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All needed masters are found directly following the corresponding lesson.

Arc of Unit 3: Resources in Our Communities

Big Ideas

- People make exchanges to obtain the goods and services they need and want.
- People make choices as consumers.
- Places have different resources.
- Many jobs that people do are connected to the resources found in the places where they live.
- People’s skills, knowledge, and talents are resources that contribute to the marketplace.
- The consumer choices people make can contribute to our communities.

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Unit Question: How do resources shape a community?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Weekly Question	What happens at a market?	What do people need? What do people want?	Where do our resources come from?	
Texts	Market Image (VTS) <i>Consumers and Producers</i> <i>Mirror</i> “Markets” (Reach Anthology) <i>Wen-mei and Her Clay Pot</i>	<i>Those Shoes</i> <i>A Chair for My Mother</i>	<i>From Cocoa Bean to Chocolate</i> <i>Me on the Map</i> “How people make sneakers” video <i>Fresh-Picked Poetry</i>	<i>From Sheep to Sweater</i> <i>On the Farm, At the Market</i>
Science and Engineering	Comparing Seeds Seed Parts Exploring Plants	Root Stem Cutting Plantings Plants Grow and Change	Parts of Plants Plant Observations	Maine Plants Plant Observations
Studios	Making boxes; playing store; researching markets; observing plant growth; making money	Activities continue; reviews of Unit 3 books	Drama and Library combined to explore suppliers and consumers; comparing leaves	Expand the classroom market; examine tags and labels; edible plants; goods close and far
Writing	Personal Recount (poem)	Personal Recount (poem)	Personal Recount (poem)	Personal Recount (poem)

Unit 3 Arc of the Unit

Arc of Unit 3: Resources in Our Communities

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Weekly Question	How do resources get from where they come from to the people who use them?	What services do people provide and use?	How do we make choices as consumers?	How do the choices we make as consumers impact our communities?
Texts	<i>How Did That Get in My Lunchbox?</i> <i>Fresh-Picked Poetry</i> "Delivery" (Reach anthology) <i>Before We Eat</i>	<i>Quinito's Neighborhood</i> and School Nurses Interview People in Our Neighborhoods <i>Bippity Bop Barbershop</i>	<i>Something Special for Me</i> What Can We Do with Money? Being Part of a Green Economy	<i>Dolores Huerta: A Hero to Migrant Workers</i> The Role of Consumers in the Delano Grape Boycott Synthesizing Unit Ideas Celebrating our Projects
Science and Engineering	Photosynthesis Plant Defenses	Growing Seasons Alternative Farming Methods	What Comes From Plants? Advertising a local product	Advertising a local product (continued and merged with project)
Studios	Our Markets Project introduced; working with seeds	Our Markets Project work continues		Classroom market opens
Writing	Biography	Biography	Biography	Biography

Unit 3: Resources in Our Communities

What do we want? What do we need? How do we get those things? Where do they come from? What choices can we make about what we buy and consume? What roles do people have, and how do they interact? **How do resources shape a community?**

Unit 3 is all about resources. Children build knowledge about the goods we consume and the people and processes that bring those resources to us. They learn about local resources, and natural resources. And further, children explore services, people as resources, terms of exchange (money), places in our communities close by and far away where production happens, and why the choices we make as consumers matter. They meet people who work to ensure that our acquisition of goods contributes to systems that are fair to the communities that produce them.

While we don't generally talk about "going to market," the word "market" is useful in describing and exploring the wide variety of places where people meet to buy, sell, and trade in order to procure things we need and want to fuel our lives. This study takes "playing store" to a new level. Indeed, children do play store, in the Drama Studio and way beyond. They engage in exchanges involving goods and money, as well as exchanges with language and exchanges of ideas. Not only do children benefit from the cross-disciplinary experiences of creating and using money, they develop business proposals and set up shop to offer goods and services needed and desired by their classroom communities. These market stalls take shape, over the course of several weeks, as the Our Markets Project.

In Writing, children return to Personal Recount, this time by writing a poem about an experience with an important object and thus practicing poetic devices. Beginning in Week 5, children move into a new genre, Biography. They interview and write about someone in the school or beyond who provides a service that is important to the community.

In Science and Engineering children take up a study of plants that intersects with the study of animals from Unit 2. Children consider plant growth and recognize plants as resources for food, building material, and clothing, and as part of the chain of resources that feed and empower communities.

