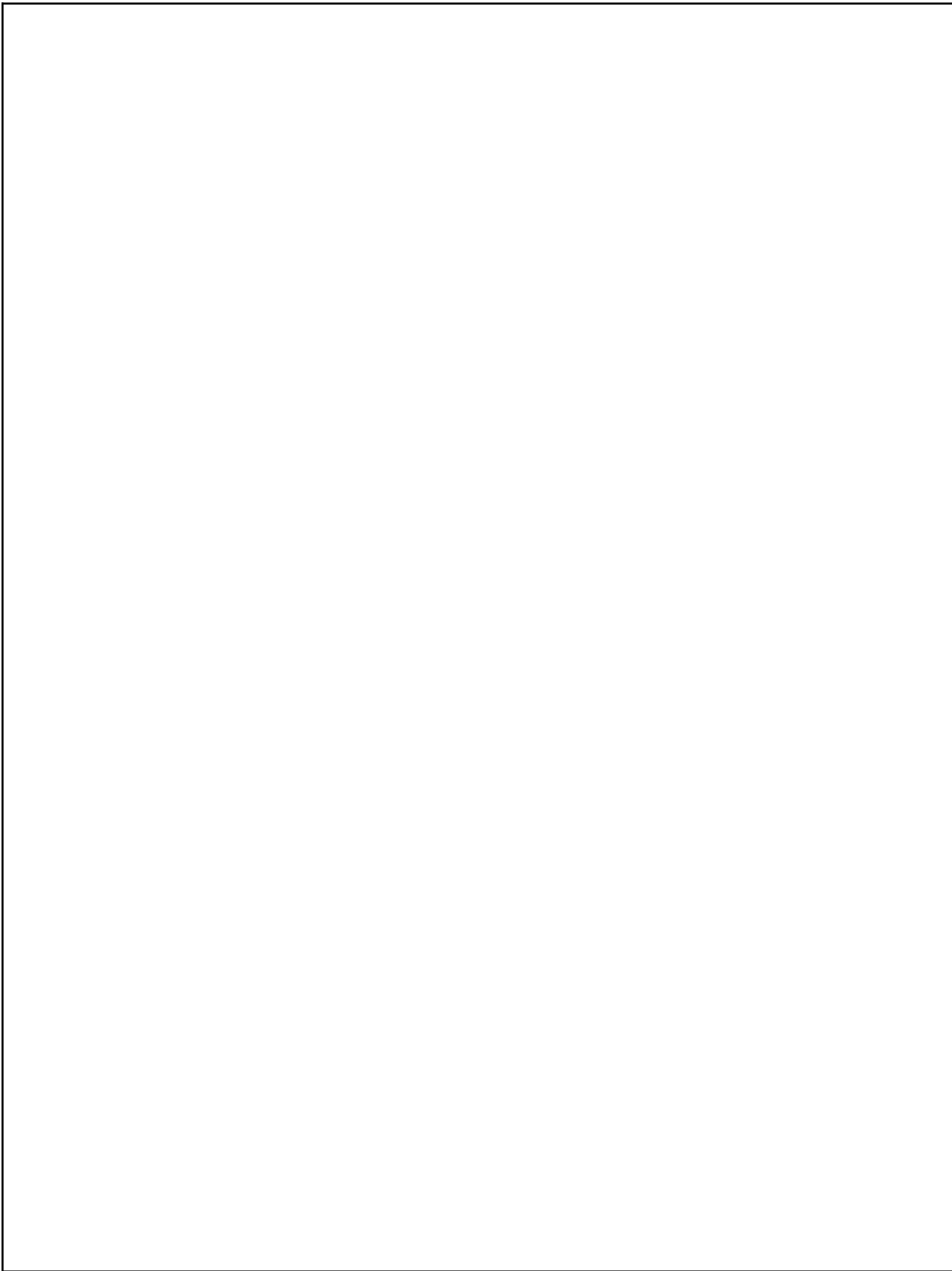
Text Talk
“Markets” (Reach Anthology, pages 139-153)

