

WEEK 3 Day 4



Text Talk
“How people make sneakers” (video)

Big Idea	Places have different resources. People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	Where do our resources come from?
Content Objectives	I can use information from a video to describe how sneakers are made in a factory. (RI.1.3) I can describe and compare the kinds of work people do in a sneaker factory. (Economics 21)
Language Objective	I can use question words appropriately when asking questions about information in a video (SL.1.1c, L.1.1b).
Vocabulary	global: relating to the whole world industry: all the people and processes involved in producing a good or service
Materials and Preparation	<ul style="list-style-type: none"> ● “How people make sneakers” (1991) ● projector and screen <p>On the whiteboard write: How are sneakers made at a factory? How are the jobs of workers in a sneaker factory different in each step in the process?</p>
Opening	Set a purpose for the lesson.

1 minute	<p><i>Today we'll look at a few slides and watch a video to learn where and how sneakers are made. As we discussed last week when we read Those Shoes, sneakers are both a need and a want for many of us. We'll use information from the video to describe how sneakers are made in a factory. We'll also learn about the different kinds of work people do in the sneaker factory.</i></p>
<p>Text and Discussion 18 minutes</p>	<p>Read the title slide. <i>Do you have a guess about where the sneakers or shoes you are wearing right now might come from?</i></p> <p>Allow children to share their thinking without providing a "right" answer. (They will have an opportunity to look for tags later in the lesson.)</p>
slide 1	<p><i>This photograph is from a sneaker factory in the city of Lawrence, Massachusetts.</i></p>
slide 2	<p><i>Sneaker making is a global industry, just like chocolate making. If you can find it, look on your sneaker or shoe now to see where yours were made.</i></p>
slide 3 (video)	<p>Set a purpose for watching. <i>This is a video that Mr. Rogers had on his TV show about 30 years ago. This video doesn't show the entire process of how sneakers are made; it just shows what happens once all the materials get to the factory. Although factories now operate a little differently, many of the steps are the same.</i></p> <p><i>We are going to watch this video two times. As we watch the first time, pay attention to the steps involved in making a sneaker.</i></p> <p>Show the video.</p> <p>Think, Pair, Share. <i>How are sneakers made at the factory?</i></p> <p><i>What surprised you about sneaker making?</i></p>
viewing 2	<p>Set a purpose for watching a second time. <i>Did you hear how Mr. Rogers kept noticing all the hard work that went into making sneakers? This time when we watch, get ready to talk with your partner about the different kinds of work people do at the factory.</i></p> <p>Play the video, and pause at 2:42. <i>What work does this person do?</i></p>

	<p>Continue playing the video, and pause at 3:18. <i>How is this work different than the work in the step before?</i></p> <p>Continue playing. As needed, continue to pause to highlight the work being done by workers.</p>
<p>Key Discussion 5 minutes</p>	<p>Think, Pair, Share. Refer to the questions on the board. Prompt 1: <i>How are the jobs of workers in a sneaker factory different in each step in the process?</i></p> <p>Prompt 2: <i>What are you wondering about how sneakers are made?</i></p>
<p>Closing 1 minute</p>	<p><i>We've learned about two global industries, chocolate and sneakers. Tomorrow we'll get a chance to think about some local goods.</i></p>
<p>Standards</p>	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Are children able to describe some of the steps in the sneaker making process?</p> <p>Are children able to describe and compare the kinds of work that people do to make sneakers at a factory?</p>

Notes



Text Talk U3 W3 D3