The Our Markets Project begins in Week 5 (or earlier). Through this project, children explore many aspects of how resources shape a community. After identifying goods and services needed or desired in the classroom community, they work in small groups to envision, plan, construct

Unit 3 Introduction

market stalls. They supply their stalls with the goods and tools required to fuel their microindustries; they consider the resources that people contribute, along with the material resources they can access; they work with money; they create appropriate signs... The classroom marketplace is without boundaries, as children bring lessons from texts and discussions to life.

As in previous units, the final day of the unit is reserved for a celebration and presentation about children’s learning, either within the classroom community or with invitations sent to the larger school community and families.

Throughout first grade, children’s immediate experiences are connected to the broader context of their community and the world. In the case of Unit 3, it is important to recognize the real limits of children’s own consumer power. Children are often bystanders, rather than active participants, in consumer exchanges, and they don’t often have the opportunity to make real decisions about spending money. Here, instead, they enjoy first hand the power of consumer choice and consider its impacts; in addition, they act as producers and take in the view from the other side of the sales counter.

Preparation

As the unit begins, **collect tags and labels** that give information about where a product comes from and what it is made from. These may be from food, clothing, household goods, toys—anything at all. **Families** can also be asked to collect tags and labels to add to the classroom collection. These will be used in Studios, beginning in Week 4.

Replenish the class collection of **Beautiful Stuff**. Children will need a good amount and wide diversity of materials to create goods, tools, and props for their market stalls, beginning in Week 5.

Get **plant cuttings**—several of one plant, or several different kinds—and start them in water for root development. Try starting seeds from fruit. The more variety of plants in the classroom, the more children can observe. Don’t worry about not having a “green thumb.” Sticking a plant in a jar of water doesn’t require any particular skill. Some plants will work better than others; that will be interesting, too.

A few resources

For building teachers’ background knowledge:

Review some of the videos in the [Factory Visits series](https://www.misterrogers.org/articles/factory_visits/) from Mr. Rogers (https://www.misterrogers.org/articles/factory_visits/). Plan to share these with children as their interests suggest and time allows. Each video runs from about three and a half to seven minutes.

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Take a walk around the school neighborhood to become familiar with local businesses. Expand your familiarity out to the towns from and through which children travel to school from where they live. What goods are for sale? What services are offered? Is public transportation accessible? What languages are represented in signs? Who is running and working in the shops and other businesses? What do you notice about the ways different businesses are connected to the community—through flyers they display, for example?

Picture books featuring buying, selling, or trading, for supplementing the classroom collection (request them from the library):

- *Extra Yarn*, Mac Barnett
- *The Gift*, Aliana Brodmann
- *The Scarecrow's Hat*, Ken Brown (focuses on trading)
- *The Purse*, Kathy Caple
- *Pancakes! Pancakes!* Eric Carle
- *Not So Fast Songololo*, Niki Daly
- *Paddy's Pay Day*, Alexandra Day (picture book, no text)
- *Pancakes for Breakfast*, Tomie DePaola
- *The Cinnamon Hen's Autumn Day*, Sandra Dutton
- *The Little Red Hen*, Paul Galdone (and other versions, such as: *The Little Red Hen*, Jerry Pinkney; *The Little Red Hen Makes a Pizza*, Philemon Sturges, used in K1)
- *Pedrito's Day*, Luis Garay
- *Blackberry Booties*, Tricia Gardella (focuses on trading)
- *Ox-Cart Man*, Donald Hall
- *A Bargain for Frances*, Russell Hoban
- *One Fine Day*, Nonny Hogrogian (focuses on trading)
- *One Kitten for Kim*, Adelaide Holl (focuses on trading)
- *Erandi's Braids*, Antonio Hernandez Madrigal
- *My Rows and Piles of Coins*, Tololwa M. Mollel
- *Sheep In A Shop*, Nancy Shaw
- *The Treasure*, Uri Shulevitz
- *Farmer Palmer's Wagon Ride*, William Steig
- *Tops and Bottoms*, Janet Stevens
- *Music, Music for Everyone*, Vera B. Williams (companion to *A Chair for My Mother* and *Something Special for Me*)
- *A New Coat for Anna*, Harriet Ziefert (focuses on trading)

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Our Markets Project Overview

The seeds of the Our Markets Project are planted in the first weeks of Unit 3, as soon as children begin thinking about markets and about their own and their families' needs and wants. As children develop understandings about where our resources come from and how they get to us, they begin to evaluate the goods and services they and their families consume. At the same time, they are learning about exchanges of money and goods, the supply chain, local and natural resources, the needs of workers, and fair exchanges. Thus, the project gives children opportunities both to practice the actions of producing and consuming and to communicate their evaluations of and decisions about economic systems.