Big Ideas	People make exchanges to obtain the goods and services they need and want. Places have different resources.				
Weekly Question	What happens at a market?				
Content Objective	I can use key details from photographs and words to describe markets. (R.11.1.c, R.11.1.d) I can give examples of products that people buy and sell at markets. (Economics 23)				
Language Objective	I can add on to my partner’s ideas about markets. (SL.1.1.b)				
Vocabulary	goods: things people buy or own				
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Markets</i>, by Cassie Mayer, from the Reach Anthology; one copy for each child ● Sentences Frames for Discussion Parts 1 and 2 ● chart paper Prepare the following chart. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 50%; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Types of Markets</th> <th style="padding: 5px;">Goods Markets Sell</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Types of Markets	Goods Markets Sell		
Types of Markets	Goods Markets Sell				

	<div style="border: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <p>Ensure that children are seated beside strategic partners for Think, Pair, Share.</p>
<p>Opening 1 minute</p>	<p><i>Today we will continue learning about markets by reading a text called... "Markets"! We'll read it together chorally, just like we do in Shared Reading.</i></p> <p>Set a purpose for reading. <i>We will use key details from the photographs in the text to add to our learning about markets. As we read, we'll use this chart [refer to chart] to describe some of the goods people sell at markets and to describe different types of markets.</i></p>
<p>Text and Discussion pages 140 - 143</p>	<p>Read these pages chorally.</p> <p><i>The text tells us that markets sell many things; I notice that the photographs give us more detailed information about what kinds of things can be sold at markets.</i></p> <p><i>What do you see being sold in these photographs?</i> Add children's ideas to the chart under the heading "Goods Markets Sell."</p>
<p>pages 144 - 147</p>	<p>Read the heading, "Types of Markets." <i>Based on the heading, what do you think we will learn about in this section of the text?</i></p> <p>Chorally read these pages.</p> <p>Think, Pair, Share. <i>Use the words and the illustrations to answer this question: What are some different types of markets?</i></p> <p>Encourage children to extend their responses by identifying details in the photographs.</p> <p>Add children's ideas to the chart under the heading "Types of Markets."</p>
<p>pages 148 - 151</p>	<p>Read the heading, "What Markets Sell." <i>Based on the heading, what do you think we will learn about in this section of the text?</i></p> <p>Chorally read these pages.</p> <p>Think, Pair, Share.</p>

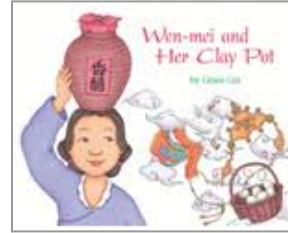
	<p><i>What do markets sell?</i> <i>Use the words and the illustrations to talk with your partner about the different goods that are sold in markets.</i></p> <p>Encourage children to extend their responses by identifying details in the photographs.</p> <p>Add children’s ideas to the chart under the heading “Good Markets Sell.”</p>
<p>Key Discussion 8 min pages 152 - 153</p>	<p>Chorally read these two pages.</p> <p>Facilitate a whole group discussion, using the Sentence Frames for Discussion chart.</p> <p><i>Why do you think the author described the market on page 152 as special?</i></p> <p><i>What do you think the author means by writing, “People need markets?”</i></p>
<p>Closing 1 minute</p>	<p>Refer back to the chart.</p> <p><i>Through this text, we discovered that there are different types of markets around the world, and that markets sell many different types of goods.</i></p>
<p>Standards</p>	<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>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively notice and draw on key details in the photographs?</p> <p>Can children build on the meaning of the text with their observations from photographs?</p> <p>How are children beginning to think about what happens at a market?</p>

Notes



Text Talk U3 W1 D4

WEEK 1 Day 5



Text Talk
Wen-meí and Her Clay Pot

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p>
Weekly Question	What happens at a market?
Content Objective	I can use key details in illustrations to retell a folktale and determine its central message (R.5.1.a, R.8.1.a)
Language Objective	I can build off the ideas of my peer’s by agreeing, disagreeing and adding on in a group discussion. (SL.1.1b)
Vocabulary	<p>clever: quick to learn and understand</p> <p>supplies: resources that can be used as needed</p> <p>emperor: a kind of leader or ruler with great power</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wen-meí and Her Clay Pot</i>, Grace Lin Note: the big book calls the text a “fable,” although it does not feature animals with human characteristics. In this lesson it is used and referred to as a folktale. ● Sentences Frames for Discussion Parts 1 and 2 ● Elements of a Folktale chart, from Unit 2 Before the lesson, add the title and complete the “Beginning” column.

