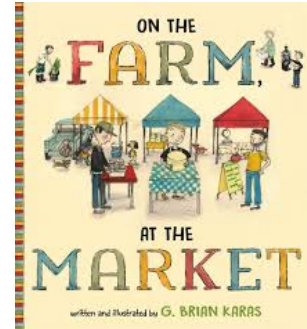


WEEK 4 Day 5



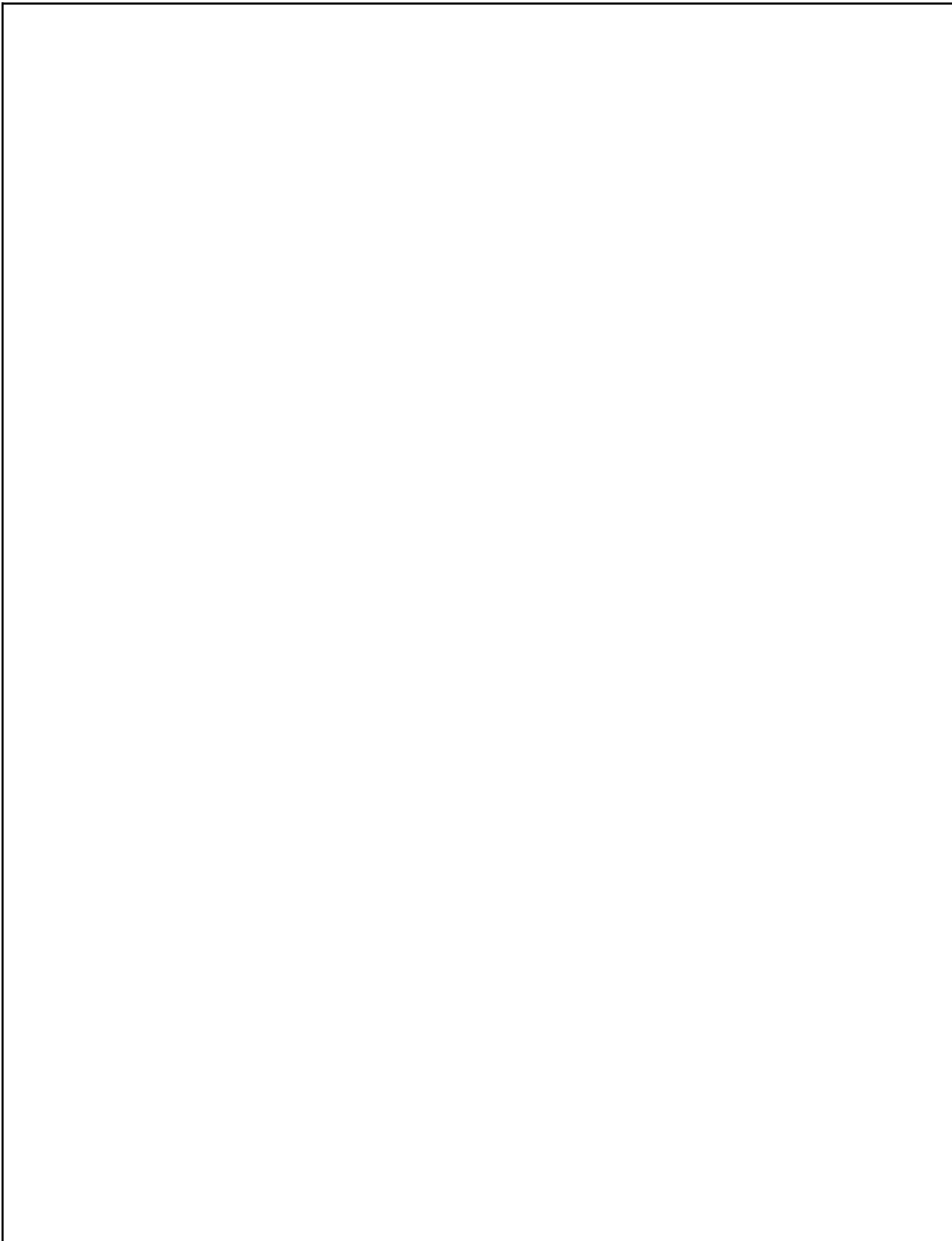
Text Talk
On the Farm, At the Market
 Read 3 of 3 (pages 1-19)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from words and illustrations to describe how goods are prepared for the market. (RL.1.1, RL.1.7)
Language Objective	I can make meaning of descriptive language. (L.1.5)
Vocabulary	<p>resembles: have features in common with something else</p> <p>damp: wet, moist</p> <p>misty: foggy</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● <i>On the Farm, At the Market</i> Supply Chain chart, from Day 3
Opening 1 minutes	<p><i>Today we'll go back into the first half of On the Farm, At the Market.</i></p> <p>Set a purpose for reading.</p> <p><i>We're going to reread this section so that we can really understand how each resource gets prepared and transported to the market.</i></p>

	<i>We'll closely read key details and look at illustrations to help us describe those processes.</i>
Text and Discussion 13 minutes page 7	<i>How did Leo and the other farmers prepare the greens for the market? Remember to share which details from the words and illustrations helped you know.</i> Harvest a few ideas and then chart key ideas on the final two columns of the chart.
page 13	<i>How did Rachel and the other workers turn milk into cheese?</i> Think, Pair, Share <i>How did they get the cheese ready for the market? Remember to share which details from the words and illustrations helped you know.</i> During the share, chart key ideas on the final two columns on the chart.
page 15	<i>What does Gary mean that "it resembles a forest?" What's he talking about?</i> Elicit a few ideas but do not model an answer. <i>The word "resembles" means that it is similar to a forest. Let's read this page again and pay close attention to why Gary said it's like a forest.</i> Reread the page, then ask a question to unpack each sentence. <i>Why are the plastic bags like tree trunks?</i> <i>What does it mean that the cakes are like damp logs on the forest floor?</i> Provide a definition of the word "damp" as needed.
Key Discussion 5 minutes page 19	Think, Pair, Share <i>How does Gary prepare the mushrooms for the market? Remember to share which details from the words and illustrations helped you know.</i> During the share, chart key ideas into the final two columns on the chart. Gather children back as a group. <i>Let's review our completed chart. Why do you think the title of this chart includes the words "Supply Chain"?</i>
Closing 1 minutes	<i>Wow—we learned so much from this story about how local resources are prepared for the market!</i>

<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week and last week we have been thinking about this question: Where do our resources come from?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: there are many steps in a supply chain; each step in the supply chain requires different kinds of work</p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</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 use key details from words and illustrations to describe how goods are prepared for the market? Are children able to make meaning of descriptive language? How do children participate in partner and whole group discussion?</p>

Notes



Text Talk U3 W4 D5