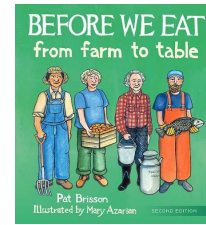


Unit 3: Resources in Our Communities

WEEK 5 Day 5



**Text Talk**  
***Before We Eat: From Farm to Table***

<b>Big Idea</b>	Places have different resources.
<b>Weekly Question</b>	How do resources get from where they come from to the people who use them?
<b>Content Objectives</b>	I can determine the main idea of a text and its supporting details by gathering information from words and illustrations (RI.1.2, RI.1.6)
<b>Language Objective</b>	I can use words and phrases from the unit of study to describe the key ideas of a new text. (L.1.6)
<b>SEL Objective</b>	I can recognize others’ work and how it contributes to me getting what I need. (SR 1.2)
<b>Vocabulary</b>	<p><b>provide:</b> to give, to supply</p> <p><b>plow:</b> to turn up the soil for farming</p> <p><b>tend:</b> to care for</p> <p><b>harvest:</b> the period of time when farmers collect plants for food</p> <p><b>grime:</b> dirt on the surface of something</p> <p><b>graze:</b> to put animals out to feed on grass</p> <p><b>sow:</b> an adult female pig</p> <p><b>clerk:</b> a person employed in a store or office</p> <p><b>gratitude:</b> thankfulness</p> <p><b>aware:</b> having knowledge of a situation</p> <p><b>supply chain:</b> steps involved in producing and delivering goods</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Before We Eat: From Farm to Table</i>, Pat Brisson</li> </ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “As we sit....”</p>

Text Talk U3 W5 D5

- *Before We Eat* slides
- *Before We Eat* child copies, one for each child
- *Before We Eat* response sheet, one copy for each child
- writing tools

On the whiteboard, write:

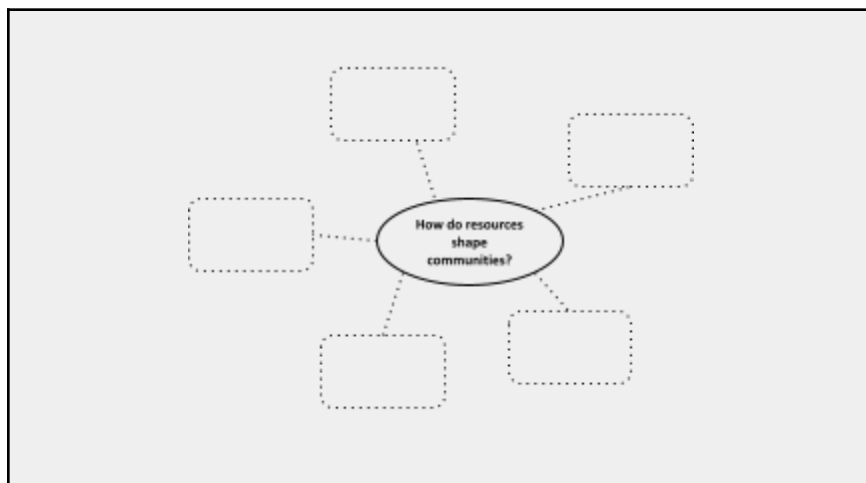
What information do we learn from illustrations?

What is the main idea of the text? How do you know?

Strategically group children into triads for shared reading.

Note: The book is read twice in this lesson, first as a read aloud, and again as a shared reading.

- markers
- Weekly Question charts from Weeks 1-5  
Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Needs and Wants or Supply Chain (but do not write these on the chart).  
Before the lesson, post the charts so that they are all visible for the whole group.
- chart paper  
In the center of the paper, write the unit question: How do resources shape communities?  
Note: the number of boxes will be determined by the conversation with the children. The boxes might or might not correspond to the unit's Big Ideas. Plan for about 5-8 boxes on the chart.