		Elements of a Folktale					
		Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
		<i>How Chipmunk Got His Stripes</i>					
		“The Story of the Chicken and the Eagle”					
		<i>Wen-mei and Her Clay Pot</i>	Wen-mei, mother, a rural village in ancient China				
		<ul style="list-style-type: none"> • Week 1 Weekly Question Chart 					
Opening 1 minute	<p><i>Today we will read a story called Wen-mei and Her Clay Pot, told by Grace Lin. This folktale takes place long ago in China.</i></p> <p>Refer to the map on page 3.</p> <p><i>We can see that China is a huge country in Asia. This folktale takes place in a rural village; it doesn't tell us in which province or area of China.</i></p> <p>Set a purpose for reading.</p> <p><i>This story has some of the same elements as other folktales we have read. After we read, we'll retell the story and determine its lesson, or moral. We'll add our ideas to this chart.</i></p>						
Text and Discussion 7 minutes	<p>Vinegar is a sour-tasting liquid that can be used for many purposes—especially in cooking, but also for cleaning.</p>						
page 4							
page 5	<p><i>I wonder if Wen-mei will be careful with that big container of vinegar! Let's read to find out.</i></p>						

page 9	<i>What's happening here? Why is there a cloud around the people holding out the money?</i>
page 13	<i>Are these events really happening? How do we know?</i> <i>Wen-mei is imagining things that could happen after she sells the vinegar, but she hasn't even gotten to the market yet!</i>
page 15	Clever means smart, or quick to learn. What is making Wen-mei feel clever?
page 17	What supplies do you see in the illustration?
page 22	What does this mean: "All of her dreams were gone."?
Key Discussion 10 min	Think, Pair, Share. <i>What was the problem in the story?</i> Refer to the Sentence Frames for Discussion. <i>Wen-mei's mother tells her, "Wen-mei you must learn to not count your ducks before they hatch." What do you think she means by this? Why is she giving Wen-mei this advice?</i> As needed, support children's understanding with further prompts: <i>What do you know about what can happen to an egg? [eggs are fragile, they can break]</i> <i>How did Wen-mei's actions show that she "counted her ducks before they hatched?"</i> As needed, offer an explanation: <i>In this story, Wen-mei's ideas about what would happen after she sold the vinegar are like ducks. She was thinking so much about what might happen after she sold the vinegar that she was not paying attention to the "eggs"—the vinegar in the clay pot!</i> Complete the Elements of a Folktale chart, including the folktale's lesson.
Closing 1 minute	<i>Besides learning an important lesson from this folktale, we also got some ideas about how people might have used markets long ago in rural China.</i>
Weekly Question Chart 5 minutes	Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What happens at a market?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge.

Standards	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
Ongoing assessment	<p>Notice how children listen and engage, responding directly to the images.</p> <p>Are children able to use key details from the thought-bubble illustrations to make meaning of the story?</p> <p>Are children able to use the events from the story to determine the folktale's lesson?</p> <p>Do children build off each other's ideas using the Sentence Frames for Discussion?</p>

Notes

Name: _____

To Market, to Market

To market, to market to buy a fat pig.

Home again, home again, jiggety-jig.

To market, to market, to buy a fat hog.

Home again, home again, jiggety-jog.

To market, to market to buy some fresh clams.

Home again, home again, bippity-bam.

To market, to market, to buy a corn tortilla.

Home again, home again, bippity-bia.

To market, to market to buy _____.

Home again, home again, bippity- _____.

To market, to market, to buy _____.

Home again, home again, bippity- _____.

WEEK 1

Shared Reading
“To Market, To Market”

Weekly Question	What happens at a market?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the rhyme for whole group reading. ● “To Market, to Market” slides ● pointer ● highlighter tape (optional) ● On the whiteboard, write the heading, Foods we get at the market.
Opening 1 minute	<p><i>Our Shared Reading text this week is an old nursery rhyme that you may be familiar with, called “To Market, To Market.” This nursery rhyme is hundreds of years old; imagine how long people have been going to markets! We’ll read the original version of it, as well as a new version. Then we’ll have a chance to make up our own version!</i></p> <p><i>Before we read the nursery rhyme, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p><i>We have just started learning that when the letter r comes right after a vowel it can change the sound that vowel makes.</i></p> <p>Review r-controlled vowels -ar and -or using the Foundations R-Controlled Vowels poster.</p> <p>Substitute medial vowels. <i>I’m going to say a word, then we’ll change some sounds to make a new word.</i></p> <p><i>The first word is “far.”</i> Invite children to echo the word. <i>What r-controlled vowel do you hear in that word?</i></p> <p><i>Now let’s change the word. The new word is “for.”</i> <i>What sound changed in the word?</i> <i>What sounds stayed the same?</i></p>