The Final Product

This project is structured differently than those in previous units. As a class and in the classroom, the children create a marketplace with various stalls offering goods and services they decide are important to their community ("the community" may be limited to the class, or more broadly include all first graders at the school, the whole school community, and/or families). The work of the project happens in Studios only, rather than across components.

Children choose a good or service they would like to provide—based on the needs of the community—and create a way to offer it to consumers. They assign themselves to small, market-specific groups and work in those groups across the studios to realize the industry of their market stall. For example, children may have a shop selling books, plants, or comfortable chairs; they may create a barbershop, furniture repair, library, or health center. Working with a business plan, each small group envisions, designs, and creates their physical space, signage, models of the products they offer or tools needed for their trade, and props for doing business. They also draw out related supply chains, consider the needs of workers, and decide on the prices they will charge.

In two sessions at the end of the unit, children alternate working as producers/sellers in their group's stall and visiting each other's stalls as conscientious consumers with a limited amount of class "money" to spend. In this way, they experience and reflect on how a person can be both a producer and a consumer.

Alternately, the project may be narrowed by having the entire class work together on offering just one good or service to the broader school community and/or to families. Decide together how any income generated (by real sales) will be used—donated to a

Unit 3 Introduction: Our Markets Project

particular cause or spent on something needed for the classroom, for everyone's use. Structuring the project in this way will depend on and develop different knowledge and skills.

The project unfolds over four weeks. To give children more time, the project and related activities could be introduced in Week 3 or Week 4.

<p>Week 5: Setting up the project</p>	<p>Brainstorm market stall ideas; survey classmates to determine which industries are most important to the community; choose six ideas to pursue; assign groups.</p> <p>Determine small groups with child and teacher input.</p> <p>Develop business plans for teacher approval. Choose names for businesses.</p> <p>Establish currency.</p>
<p>Week 6: Developing market stalls and products / tools</p>	<p>Create goods or tools needed to provide services.</p> <p>Design market stalls, including entrances, shelves or containers, seating as needed. Make signs.</p> <p>Set prices.</p>
<p>Week 7: Continuing work; Preparing to open the market</p>	<p>Continue to create goods and/or tools.</p> <p>Choose a name for the entire market.</p> <p>Create invitations for family or school community members to visit the market.</p> <p><i>Goods:</i> Represent supply chains in writing/drawing. <i>Services:</i> Write biographies about how producers came to offer the service.</p>
<p>Week 8: Putting the market into action</p>	<p>Complete all work and get the market ready for customers.</p> <p>Make a shopping budget for open market days.</p> <p>Two days of Studios sessions are dedicated to working and shopping at the market:</p> <p style="padding-left: 40px;">Day 1 - Half the children work in their stalls while the other half shops Day 2 - All children trade roles</p> <p>Reflection:</p> <p style="padding-left: 40px;">What was it like to be a producer? What was it like to be a consumer?</p>

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Preparation

Collect boxes and other materials that will be useful in creating stall props (shelves, bins, and other organizing systems).

Enhance the classroom's Beautiful Stuff collection:

- Send a renewed letter to families (see Introductory Documents, Part 3: Tools),
- Ask colleagues to collect useful items,

The classroom set up will need to accommodate the market and various stalls. A minimalist market stall can be quickly set up and taken down with moveable signage and materials in bins. Still, children will need ample space to move around both to create their market and to sell and shop there. Consider how the classroom space might become more flexible for the final weeks of the unit while children realize their market.

Consider children's facility with concepts of money, based on their work in math and in Studios to date. Decide which denominations children will use in the market (dollars, coins). If any markets are selling food, consider also including SNAP coupons.

Because the project happens only during Studios, make sure the class schedule includes robust time for this component.

Presentation and Celebration

The last two days of Studios time are reserved for children to act out the market. On the first of these days, half the children work in their market stalls. The other half are given a limited amount of money to spend. They peruse the market and make decisions about how to spend their money based on their own needs and wants. Market days constitute the project's culmination and celebration. In addition, children have an opportunity to capture their reflections about participating on both sides of the market counter in writing and drawing.







