

WEEK 8 Day 4

Text Talk
Synthesis of Unit Ideas

To review and wrap up Unit 3, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</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> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about how resources shape communities (R.6.1.b, Economics 23, 24, 25, 26- Boston)
Language Objective	I can talk with my classmates about resources we use, how they get to us, and some impacts of our consumer choices. (SL.1.1, Economics 25, 26-Boston)
Materials and Preparation	<ul style="list-style-type: none">● Weekly Question charts, from Weeks 6-8● Resources in Our Communities chart, from Week 5● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Resources in Our Communities chart.</p>

	<p>On the whiteboard, write: What stands out to you? How do resources shape a community?</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our third unit of study, Resources in Our Communities. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Resources in Our Communities chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question chart for Week 8.</i> Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We have been thinking about markets, resources, and consumer choices for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question chart for Weeks 6-8.</p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about farmers markets. That makes me think: A farmers market can help shape the neighborhood where it comes to set up. A farmers market brings people together and provides fresh food from local farms. I am going to write a sentence in a box on our chart: "Markets help shape the neighborhoods where they are set up."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Resources in Our Communities chart.</p> <p>Think, Pair, Share. Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do resources shape a community?</i></p>
<p>Closing 5 minutes</p>	<p>Summarize the conversation. Make connections to the class project.</p>

	Facilitate a discussion about how children participate in the economy by making choices that help shape their communities.
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>(Boston)</p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p> <p>Economics 24. Give examples of services people do for each other.</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>Economics 26. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p>
Ongoing assessment	<p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p>

Notes