	<p>Blend sounds to make a word. <i>We are going to blend sounds together to make words that we'll see in our text. These words have consonant blends—two consonants next to each other that make two sounds.</i></p> <p><i>Listen to these sounds: /c/.../l/.../am/. Now say and tap the sounds. How many sounds are there? What's the word?</i></p> <p>Remind children that /am/ is a glued sound and gets one tap with two fingers.</p> <p><i>Listen to these sounds: /f/.../r/.../e/.../sh/. Now say and tap the sounds. How many sounds are there? What's the word?</i></p> <p>Remind children that /sh/ is a digraph and gets one tap.</p> <p>Determine syllables. <i>How many syllables do you hear in the word "market?" 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 vowel do you hear in the word "market?"</i></p>
<p>Shared Reading 12 minutes</p>	<p>Show slide 1, read the title, and then show slide 2. Model reading the full original nursery rhyme, then read it chorally with the children.</p> <hr/> <p>Show slide 3. <i>Here's a new version of the nursery rhyme, based on the original one.</i> Echo read the rhyme, line by line.</p> <hr/> <p>Show slide 4. Compare the two versions. <i>What is similar about these two versions? What is different?</i></p> <hr/> <p>Show slides 2 and 3. Identify and highlight words in the second version of the poem with r-controlled vowels. <i>What words in this poem have r-controlled vowels? (market, tortilla) What words have consonant blends? (fresh)</i></p> <hr/> <p>Show Slide 1 (title). Connect to unit content.</p>

	<p><i>The image here is from a farmers market. Thumbs up if you've ever been to a farmers market. Long ago when the original nursery rhyme was sung, most markets were outdoors, like this.</i></p> <p>Construct a class version using market foods familiar to children. <i>Now we get to write our own version of this rhyme! What are some foods that you get at the market with your families?</i> Create a list on the whiteboard.</p> <p>Use foods from this list to construct a new version of the rhyme, playing with language by creating nonsense rhymes "bippity-___." Read the new version chorally.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading the original and new nursery rhymes at the Reading Station. You will also have an opportunity to write your very own version!</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. Standard R12 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend phonemes? Do children identify syllables? Do children identify r-controlled vowels?</p> <p>Listen to children chorally read. Do children read with appropriate phrasing and expression?</p> <p>Review children's own versions at the Reading Station. Do they create original rhymes?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards or use letter tiles to build single syllable words with consonant blends. ● Children write their own versions of "To Market, To Market."

Notes

Unit 3: Resources in Our Communities

WEEK 1

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“To Market, To Market”	<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"> ● “To Market, To Market” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 1 image (two markets) ● Week 1 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>Wen-mei and Her Clay Pot</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Wen-mei and Her Clay Pot</i> book ● <i>Wen-mei...</i> conversation prompts
Vocabulary	Draw for Meaning <i>interconnected, basic need, map, urban, location, travel</i>	<ul style="list-style-type: none"> ● Unit 2, Week 8 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	What do seeds need in order to grow and change? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 1 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 1 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Look, Cover, Write, Check	<ul style="list-style-type: none"> ● Week 1 Look, Cover, Write, Check sheets ● Look, Cover, Write, Check directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 1 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card

Stations U3 W1

Trick Word Memory	<ul style="list-style-type: none">● Week 1 Trick Word Memory cards● scissors● Memory directions card
I-Blend and r-Blend Match and Sort	<ul style="list-style-type: none">● Week 1 Sort sheets● Sort directions card

Name: _____

Fluent Reader's Challenge

My belt is on **the** shelf in **the** den.

Did Beth step on **the** frog?

This clock is **the** best gift.

Bill fell in **some** sand.

Stan must dump **the** trash.

Come to the pond **and** swim.

Could mom mend **the** rip in this dress?

I wish that Kim **would** not brag.

The class **should** get **a** flag.

Could Tim get **the** cloth on **the** shelf?



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U3 W1

Name: _____

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

could	<hr/> <hr/> <hr/>	
him	<hr/> <hr/> <hr/>	
should	<hr/> <hr/> <hr/>	
no	<hr/> <hr/> <hr/>	
would	<hr/> <hr/> <hr/>	
also	<hr/> <hr/> <hr/>	

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

Use it in a Sentence

could

him

should

no

would










also

Name: _____

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

Look at the picture. Name the object. Write the word.
Underline the blend with 2 lines. Box the glued sound.

