

Unit 3: Resources in Our Communities WEEK 5 At a Glance

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| <p>Weekly Question: How do resources get from where they come from to the people who use them?</p> | | | |
| <p>Texts</p>     | <p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: ship, transport, deliver Day 2: Introduce Weekly Words: load, container, purchase Day 3: Words with Multiple Meanings Day 4: Words with Multiple Meanings Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>How Did That Get in My Lunchbox?</i> Read 1 Day 2: <i>How Did That Get in My Lunchbox?</i> Read 2 Day 3: “Delivery” (Reach Anthology) Day 4: <i>Fresh-Picked Poetry</i>, “Early Risers” and “Mobile Markets” slides Day 5: <i>Before We Eat: From Farm to Table</i></p> <hr/> <p>Stations</p> <p>Shared Reading: “Delivery” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Before We Eat</i>) Science Literacy: What defenses do plants use to help them survive? Vocabulary: Draw for Meaning Word Work: various lessons</p> | | |
| <p>Mentor text</p>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Science and Engineering</p> <p>Lesson 1: Photosynthesis Lesson 2: Plant Defenses</p> </td> <td style="width: 50%; padding: 5px;"> <p>Studios</p> <p>Drama, Library, and Writing & Drawing Studios are linked to learn about and represent supply chains. Children explore seeds through sorting and making patterns.</p> </td> </tr> </table> <hr/> <p>Writing: Biography</p> <p>Day 1: Deconstruction: Biography Purpose and Stages; Individual Construction: Biography Brainstorm Day 2: Deconstruction: Biography Purpose and Stages; Joint Construction: Planning Biographies Day 3: Deconstruction: Interviews; Joint Construction: Planning Biographies Day 4: Deconstruction: Biography Purpose and Stages; Joint Construction: Interview Questions Day 5: Joint Construction: Interviews; Individual Construction</p> | <p>Science and Engineering</p> <p>Lesson 1: Photosynthesis Lesson 2: Plant Defenses</p> | <p>Studios</p> <p>Drama, Library, and Writing & Drawing Studios are linked to learn about and represent supply chains. Children explore seeds through sorting and making patterns.</p> |
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At a Glance U3 W5

WEEK 5 Days 1 & 2

Vocabulary & Language
Weekly Words

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| Weekly Question | How do resources get from where they come from to the people who use them? | | | | |
| Language Objectives | I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.c) | | | | |
| Vocabulary | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d3d3d3;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <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> </td> </tr> <tr style="background-color: #d3d3d3;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <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> <p>purchase: to buy</p> </td> </tr> </table> | Day 1 | <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> | Day 2 | <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> <p>purchase: to buy</p> |
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| <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> | | | | | |
| Day 2 | | | | | |
| <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> <p>purchase: to buy</p> | | | | | |
| Materials and Preparation | <ul style="list-style-type: none"> ● Week 5 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p> | | | | |
| Opening Day 1 | <i>Today, we’ll start a new list of Weekly Words. Today’s words are ship, transport, and deliver.</i> | | | | |

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| Day 2 | <i>Let's continue learning our words for this week. Today's words are load, container, and purchase.</i> |
| <p>Discussion Day 1</p> | <p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>ship Elaboration: <i>We know that a ship is a boat—a thing, a noun. Here we are using it as an action, a verb. The action is to send something from one place to another. For example, wood to build a house is shipped in trucks from the lumber yard to the construction site. These people are getting boxes of goods ready to ship from a warehouse.</i></p> <p>Think, Pair, Share prompt: <i>What do you think might be the best way to ship bananas from Colombia, where they are grown, to the United States, where we can eat them?</i></p> <hr/> <p>transport Elaboration: <i>Goods from the United States, or the world might be carried, or transported, in trucks, planes, trains, or ships.</i></p> <p>Think, Pair, Share prompt: <i>What do you think might be the best way to transport medicine to a hospital in a rural area? Why?</i></p> <hr/> <p>deliver Elaboration: <i>United Postal Service, or UPS, workers deliver goods to our homes. If we've been waiting for a while, we probably feel happy when they arrive! Many people depend on UPS to deliver goods they need and want.</i></p> <p>Think, Pair, Share prompt: <i>Have you had something delivered to your home? Why did your family ask for it to be delivered?</i></p> |
| Day 2 | <p>load Elaboration: <i>When people travel by plane, the airport workers use a conveyor belt to load the suitcases into the airplane. That part of the airplane is called the cargo hold.</i></p> |

