



WEEK 5 Day 3

Text Talk
“Delivery” (Reach Anthology, pages 166-185)

Big Idea	Places have different resources.
Weekly Question	How do resources get from where they come from to the people who use them?
Content Objectives	I can use key details from words and illustrations to gather information about how goods are transported and delivered (RI.1.6, RI.1.7)
Language Objective	I can use unit vocabulary to describe various ways that goods are transported and delivered. (L.1.6)
Vocabulary	<p>ship: to send goods from one place to another</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p>deliver: to bring something to a specific address</p> <p>load: to put a large amount of something in a container or on a vehicle</p> <p>container: an object used to transport or carry something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Delivery</i>, by Anastasia Suen in Reach Anthology ● Unit texts from weeks 3 and 4, for reference: <i>From Cocoa Bean to Chocolate</i>, <i>From Sheep to Sweater</i>, <i>On the Farm</i>, <i>At the Market</i> ● Loading of a Container Ship (Video 1; https://www.youtube.com/watch?v=islcqkYUHws) ● Loading Container on Truck (Video 2; https://www.youtube.com/watch?v=gHIAI4fYh8A) ● 150 Container loading on train (Video 3; https://www.youtube.com/watch?v=2oVwPEQF5nY) <p>On the whiteboard, write two questions: What information do we learn from the illustrations about how goods are transported and delivered?</p>

	<p>Why are different kinds of vehicles used to transport and deliver goods?</p>
<p>Opening 1 minutes</p>	<p><i>Today we will read the text “Delivery,” by Anastasia Suen. We have already read this text together during Shared Reading.</i></p> <p>Set a purpose for reading. <i>As we read today, we’ll learn information from both the words and the illustrations. We’ll consider what information we learn about how goods are transported and delivered from the illustrations.</i></p> <p>Refer to the first question on the whiteboard.</p> <p><i>We’ll also consider why different kinds of vehicles are needed to transport different kinds of goods.</i></p> <p>Refer to the second question on the whiteboard.</p>
<p>Text and Discussion 11 minutes page 169</p>	<p><i>What is this truck delivering? How do you know?</i></p> <p><i>Here the illustration provides helpful information that the words don’t. Let’s keep reading and looking for new and interesting information in the illustrations.</i></p>
<p>page 171</p>	<p><i>What do you see in the illustration?</i></p> <p><i>What additional information about boxes and cans do we learn from the illustration?</i></p>
<p>page 175</p>	<p><i>How are boxes loaded onto airplanes? How do you know?</i></p> <p><i>As I read this book, I am wondering why only men are shown doing the delivering. Did anyone else notice that? That is silly—anyone can deliver goods, of course!</i></p>
<p>page 177</p>	<p><i>Why do you think the author wrote “...we come and go?” What does that mean?</i></p>
<p>page 179</p>	<p><i>What do you see in the illustration?</i></p> <p><i>What additional information about trucks and loads do we learn from the illustration?</i></p>
<p>page 182</p>	<p>Containers are reusable, large storage boxes that carry smaller boxes. This way, the whole shipment can be loaded and unloaded together onto trains and boats and trucks. These containers can be moved anywhere across the country or across the world.</p>

<p>Key Discussion and activity 12 minutes</p>	<p><i>We read about foods being transported by truck in How Did That Get in My lunchbox? and in the poem “Early Risers.” In this book we see that many different vehicles bring goods from producers to consumers.</i></p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>Why are different kinds of vehicles used to transport and deliver goods?</i></p> <p>Prompt 2: <i>Some industries are local, and others are global. How does this impact the kind of transportation used to deliver goods? Think back to all the industries we’ve learned about so far such as chocolate, wool, and food.</i></p> <p>Show the books from Weeks 3 and 4 to jog children’s memories.</p> <p>As children talk, circulate to support their conversations with questions such as: <i>How does the type of good impact the type of vehicle used? Why do you think logs were transported by trucks in this text? Could they be transported by airplanes or ships? Why or why not?</i></p> <p>Gather children as a whole group for the videos. Show page 182. <i>On this page we learned what the word “containers” means in this context. Let’s think more about transportation and delivery by seeing how containers are unloaded from ships, loaded onto trucks or trains, and then transported!</i></p> <p>Show the videos. Between watching each one, allow time for children to share observations and questions.</p>
<p>Closing 1 minute</p>	<p><i>When you’re using a good, you can think about what kind of vehicle might have transported and delivered it to the store where you and your family got it!</i></p>
<p>Standards (Boston)</p>	<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>L.1.6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.</p> <p>19. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p>

Ongoing assessment	Listen to children’s responses during whole group and partner conversation. Are children able to gather key details from illustrations to gain additional information? How do children incorporate unit vocabulary into their responses? Are children able to determine why various types of vehicles are used to transport goods?
---------------------------	---

Notes