<p><b>Opening</b> 1 minutes</p>	<p><i>Today we will read Before We Eat: From Farm to Table by Pat Brisson. The illustrations are by Mary Azarian, the same illustrator of Snowflake Bentley! Do you think the people on this cover are producers or consumers?</i></p> <p><i>They are producers! This text is a poem, written across many pages and providing us information.</i></p> <p>Set a purpose for reading. <i>The work of the illustrator adds lots of information to the words of this text. The first time we read it, we'll consider what we learn from the illustrations just like we did when we read "Delivery."</i></p> <p>Refer to the question on the whiteboard.</p> <p><i>Then we'll read it again, this time with your own copy of the text. You'll see that it is written out as a poem. As we read together, we'll determine the main idea of the text and identify key details that support it.</i></p>
<p><b>Text and Discussion</b> 11 minutes</p>	<p><i>Did you hear the rhyming words "meet" and "eat"? Rhyming is one of the poetic devices the author uses in this text.</i></p>
<p>page 2</p>	
<p>page 4</p>	<p><i>Use the illustration to help you. What does it mean that they plowed the ground?</i></p>
<p>page 6</p>	<p><i>Here the illustration gives more information about what tending to the fields means. What do you see the workers doing?</i></p>
<p>page 8</p>	<p><b>Grime</b> is dirt.</p>
<p>page 12</p>	<p><i>Use the illustration. What are sows?</i></p>
<p>page 22</p>	<p><i>Use the illustration. What are the trucks transporting?</i></p>
<p>page 26</p>	<p><i>As I keep reading, think about what gratitude means.</i></p>
<p>page 27</p>	<p><i>Now that we've read the ending pages, what do you think it means to have gratitude, or to be grateful?</i></p> <p><i>What does it mean to be aware?</i></p> <p>Think, Pair, Share. Prompt 1:</p>

	<p><i>What does the author want us, the readers, to be aware of?</i></p> <p>Prompt 2: <i>What is the main idea of the text? How do you know?</i></p> <p>After children share ideas, agree on and write out a main idea on the whiteboard.</p>
Shared Reading	<p>Gather the whole class for choral shared reading, or group children into shared reading partners or triads, depending on the needs of the children. Keep the original text projected so children also have the illustrations to support discussion.</p> <p><i>As we read, use the rhyming words to help you read with expression.</i></p>
stanza 1, slide 3 (pages 1-2)	<p>Set a purpose for the read.</p> <p><i>Here the author states the big idea, which just like you all said is that there are lots of workers who help prepare and transport the food we eat. As we read the poem again, we'll gather the key details the author provides to show all the work that goes into getting food onto our plates.</i></p> <p>If children are reading in partners or triads, let them know in advance at which stanzas they will pause to have a discussion.</p>
stanza 2, slide 6 (pages 7-8)	<p><i>What work happens here?</i></p>
stanza 4, slide 12 (pages 19-20)	<p><i>What work happens here?</i></p>
<b>Key Discussion and activity</b> 3 minutes	<p>Think, Pair, Share.</p> <p><i>What is one type of work that you learned about, or learned more about, in this text?</i></p>
<b>Weekly Question Chart</b> 2 minutes	<p>Read the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do resources get from where they come from to the people who use them?</i></p> <p>Quickly note one or two essential ideas.</p>
<b>Resources in Our</b>	<p>Note: Revisit concepts from the texts in Weeks 3 and 4 as well, as goods such as chocolate are transported by rail and possibly airplane.</p>

<p><b>Communities Chart</b> 8 minutes</p>	<p><i>We've been thinking about resources for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on the Resources in Our Communities Chart. We are going to look at ideas that occur again and again on our Weekly Question Charts and see if they help answer the unit's overarching question: How do resources shape a community?</i></p> <p>Model synthesizing ideas.</p> <p><i>I notice these three ideas are all about how resources come from different places. That makes me think: The resources in a place impact those communities. I am going to write that sentence in a box on our chart.</i></p> <p>On the Resources in Our Communities Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Resources in Our Communities Chart.</p> <p>This chart will be added to in Week 8.</p>
<p><b>Standards (Boston)</b></p>	<p><b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>L.1.6.</b> 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><b>Economics 19.</b> Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p> <p><b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group and partner conversations.</p> <p>Do children use the prompts for an evidence-based, collaborative discussion?</p> <p>Do children use key details in the poem to determine the meaning of new words and phrases?</p> <p>Do children determine a main idea of the text?</p>

	<p>How do children incorporate unit vocabulary into their responses?</p> <p>Listen to children during shared reading.</p> <p>With support, how are children able to read the text aloud?</p>
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**Notes**