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| | <p>Think, Pair, Share prompt: <i>Have you helped load a car when going for an outing or on vacation?</i></p> <hr/> <p>container Elaboration: <i>Containers come in all different sizes and shapes. Some containers are small, and others are large, almost as large as a house. Those containers are very strong and carry large quantities of goods to far away places.</i></p> <p>Think, Pair, Share prompt: <i>Think about containers you use in your daily life. What do you use them for?</i></p> <hr/> <p>purchase Elaboration: <i>People all around the world purchase fruits and vegetables to make meals at home.</i></p> <p>Think, Pair, Share prompt: <i>What is a good you or your family purchased recently?</i></p> |
| Closing | <i>This week, we're talking about how resources get from where they come from to the people who use them. The words we're studying will help us talk about the way they get to us, the consumers.</i> |
| Standards (Boston) | <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| Ongoing assessment | <p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children's familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> |

Vocabulary and Language U3 W5 D1 & D2

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| | <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.</p> |
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Notes



ship

<https://www.junglescout.com/blog/shipping-your-amazon-product/>



transport

<https://www.trucks.com/2018/04/26/freightos-shipping-goods-uber/>

Weekly Words U3 W5

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



deliver

<https://www.pressroom.ups.com/pressroom/Home.page?countrylang=US-English>



load

<https://www.quora.com/What-does-the-baggage-compartment-of-an-airplane-look-like-Are-bags-they-need-to-transfer-organized-together>

Weekly Words U3 W5

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



container

<https://medium.com/swlh/lxd-lxc-a-quick-introduction-to-the-linux-containers-a1ec79cc008f>



purchase

<https://footage.framepool.com/en/shot/354028403-bean-vegetables-food-shop-supermarket-paying>