Word Bank							
tram	plug	grin	flat	flip	brush	sled	blend





 <u>t</u> r u n k	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

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

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

Look at the picture. Name the object. Write the word.
Underline the blend with 2 lines. Box the glued sound.

Word Bank							
drum	crab	plum	drop	plank	clip	frog	grass

 <p data-bbox="277 852 550 926"><u>b</u> ring</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: _____

Trick Word Memory

they	she	your	could
should	into	would	she
would	could	you	into
you	they	your	should

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W1

I-Blend and r-Blend Match and Sort

Cut apart the letter blends.
Cut apart the pictures.
Match the blends to the pictures.
Write the words in the correct column.

dr	cr	pr
br	tr	fr
gr	gl	bl
cl	fl	sl
pl		



Word Work Station U3 W1



Name: _____

l-Blend and r-Blend Match and Sort

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

Talk, Draw, Talk Week 1



<https://www.boston-discovery-guide.com/haymarket-boston.html>;
<https://www.hotels.com/go/thailand/bangkok-floating-markets>

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Listening & Speaking U3 W1.1

Listening & Speaking U3 W1.1

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 how these markets are the same and different. After you talk, draw an image of a market you visit. Talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for the student to draw a market scene after a discussion.

Listening & Speaking U3 W1.1

Listening & Speaking U3 W1.1

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

Wen-mei and Her Clay Pot Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are some of the goods Wen-mei hopes to buy with her money from selling the vinegar?

Wen-mei and Her Clay Pot

Question 2

How is Wen-mei feeling when she is walking with the clay pot?
How do her feelings change?

Wen-mei and Her Clay Pot

Week 1 Prompt 1

What do seeds need in order to grow and change?	Date: _____ Weather: _____ Temperature: _____
What do seeds need in order to grow and change?	Date: _____ Weather: _____ Temperature: _____
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What do seeds need in order to grow and change?	Date: _____ Weather: _____ Temperature: _____
What do seeds need in order to grow and change?	Date: _____ Weather: _____ Temperature: _____








WEEK 1 Lesson 1

Science and Engineering: Comparing Seeds
Working in small groups, children compare the size, color, and shape of seeds.

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.
S & E Guiding Question	How are seeds alike and how are they different?
Content Objective	I can ask and answer questions about seeds (Practice 1, 1-LS1-1, 1-LS3-1)
Language Objective	I can describe my seed sort and provide evidence (Standard 3)
Vocabulary	seed: Part of a plant that can grow a new plant fruit: anything that grows on a plant and contains seeds vegetable: the edible root, tuber, leaf, stem, or flower of a plant
Materials and Preparation	<ul style="list-style-type: none"> ● Seed cards, cut apart, 1 set per small group * Optional - Alternatively, real extracted seeds from foods to extract the seeds for physical comparison. ● Comparison Chart, 1 set per small group *Optional - Alternatively, real extracted seeds from foods to extract the seeds for physical comparison. ● chart paper and markers
Opening 3 minutes	<p style="text-align: center;"><i>We have started learning about resources. Resources are things that people need and use. Plants are one of the most important resources for people; we use plants for many different purposes, including for food. Some plants start from a seed.</i></p> <p>Invite children to share what they already know about seeds.</p> <p style="text-align: center;"><i>Over the next few weeks, we will grow beans and other</i></p>

	<i>plants that people eat!</i>																
Investigation 10 minutes	<p>Discuss with children ways that things can be compared-size, color, and shape.</p> <p>Create a comparison chart on the chart paper. Include fruits of your choice. Model a comparison thinking strategy by comparing two items that are similar in the classroom to compare. Use guiding questions such as how they are similar or different in size, color, and shape.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Seed Type</th> <th style="width: 25%;">Size (small, medium, large)</th> <th style="width: 25%;">Color</th> <th style="width: 25%;">Shape Draw the shape of the seed</th> </tr> </thead> <tbody> <tr> <td>Avocado</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Kiwi</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Corn</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><i>Now you will have a turn to look at seeds.</i></p>	Seed Type	Size (small, medium, large)	Color	Shape Draw the shape of the seed	Avocado				Kiwi				Corn			
Seed Type	Size (small, medium, large)	Color	Shape Draw the shape of the seed														
Avocado																	
Kiwi																	
Corn																	
Discussion	<p>In small groups, children complete the Comparison Charts. Provide each small group with a corresponding set of cards.</p> <p>If time allows, challenge children to guess the location of each of the seeds. Are they in the center of the fruit or scattered throughout? Are there many seeds or only a few? Are the seeds, seeds we eat or spit out? Explain that scientists use different criteria when they are making observations.</p>																
Closing	<i>Over the next few weeks, we will be looking at seeds, watching them change and grow, and talking about plants that are specific to Maine.</i>																
Standards	<p>1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents</p> <p>Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.</p>																
Ongoing assessment	Observe children as they work in their small groups. Are they discussing the seed characteristics and comparing them?																

