

Unit 3: Resources in Our Communities WEEK 2 At a Glance

Weekly Question: What do people need? What do people want?			
<p>Texts</p> 	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: need, want, choice Day 2: Introduce Weekly Words: save, spend, sell Day 3: Sorting Nouns into Categories Day 4: Sorting Nouns into Categories Day 5: Carousel Brainstorm</p>		
	<p>Text Talk</p> <p>Day 1: <i>Those Shoes</i>, Read 1 Day 2: <i>Those Shoes</i>, Read 2 Day 3: <i>A Chair for my Mother</i>, Read 1 Day 4: <i>A Chair for my Mother</i>, Read 2 Day 5: <i>A Chair for my Mother</i>, Read 3</p>		
<p>Mentor texts</p>	<p>Stations</p> <p>Shared Reading: “Giving Thanks” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Those Shoes</i>) Science Literacy: How do plants help produce new plants? Vocabulary: Draw for Meaning Word Work: Various Activities</p>		
	<table border="1"> <tr> <td data-bbox="412 1268 808 1486"> <p>Science and Engineering</p> <p>Lesson 1: Potato Cuttings Lesson 2: Plants Grow and Change</p> </td> <td data-bbox="808 1268 1425 1486"> <p>Studios</p> <p>Activities continue and extend from Week 1. Children write book reviews of Unit 3 books. In Science and Engineering, children observe and make predictions about plant growth.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Potato Cuttings Lesson 2: Plants Grow and Change</p>	<p>Studios</p> <p>Activities continue and extend from Week 1. Children write book reviews of Unit 3 books. In Science and Engineering, children observe and make predictions about plant growth.</p>
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	<p>Writing: Personal Recount</p> <p>Day 1: Deconstruction and Individual Construction: Repetition Day 2: Deconstruction and Individual Construction: Repetition Day 3: Deconstruction and Individual Construction: Rhyme Day 4: Deconstruction and Individual Construction: Rhyme Day 5: Deconstruction and Individual Construction: Rhythm</p>		