
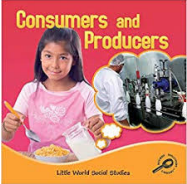
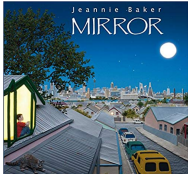
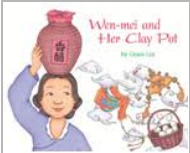

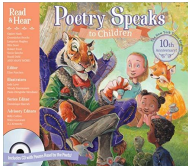


# Unit 3: Resources in Our Communities      WEEK 1 At a Glance

Weekly Question: <b>What happens at a market?</b>	
<p><b>Texts</b></p>     	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: goods, service, shop            Day 2: Introduce Weekly Words: consumer, producer, buy            Day 3: Action Verbs            Day 4: Action Verbs in Different Tenses            Day 5: Carousel Brainstorm</p> <hr/> <p><b>Text Talk</b></p> <p>Day 1: Market Image            Day 2: <i>Consumers and Producers</i>, Read 1            Day 3: <i>Mirror</i>            Day 4: “Markets” (Reach Anthology)            Day 5: <i>Wen-meí and Her Clay Pot</i></p> <hr/> <p><b>Stations</b></p> <p>Shared Reading: “To Market, To Market”            Independent and Partner Reading            Listening &amp; Speaking: Talk, Draw, Talk; Listen &amp; Respond (<i>Wen-meí and Her Clay Pot</i>)            Science Literacy: What do seeds need in order to grow and change?            Vocabulary: Draw for Meaning            Word Work: various activities</p>
<p><b>Mentor texts</b></p>  	<p><b>Science and Engineering</b></p> <p>Lesson 1: Comparing Seeds            Lesson 2: Seed Parts            Lesson 3: Exploring Plants</p> <p><b>Studios</b></p> <p>Children use familiar materials to engage with the new topic. In Science and Engineering, children observe and record plant growth.</p> <hr/> <p><b>Writing: Personal Recount</b></p> <p>Day 1: Deconstruction: Personal Recount Purpose and Stages            Day 2: Deconstruction: Personal Recount Poetry            Day 3: Deconstruction: Personal Recount Poem            Day 4: Deconstruction; Individual Construction            Day 5: Individual Construction</p>

At a Glance U3 W1