Alternately, a class may have chosen to operate a single market stall, providing a good or service to the larger school community. Identify and advertise specific times when the market will be open, roles for each child. In order to be intentional consumers, buyers will want to know how the income will be used; this should be decided ahead of time, as well, and incorporated into signs and other information.







At the close of the unit, children will likely continue to be interested in working in their market stalls. They may also want to try out each other's businesses. As Unit 4 begins, the Drama Studio is reserved for this purpose, with rotating stalls and flexible roles.

Unit 3 Introduction: Our Markets Project

Studios At a Glance

Unit 3: Resources in Our Communities

	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 1 What happens at a market?	Making containers	Building markets and parts of markets	Playing store	Researching markets around the world	Observing a plant's growth	Making money
Week 2 What do people need? What do people want?	Continue, labeling and decorating containers for consumers	Continue, with several possible extensions	Continue, add additional props	Book reviews	Predicting plant growth	Continue; Working in sketchbooks
Week 3 Where do our resources come from?	Making signs and displays	Building and mapping neighborhood markets	Researching where goods come from and placing orders		Comparing leaves	Continue
Week 4 Where do our resources come from?	Continue	Continue	Continuing to build our classroom market	Reading tags and labels	Learning about edible plants	Traveling for goods
Week 5 How do resources get from where they come from to the people who use them?	Begin the Our Markets Project: taking surveys, developing the project plan, writing business plans, establishing money					
		Building and mapping transportation systems	Acting out a supply chain	Understanding a supply chain	Sorting seeds, making patterns	Representing a supply chain

	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 6 What services do people provide and use?	<p>Our Markets Project continues.</p> <ul style="list-style-type: none"> ● Small groups <ul style="list-style-type: none"> ○ review and add to business plans ○ create goods and tools for services ○ set prices ○ make signs for market stalls ○ make props for market stalls (shelving, entrance, containers, cash register) ● Whole group <ul style="list-style-type: none"> ○ review project plan ○ create money for community use 					
Week 7 How do we make choices as consumers?	<p>Our Markets Project continues.</p> <ul style="list-style-type: none"> ● Small groups <ul style="list-style-type: none"> ○ review and add to business plans ○ create goods and tools for services ● Individuals or small groups <ul style="list-style-type: none"> ○ For goods: represent supply chains of goods offered ○ For services: write autobiographies as service workers ● Whole group <ul style="list-style-type: none"> ○ review project plan ○ decide on market name ○ create invitations 					
Week 8 How do the choices we make as consumers impact our communities?	<p>Completing work and preparing market stalls for customers.</p> <p>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. These days may be organized in one of two ways:</p> <ol style="list-style-type: none"> 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. 					

Writing: Introduction to Personal Recount (Poetry)

Over four weeks, children continue their study of personal recount from Unit 1, deepening and extending their understanding and skills. The unit begins with a review of the purpose and stages of personal recount. Children then deconstruct, tell, and later write personal recount poems using different poetic devices. During Weeks 1 and 2, children write multiple personal recount poems. In Week 3 children plan for and write personal recount poems about a special object, making connections to the unit texts *Those Shoes* and *A Chair for My Mother*.

Purpose

The **purpose** of writing a personal recount is to document a sequence of events and to entertain the reader. Note that in this context, “entertain” means to be interesting to the reader, and does not imply that all writing must recount funny or happy events.

Structure

Personal Recounts unfold in three stages. The **orientation**, written at the beginning of the recount, orients the reader to the recount. In the orientation, the characters (who) and setting (where and when) are introduced, along with a brief introduction of what the recount will be about (what). The **sequence of events** recounts what happens, in chronological order. It includes the major events and the sub-events that further develop each major event. The **conclusion** of a personal recount can be written in one of three ways: as a final event, by talking about why the experience was important, or with a feeling.

Language

In Unit 1, children learned about the function of **verbs** and **adverbial phrases of time** in personal recount. Children will continue to apply this knowledge to their personal recount poems. In Unit 3, **adjectives** are introduced. Children learn that adjectives can be used to paint a picture or to give the reader a strong feeling.

Poetry

In SFL-based writing, poetry is considered a medium, rather than a genre, because poems can be written for many different purposes, with different structures, and using different language. In this unit, the children learn how to write poetry, focusing on the **poetic devices** of **rhythm**, **repetition**, and **rhyme**. They learn that poets make choices about which poetic devices to use based on what they want their readers to think and feel.