Week 1 Prompt 1

What do seeds need in order to grow and change?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What do seeds need in order to grow and change?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
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What do seeds need in order to grow and change?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 



kiwi



strawberry



lemon



kiwi seeds



strawberry seeds



lemon seeds



watermelon



avocado



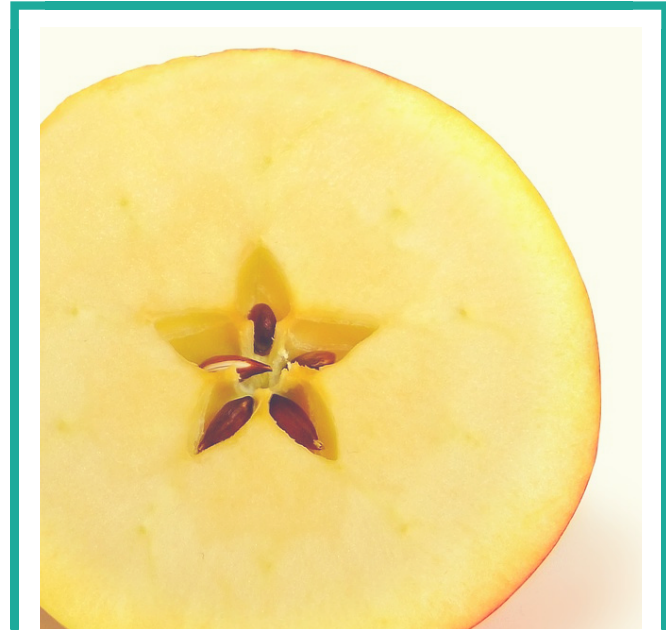
apple



watermelon seeds



avocado seed



apple seeds



tomato



peapods



pepper



tomato seeds



peas



pepper seeds



pumpkin



cucumber



corn



pumpkin seeds



cucumber seeds




corn kernels

Seed Type	Size-Small or Large	Color	Shape-Draw a sketch
 <p data-bbox="260 370 331 406">Kiwi</p>			
 <p data-bbox="260 560 436 596">Strawberry</p>			
 <p data-bbox="260 750 382 786">Lemon</p>			
 <p data-bbox="302 915 504 948">Watermelon</p>			
 <p data-bbox="277 1105 424 1138">Avocado</p>			
 <p data-bbox="266 1320 367 1352">Apple</p>			

Seed Type	Size-Small or Large	Color	Shape-Draw a sketch
 Tomato			
 Pea			
 Pepper			
 Pumpkin			
 Cucumber			
 Corn			

Seed Type	Size-Small or Large	Color	Shape-Draw a sketch
 Pumpkin			
 Cucumber			
 Corn			
 Kiwi			
 Strawberry			
 Lemon			

Seed Type	Size-Small or Large	Color	Shape-Draw a sketch
 <p>Tomato</p>			
 <p>Pea</p>			
 <p>Pepper</p>			
 <p>Watermelon</p>			
 <p>Avocado</p>			
 <p>Apple</p>			

WEEK 1 Lesson 2

Science and Engineering: Exploring Plants- Seed Parts
 Working in small groups, children open up a soaked lima bean. They observe it and learn about parts of a seed.

