



WEEK 3 Day 2

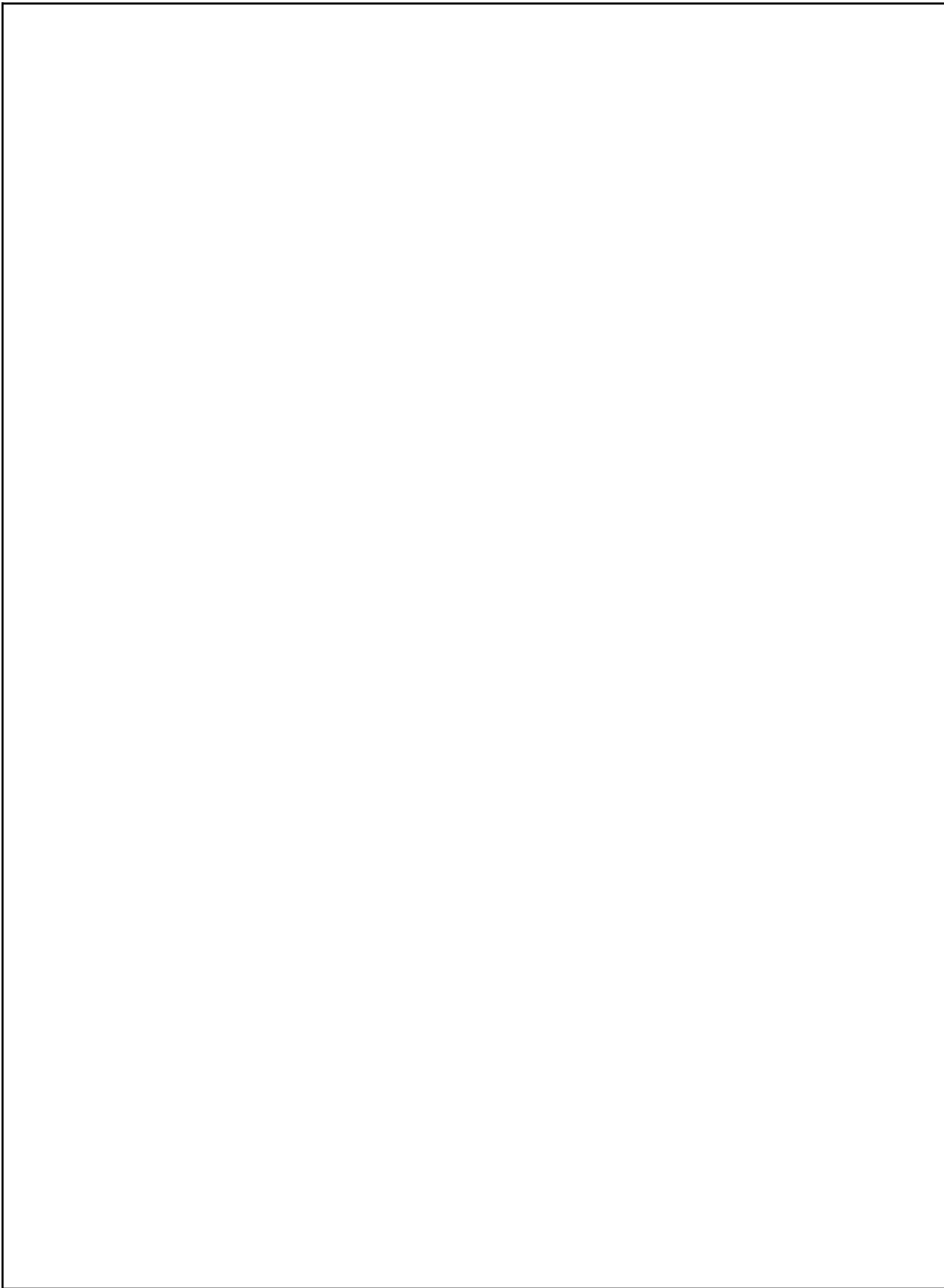
Text Talk
From Cocoa Bean to Chocolate
 Read 2 of 2 (pages 10-20)

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

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

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

Notes



Text Talk U3 W3 D2