Unit 3 Introduction: Writing Personal Recount

Mentor Texts

Come On, Rain! by Karen Hesse

from *Poetry Speaks to Children* edited by Elise Paschen:

“Good Luck Gold” by Janet S. Wong

“Good Hot Dogs” by Sandra Cisneros

“Brother” by Mary Ann Hoberman

“Rabbit” by Mary Ann Hoberman

“Sneeze” by Maxine Kumin

“Trips” by Nikki Giovanni

from *Hidden City: Poems of Urban Wildlife* by Grace Tuttle:

“Nesting”

“Fairy Ring”

“Rope Rhyme” by Eloise Greenfield

Those Shoes by Maribeth Boelts

A Chair for My Mother by Vera B. Williams

from *Fresh-Picked Poetry: A Day at the Farmer’s Market* by Michelle Schaub:

“Delightful Bites”

Vocabulary

adjective: a word or phrase used to describe a person, place, thing, or idea

audience: an individual or group for whom a piece of writing is composed

conclusion: the end

document: to record, sometimes by writing

entertain: to interest someone

enticing: drawing the reader in; making the reader want to know more

feedback: specific, helpful suggestions given to improve work

genre: a type of writing

informative: providing useful information

line break: the place where lines of a text are split

medium: a form of communication

orientation: in a personal recount, the text that introduces the story

personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain

Unit 3 Introduction: Writing Personal Recount

poetic device: a tool poets use

poetry: a form of writing that often includes rhythm, rhyme, and repetition

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

repetition: saying or doing the same thing more than once

revise: to make changes to writing

rhyme: words with the same ending sound

rhythm: regular, repeated beats

sequence of events: the events in a personal recount, in order

stages: the parts of a piece of writing

stanza: a group of lines

title: the name of a piece of writing

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 3 Introduction: Writing Personal Recount

Writing: Introduction to Biography

Biography is a genre that shares many structural and language features with personal recount. However, unlike personal recount, biography is written by the author about another person. Over four weeks, the class deconstructs mentor texts to learn about their purpose, structure, and language features. As part of the study of Resources in Our Communities, children work in small groups to interview people who provide a service in the community (school or wider community). They then write biographies of those people.

This writing unit requires some careful choreography...

1. Groups of 4 brainstorm possible subjects.
(Week 5, Day 1)

2. Groups meet to choose one subject to present to the class.
(Week 5, Day 2)

3. The class chooses 4 subjects to pursue. New, stable groups are formed to interview each subject. Interviews are scheduled.
(Week 5, Day 3)

4. One group conducts an interview; other children write in genres of choice.
(Week 5, Day 5)

5. Children rotate to conduct the remaining 3 interviews; other children write in genres of choice.
(Week 6, Days 1-2)

6. Children work in established groups to sort and assess information from interviews.
(Week 6, Day 3)

7. Children write individual biographies from shared interview research.
(beginning on Week 6, Day 3)

Purpose

The children learn that the purpose of **biography** is to “tell ‘the life story of a significant historical figure’” (Brisk, 2015, p.110). In this unit, they focus on writing biographies of community members who provide a service.

Structure

Biographies unfold in three stages. The **orientation** introduces the subject of the biography and why the person is significant. The **record of events** retells sequentially the events in the subject’s life, related to the identified significance (in this case, the person’s service to the community). For example, the events in Wilson Bentley’s biography (*Snowflake Bentley*) relate to him loving snow, as well as to his accomplishments in photographing snowflakes. The **conclusion** of a biography reflects upon the significance or impact of the subject’s life.

Unit 3 Introduction: Writing Biography

Language

The children revisit familiar language features as they write biographies. They use **adverbial phrases of time** to clearly introduce new events. Children choose **verbs** that relate to the topic and help to develop the character—the subject of the biography. They learn that verbs change tense according to the stage of biography: the record of events uses past tense verbs, while the conclusion contains present tense verbs.