S & E Big Ideas	Inside each seed is a baby plant and food to help the baby plant grow.
S & E Guiding Question	What are the different parts of a seed?
Content Objective	I can make observations about seeds (1-LS3-1) I can use a glossary to define words I don't know. (RI.1.5, L.1.4)
Language Objective	I can gather information about how seeds grow. (Practice 8, R1.1.2)
Vocabulary	DNA: The special code that tells a plant how to grow embryo: The baby plant inside a seed seed: Part of a plant that can grow a new plant seed coat: The hard cover that protects the seed
Materials and Preparation	<ul style="list-style-type: none"> ● Parts of a Seed, passage and glossary, one per child ● A Peek Inside a Seed sheet, one per child ● hand lenses, 1-2 per small group ● paper towels, a couple of sheets per small group ● container to hold water for soaking the beans ● presoaked lima beans, one per small group plus extra <p>Soak lima beans in water overnight or for several hours. During the Investigation, children will need to split the bean in half, lengthwise. This step might be difficult for some children, therefore, it might be helpful to split some beans ahead of time.</p> <p>Children will work in small groups. If necessary, pre-assign these small groups ahead of time.</p>
Opening	Distribute Parts of a Seed. Read together as a whole group.

5 minutes	
Investigation and Discussion 10 minutes	<p>Provide each small group a soaked bean, paper towels, and a hand lens. Instruct children to gently rub the bean to remove the seed coat. This will look translucent once it is removed.</p> <p>Guide children to gently split the bean in half, lengthwise. Encourage children to use the hand lens to look at the inside of the bean and at the seed coat.</p> <p>Ask children to locate the embryo (stem and leaf).</p>
Discussion	Children complete the A Peek Inside a Seed Sheet in partners or small groups.
Closing	<i>Seeds and people both have DNA. Just like DNA tells a plant what kind of plant it will be, our DNA tells our bodies what color eyes we have, our hair color, and how tall we grow.</i>
Standards	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>
Ongoing assessment	<p>What do children understand about how seeds grow?</p> <p>What do children understand about using a glossary to define new words?</p>

Notes

WEEK 1 Lesson 3

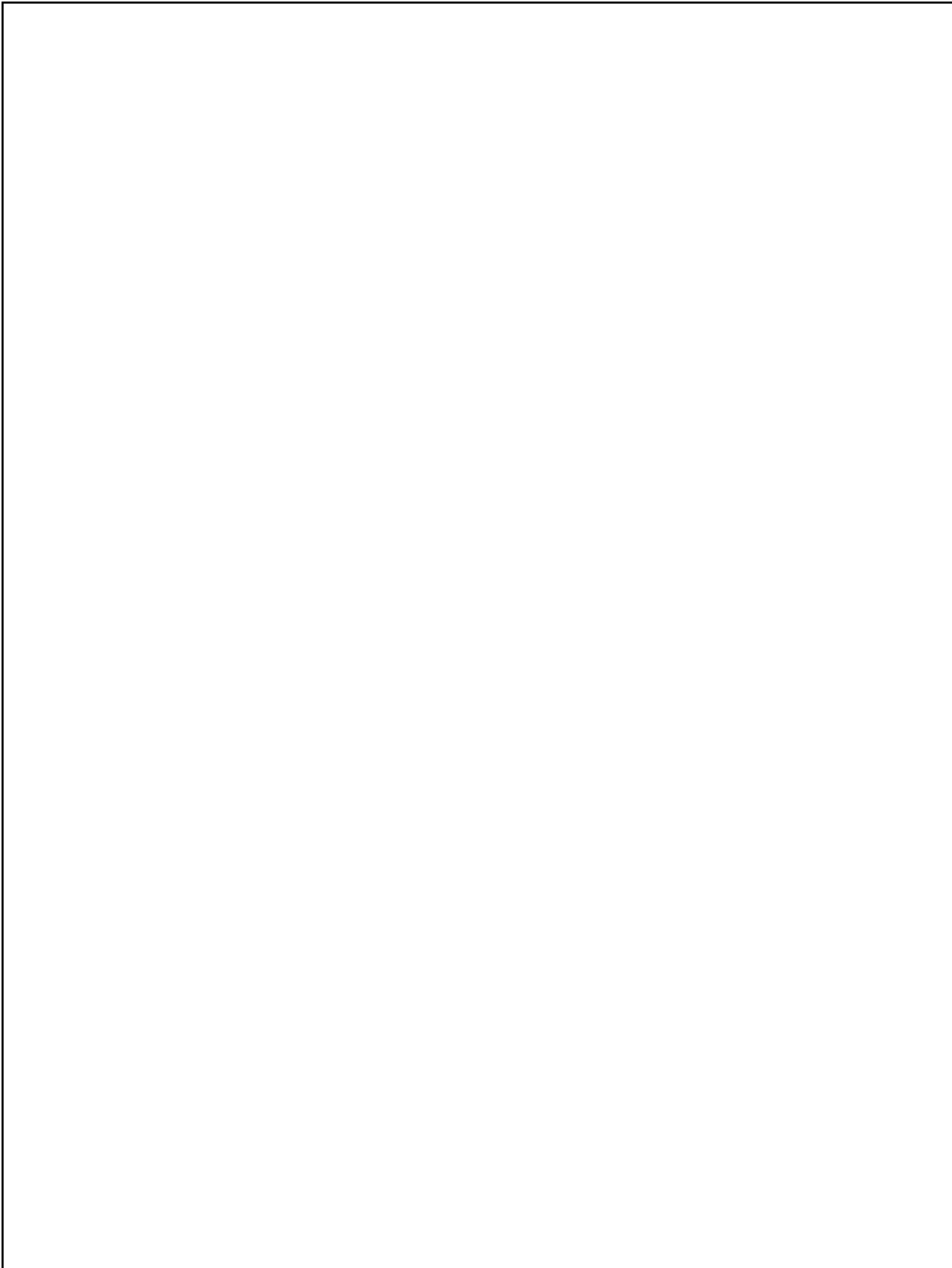
Science and Engineering: Exploring Plants
 Children plant a bean seed in a paper towel within a ziplock bag.

