

Unit 3: Resources in Our Communities



WEEK 1 Day 1

**Text Talk**  
**Market Image (slide)**

<b>Big Ideas</b>	People make exchanges to obtain the goods and services they need and want.  Places have different resources.  The consumer choices people make can contribute to our communities.
<b>Weekly Question</b>	What happens at a market?
<b>Content Objective</b>	I can make observations, ask and answer questions about key details in a photograph. (R.4.1.a, SL.2.1.a)
<b>Language Objective</b>	I can use question words such as what, why, when, how, and who to ask questions about key details in a photograph (R..4.1.a).
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Market slides</li><li>● projector and screen</li><li>● chart paper</li></ul> Prepare the Weekly Question Chart with the question: What happens at a market?  On the whiteboard, write the prompts for the VTS routine: What’s going on in this picture? What do you see that makes you say that? What more can we find?
<b>Opening</b> 1 minute	<i>Welcome to our third unit of study—Resources in Our Community! As we learned earlier this year, <b>resources</b> are things that people need and use. During this unit, we will be thinking about what</i>

	<p><i>people need and want and where our resources come from. Today we'll look at an image to start thinking about this topic.</i></p> <p>Set a purpose for the lesson.</p> <p><i>As we look at this image, we'll focus on what we see in the image and what it makes us think about.</i></p>
<p><b>Text and Discussion</b> 23 minutes slide 1</p>	<p>Use the VTS routine to uncover children's initial responses to and ideas about the image. Use the VTS questions to facilitate the conversation, helping children to cite specific elements of the image and to use these to support their thinking.</p>
<p>slide 2</p>	<p>Read the caption.</p> <p><i>What new information do we have now? What does this make us think about what we see?</i></p> <p>Provide additional context.</p> <p><i>This is a market in Boston, a city in Massachusetts. Haymarket is one kind of <b>market</b>, a place where people gather to buy and sell things they need and want. Historians believe that people have gathered at the Haymarket to sell and buy things for almost 300 years! In the early years, many farmers came to sell hay out of their wagons—to feed animals and also to stuff mattresses. Now the Haymarket offers mostly fruit and vegetables, along with some fish and meat, but it has kept its original name.</i></p> <p><i>The market is located in downtown Boston. It is open only on Fridays and Saturdays, all year round. Sellers, or <b>vendors</b>, set up their stands and cover them with tents or awnings. The market is known for having low prices.</i></p> <p>Invite children's connections to local markets.</p> <p><i>Now that we have a bit more information, let's take another close look. What more can we find in this photograph?</i></p> <p>After harvesting children's ideas from the image, ask a few questions to support thinking about what people do at a market, such as:</p> <p><i>What are people doing?</i></p> <p><i>Why are people there? Is each person there for the same reasons?</i></p> <p>Invite children to ask their own questions about the image. Remind them that they can begin question sentences with the words who, what, where, when, and how. If needed, model a question, such as "Where might people have been going after this photograph was taken?"</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today we saw an image of one market. While we study resources, we'll look at markets in many places in the world. Markets are places where people interact with one other, buying and selling things they need and want.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be asking and answering the question: What happens at a market? We can record our ideas here.</i></p> <p><i>In the photo, we saw people buying and selling things they need and want. Let's add this to our chart: At a market, people buy and sell things.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how. <b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p>
<p><b>Ongoing assessment</b></p>	<p>Notice how children listen and engage, responding directly to the images. How do children respond to the images without any background information? How do children shift their thinking when given more information about the photograph? What do children already understand about markets?</p>

**Notes**



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