Mentor Texts

Included in this Unit:

Snowflake Bentley by Jacqueline Briggs Martin

Mama Miti by Donna Jo Napoli

Additional Texts to Consider:

Biblioburro by Jeanette Winter

Marvelous Mattie by Emily Arnold McCully

Me...Jane by Patrick McDonnell

Vocabulary

adverb: a word or phrase used to describe a verb

audience: an individual or group for whom a piece of writing is composed

biography: a genre of writing whose purpose is to tell a person's life story

conclusion: the end

feedback: specific, helpful suggestions given to improve work

genre: a type of writing

impact: to have an effect on someone or something

interview: to ask someone questions to get information

orientation: in a biography, the text that introduces the person and his/her significance

phrase of time: a group of words that indicates when something happened

publish: prepare writing for an audience

purpose: the reason for doing or creating something

record of events: things that happened that helped develop the person's identity

research: to get information about something

revise: make changes to writing

stages: the parts of a piece of writing

tense: the form of a verb that specifies time

title: the name of a piece of writing

verb: a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 3 Introduction: Writing Biography

Dear Families,

Our new study in first grade is called Resources in Our Communities. During the next eight weeks, your children will be learning about the goods and services we want and need, and how they get to us. We will also think about the choices we can make as consumers and how those choices help shape and strengthen our communities.

We'll start by thinking about different kinds of markets and what happens there. Markets include big and small stores, outdoor markets, carts, malls... any place people go to buy and sell. What jobs do people do? What kinds of goods and services are offered? How are markets organized, and why? How are markets the same and different in different places?

We'll also be talking about whether we **want** or **need** certain things. We need shoes; we want a certain pair. Sometimes we both need and want something. This can be complicated to think about!

In Weeks 3, 4, and 5, we'll focus on where our resources come from and how they get to us. We'll learn about supply chains and the jobs that people have along the way. We'll think about natural resources and which ones come from close by and from far away.

Plants are an essential resource—food, building materials, and clothing all come from plants. Throughout our study, our science lessons will help us understand how plants grow. We will be growing plants from seeds, cuttings, and bulbs.

In our writing lessons, your child will be writing poems about experiences with special objects. Starting in Week 5, we will

At home you could...

Talk about the goods and services you use. Where do you get them? How do you decide what to buy, and when? What kinds of things do you save for?

Take your child shopping with you! What markets do you visit regularly? What do you buy there? How do you make decisions about what to buy?

Make three lists: wants, needs, and both. Which list is the longest? What else do you notice?

Watch videos about how things are made! Mr. Rogers is an older but wonderful resource. Search "Factory Visits Mr. Rogers Neighborhood."

Recycle some empty containers and grow some plants at home. You can try different kinds of growing!

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interview people in our school community who provide a service; then the children will write biographies of those people.

All through this unit, the children will be building markets in the classroom. This might look simply like “playing store.” These experiences will give children opportunities to practice being part of an economy. They will consider which goods and services are important in our community, making and using money, identifying different jobs people have in producing goods and services, and making careful choices as consumers. We will need lots of Beautiful Stuff for children to create the props for their markets.

How do the goods and services you use shape your community?

Find out about some of the services people in your community provide.

When you are planning to go shopping, budgeting, cutting out coupons, and going to the bank, include your child. Help her or him understand how you are making decisions and why.

If you or someone you know provides a service, teach your child about all the different parts of that service and the other people who contribute to the work.

Books we’ll be reading in Unit 3: Resources in Our Communities

Find them at the library or online!

Mirror by Jeannie Baker

Those Shoes by Maribeth Boelts

Before We Eat: From Farm to Table by Pat Brisson

How Did That Get in My Lunchbox? The Story of Food by Christine Butterworth

Quinito’s Neighborhood by Ina Cumpiano

On the Farm, At the Market by G. Brian Karas

Wen-mei and Her Clay Pot by Grace Lin

Consumers and Producers by Ellen Mitten

From Cocoa Bean to Chocolate by Robin Nelson

From Sheep to Sweater by Robin Nelson

Fresh Picked Poetry: A Day at the Farmers Market by Michelle Schaub

Me on the Map by Joan Sweeney

Bippity Bop Barbershop by Natasha Anastasia Tarpley

Dolores Huerta: A Hero to Migrant Workers by Sarah E. Warren

A Chair for My Mother by Vera B. Williams

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Something Special for Me by Vera B. Williams

Other books that feature buying, selling, or trading resources:

- *Extra Yarn* by Mac Barnett
- *The Gift* by Aliana Brodmann
- *The Scarecrow's Hat* by Ken Brown
- *The Purse* by Kathy Caple
- *Pancakes! Pancakes!* by Eric Carle
- *Not So Fast Songololo* by Niki Daly
- *Paddy's Pay Day* by Alexandra Day
- *Pancakes for Breakfast* by Tomie DePaola
- *The Cinnamon Hen's Autumn Day* by Sandra Dutton
- *The Little Red Hen* by Paul Galdone (and other versions such as *The Little Red Hen* by Jerry Pinkney; *The Little Red Hen Makes a Pizza* by Philemon Sturges)
- *Pedrito's Day* by Luis Garay
- *Blackberry Booties* by Tricia Gardella
- *Ox-Cart Man* by Donald Hall
- *A Bargain for Frances* by Russell Hoban
- *One Fine Day* by Nonny Hogrogian
- *One Kitten for Kim* by Adelaide Holl
- *Erandi's Braids* by Antonio Hernandez Madrigal
- *My Rows and Piles of Coins* by Tololwa M. Mollel
- *Sheep In A Shop* by Nancy Shaw
- *The Treasure* by Uri Shulevitz
- *Farmer Palmer's Wagon Ride* by William Steig
- *Tops and Bottoms* by Janet Stevens
- *Music, Music for Everyone* by Vera B. Williams (companion to *A Chair for My Mother* and *Something Special for Me*)
- *A New Coat for Anna* by Harriet Ziefert

What happens at a market?

What do people
need?

What do people
want?

Where do our
resources come
from?

How do resources get
from where they come
from to the people who
use them?

What services do
people provide and
use?

How do we make
choices as
consumers?

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

Unit 3 Vocabulary List

Week 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> <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>
Week 2	<p>need: something that a person requires in order to be healthy, comfortable, and successful</p> <p>want: something that a person would like to have</p> <p>choice: making a decision about one thing when there are two or more possibilities</p> <p>save: to put money aside to use in the future</p> <p>spend: to use money to pay for something</p> <p>sell: to offer something in exchange for money</p>
Week 3	<p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p> <p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p>
Week 4	<p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>customer: a person who buys goods and services</p> <p>harvest: the period of time when farmers collect plants for food</p> <p>produce: to make</p> <p>provide: to give, to supply</p>
Week 5	<p>ship: to send goods from one place to another</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p>deliver: to bring something to a specific address</p>

Unit 3 Vocabulary List

	<p>load: to put a large amount of something in a container or on a vehicle</p> <p>container: an object used to transport or carry something</p> <p>purchase: to buy</p>
Week 6	<p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p> <p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>
Week 7	<p>economy: the resources of a place, especially the goods and services that are produced and consumed</p> <p>donate: to give (food, money, time) to help a person or group</p> <p>budget (n): income and an amount of money for spending in a certain period of time; <i>and</i> budget (v): to decide how much money to spend for a particular purpose</p> <p>value (n): the importance of something</p> <p>value (n): how much something is worth</p> <p>evaluate: to determine the worth of something, to assess</p>
Week 8	<p>impact: to have an effect on someone or something</p> <p>fair: not favoring one over another</p> <p>benefit (v): to help; to impact in a positive way</p> <p>system: a group of things working in an interconnected way</p> <p>economy: the resources of a place, especially the goods and services that are produced and consumed</p> <p>resource: something people need</p>

Read It Match It Make a New Word

1. Place the cards in two columns, with the starred cards on the left and the plain cards on the right.
2. Turn the cards upside down.
3. Turn over two cards, one from each column.
4. If the cards make a word, collect them. Then, work with your partner to write the word parts from the cards and the new words on your sheets.
5. If the two cards do not make a word, turn them back over.
6. Take turns with your partner until you make all 8 words!
7. With your partner, read the words on your sheets.

Unit 3 Observation Notes

Date:

Big Ideas

- People make exchanges to obtain the goods and services they need and want.
- People make choices as consumers.
- Places have different resources.
- Many jobs that people do are connected to the resources found in the places where they live.
- People’s skills, knowledge, and talents are resources that contribute to the marketplace.
- The consumer choices people make can contribute to our communities.

Art	Building	Drama	Library	Science & Engineering	Writing & Drawing
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Children present

Questions/Focus

Observational Notes

What is going on here?
What feels surprising about this moment?
What does this tell me about what the children know and care about?

Observational Notes, continued

Reflection

What similarities/trends do I notice?
What surprises me?
What do these observations seem to suggest?
What else might be going on?

Next steps

What else do I want to observe or find out?
What resources will I need?