S & E Big Ideas	Inside each seed is a baby plant and food to help the baby plant grow.
S & E Guiding Question	What are the different parts of a seed?
Content Objective	I can gather information about how seeds grow. (Practice 8, R1.1.2)
Language Objective	Using this article, I can ask and answer questions about seeds. (SL.1.2)
Vocabulary	<p>DNA: The special code that tells a plant how to grow</p> <p>embryo: The baby plant inside a seed</p> <p>seed: Part of a plant that can grow a new plant</p> <p>seed coat: The hard cover that protects the seed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Seed Germination Lab, one per child ● Seed Observation Journal, one per child <p>Assemble the journals by copying the pages and stapling the pages together.</p> <ul style="list-style-type: none"> ● 6 Inch Ruler, one per child or small group ● bean seeds, one per child or 2-3 per group ● plastic Ziploc bag, one per child or 2-3 per group ● paper towel, one per bag ● water <p>Decide whether children will plant their own seeds individually, or work in small groups. If necessary, pre-assign these small groups ahead of time.</p>
Opening	<i>What have we already learned about seeds through our Science</i>

5 minutes	<p style="text-align: center;"><i>and Engineering Investigations?</i></p> <p>Connect to prior knowledge by reviewing discussions from the previous seed activities. Review the seed parts and discuss what is inside of each seed.</p>
<p>Investigation and Discussion 20 minutes</p>	<p>Distribute the Seed Germination Lab sheets. Ask children to determine the meaning of germination. <i>What happens to the parts of the seed during germination?</i> Explain that water softens the seed coat, the roots push through the seed coat and grow down into the soil, and the shoot (which will turn into the plant’s leaves/stem) grows up toward the air and sun. Support children with writing the definition of germination in their own words at the top of the sheet.</p> <p>Introduce the question children will be investigating: <i>How long will it take each seed to germinate?</i> Read the first paragraph together.</p> <p>Model each step:</p> <ol style="list-style-type: none"> 1. Dampen a paper towel and place it inside the baggie so that it stretches most of the way across the bottom. The towel should be pretty damp, but not so much that it drips and forms a puddle in the bag. 2. Place the seeds between the paper towel and the baggie. 3. In the Seed Observation Journals, write the date and draw an accurate picture of the baggie and the seeds on the recording sheet. 4. Think carefully about each seed’s properties. Complete the last sentence on the recording sheet by predicting which seed will germinate first. Make sure to give a reason for your prediction. 5. Tape the baggie in a sunny window. <p>Provide time for children to complete the steps, either individually, in partnerships, or small groups.</p>
<p>Closing 5 minutes</p>	<p>In the whole group, review germination <i>Turn and talk about hat the word germination means.</i> Ask children to predict what they might see once their seeds start to germinate (e.g., a root and/or shoot will start to grow out of the seed coat).</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</p>

	<p>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>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>
Ongoing assessment	<p>What do children understand about how seeds grow?</p> <p>What do children understand about using a glossary to define new words?</p>

Notes



Science and Engineering U3 W1 L3