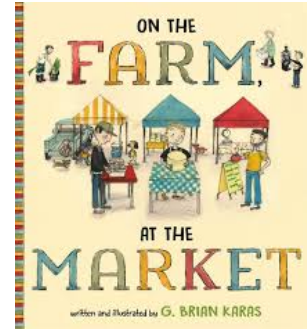


WEEK 4 Day 4



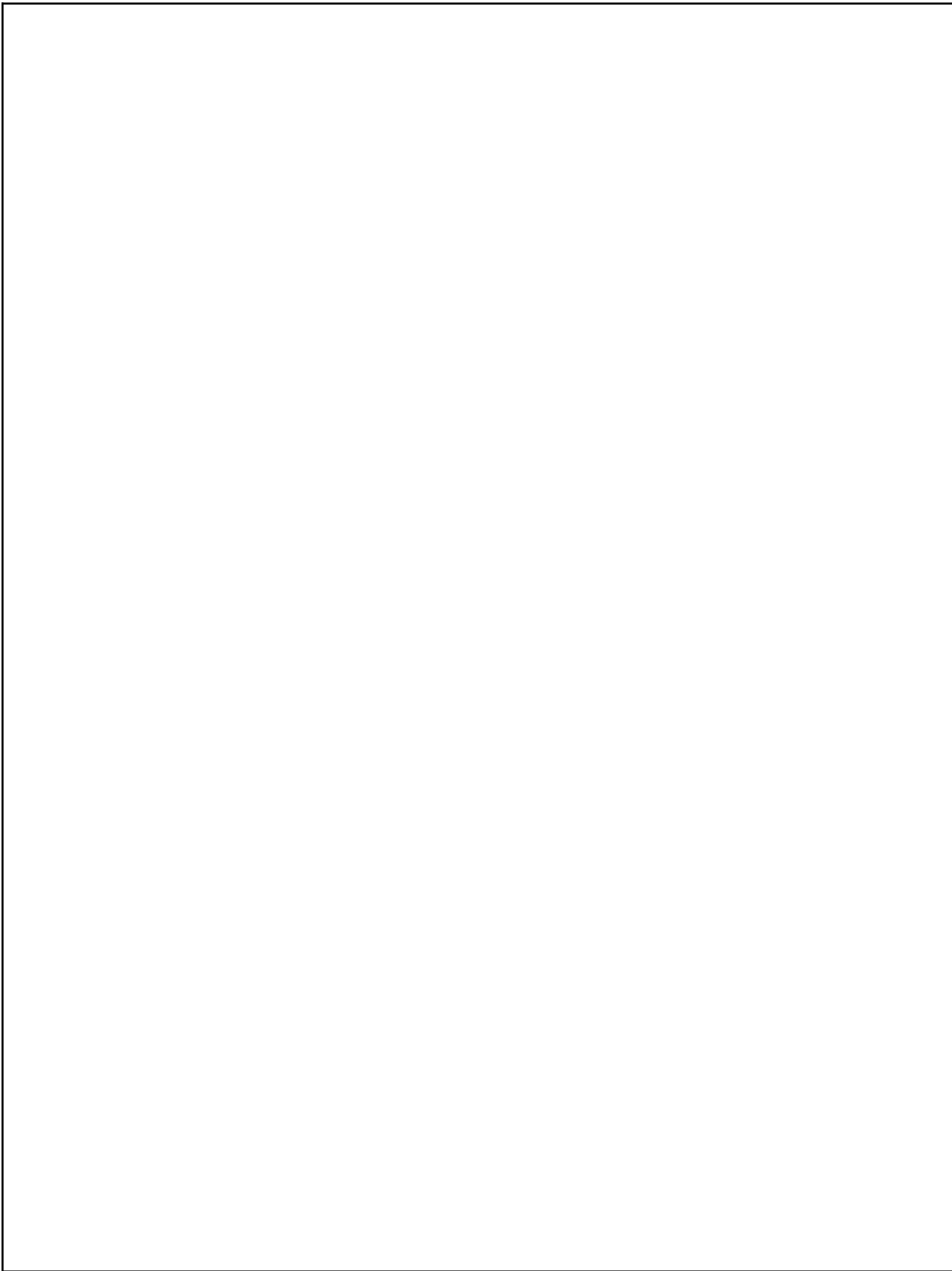
Text Talk
On the Farm, At the Market
 Read 2 of 3 (pages 21-38)

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objective	I can use key details from text to determine and explain the author’s message about farmers’ markets. (RL.1.2)
Language Objective	I can share my thinking in a discussion about a text read aloud. (SL.1.2)
Vocabulary	<p>manager: the person in charge of organizing and leading activities</p> <p>supply chain: steps involved in producing and delivering goods</p> <p>worker: someone who does a job</p> <p>customer: a person who buys goods and services</p> <p>harvest: the period of time when farmers collect plants for food</p> <p>produce (n.): plants farmers grow for food</p> <p>provide: to give, to supply</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On the Farm, At the Market</i>, G.Brian Karas ● <i>On the Farm, At the Market</i> Supply Chain chart, from Day 3 <p>On the whiteboard write: How are customers’ needs and wants met at the market?</p>

	<p>What do you think the author wants us to know about farmers’ markets?</p>
<p>Opening 1 minutes</p>	<p><i>Today we’ll read the second half of On the Farm, At the Market.</i></p> <p>Set a purpose for reading, referring to the questions on the whiteboard. <i>As we read, think about how customers’ needs and wants are met at the market. After we read, we’ll discuss what we think the author wants us to know about farmers’ markets.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 24</p>	<p><i>Being the manager means that Sharon is in charge of making sure that the market runs smoothly.</i></p> <p><i>What’s happened at the market so far?</i></p>
page 27	<i>Why might someone who works in a café go to a farmers’ market?</i>
page 28	<i>What do you notice on this page? That’s right—it’s Leo with his greens from the very first farm we read about!</i>
page 30	<i>It sounds so fun to listen to live music while shopping for produce!</i>
page 31	<i>I wonder if Amy knows all of the hard work it took to make that cheese she’s buying!</i>
<p>Key Discussion 8 minutes</p>	<p><i>This story reminded me of the discussions we had about needs and wants.</i></p> <p>Think, Pair, Share</p> <p>Prompt 1: <i>How are customers’ needs and wants met at the market? Remember to use details from the “At the Market” part of our book to support your discussion. [basic need for food is met, but also “wants” are met through friendships, music]</i></p> <p>Prompt 2: <i>What do you think the author wants us to know about farmers’ markets?</i></p> <p>Gather children back as a group to read the author’s note. <i>How does this author’s note add to your understanding about the author’s message?</i></p>
<p>Closing 1 minutes</p>	<p><i>Tomorrow we’ll go back into the “On the Farm” section to closely read about how some of the foods were prepared and transported to the market.</i></p>

Standards (Boston)	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Are children able to use key details to describe how needs and wants are met?</p> <p>Are children able to determine the author’s message?</p> <p>Do children add to their understanding of author’s message after reading the author’s note?</p> <p>How do children participate in partner and whole group discussion?</p>

Notes



Text Talk U3 W4 D4