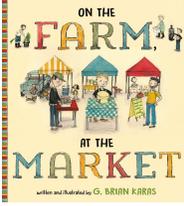
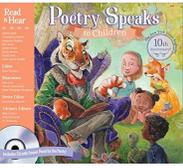


Unit 3: Resources in Our Communities WEEK 4 At a Glance

Weekly Question: Where do our resources come from?			
<p>Texts</p>  	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: supply chain, worker, customer Day 2: Introduce Weekly Words: harvest, produce, provide Day 3: Changing Verbs to Nouns Day 4: Changing Nouns to Verbs Day 5: Carousel Brainstorm</p> <p>Text Talk</p> <p>Day 1: <i>From Sheep to Sweater</i>, Read 1 Day 2: <i>From Sheep to Sweater</i>, Read 2 Day 3: <i>On the Farm, At the Market</i>, Read 1 Day 4: <i>On the Farm, At the Market</i>, Read 2 Day 5: <i>On the Farm, At the Market</i>, Read 3</p>		
	<p>Stations</p> <p>Shared Reading: “Market Day” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>On the Farm, At the Market</i>) Science Literacy: How do plants help people in our State and community? Vocabulary: Draw for Meaning Word Work: various activities</p>		
<p>Mentor texts</p> 	<table border="1"> <tr> <td data-bbox="410 1308 808 1518"> <p>Science and Engineering</p> <p>Lesson 1: Maine Plants Lesson 2: Plant Observations</p> </td> <td data-bbox="808 1308 1424 1518"> <p>Studios</p> <p>Children expand the classroom market; read and sort tags and labels; write stories about obtaining goods from close by and far away. Children think about parts of edible plants.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Maine Plants Lesson 2: Plant Observations</p>	<p>Studios</p> <p>Children expand the classroom market; read and sort tags and labels; write stories about obtaining goods from close by and far away. Children think about parts of edible plants.</p>
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	<p>Writing: Personal Recount</p> <p>Day 1: Peer-to-Peer Feedback Day 2: Introduction to and Beginning Revising and Publishing Day 3: Deconstruction and Individual Construction: Poem Shapes and Titles; Revising and Publishing Day 4: Publishing Day 5: Presentation and Celebration</p>		

At a Glance U3 W4