Weekly Words U3 W5

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

WEEK 5 Day 3

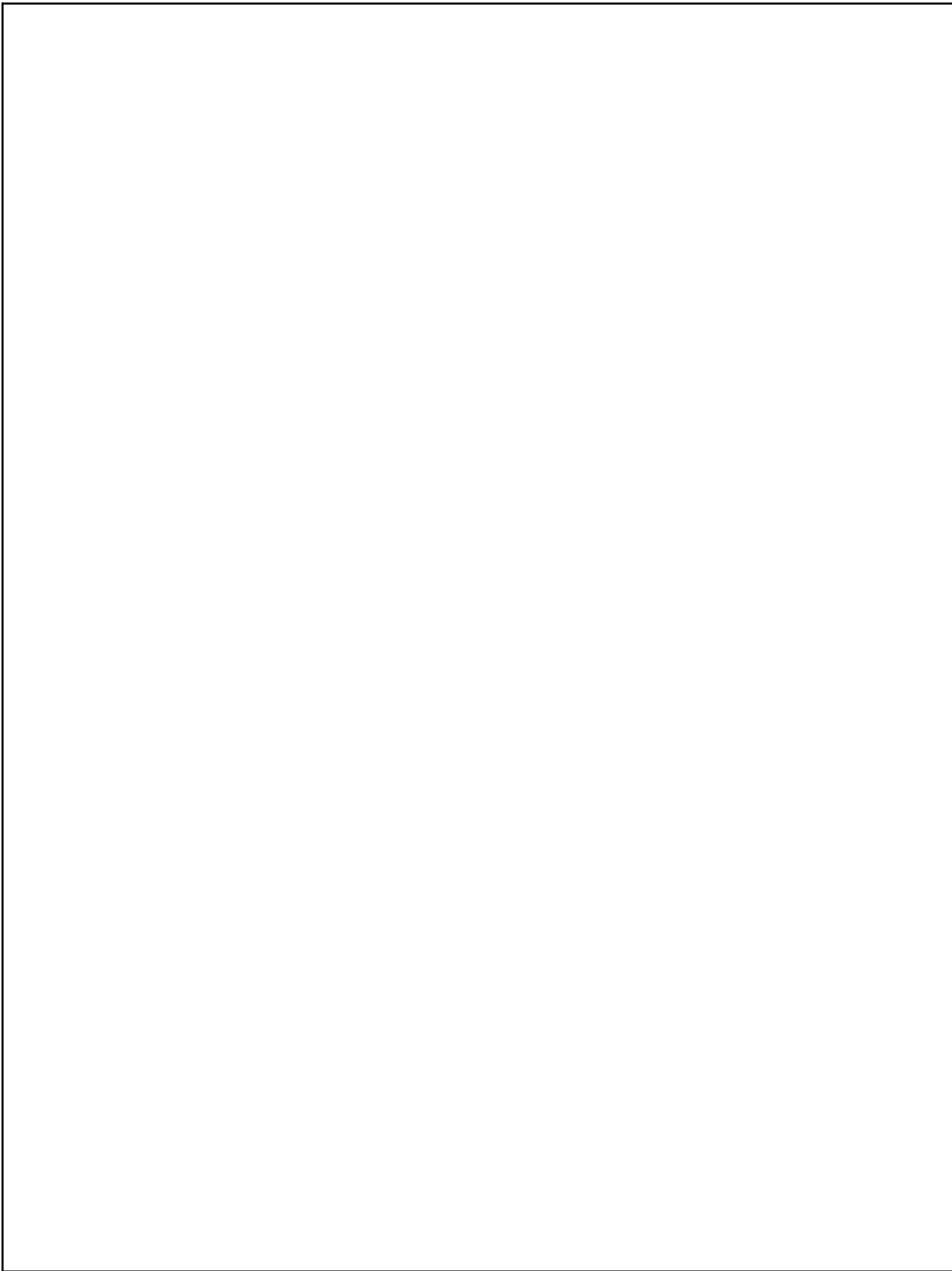
Vocabulary & Language
Words with Multiple Meanings

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| Weekly Question | How do resources get from where they come from to the people who use them? |
| Language Objective | I can use sentence context to determine the meaning of a word. (L.1.4a) |
| Vocabulary | ship: to send goods from one place to another noun: a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being load: to put a large amount of something in a container or on a vehicle combine: a machine that cuts wheat and separates the grain |
| Materials and Preparation | <ul style="list-style-type: none">Words with Multiple Meanings cards, cut apart Note that some words will be used on each of Days 3 and 4. On the whiteboard, write the following sentences. The ship is coming into the harbor. They will load the carrots onto the truck tomorrow morning. We can combine 7 and 3 to make 10. |
| Opening | <i>So far in our unit we have encountered many words that have multiple meanings—they can mean different things. Today we will practice figuring out a word’s meaning by looking at its context in a sentence.</i> |
| Discussion | <i>Let’s read this word together.</i> Show the “ship” card. Tap and blend the word together. <i>What does the word “ship” mean?</i> |

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| | <p><i>What is another meaning of the word? “Ship” can be a noun naming a vehicle that travels on the water, or it can be a verb that expresses the action of sending goods from one place to another.</i></p> <p><i>Let’s read a sentence to figure out which meaning of “ship” is being used.</i></p> <p>Read the first sentence together.</p> <p><i>What does “ship” mean in this sentence? How do you know?</i></p> <p><i>Using the context, or the other words in the sentence, helps you figure out which meaning of the word the author is using.</i></p> |
| | <p><i>Here is another of our weekly words. Let’s read it together.</i></p> <p>Show the “load” card. Tap and blend the word together.</p> <p><i>What does the word “load” mean? What is another meaning of the word?</i></p> <p><i>“Load” can be a verb that expresses the action of putting a large quantity of something in a container or on a vehicle, or it can be a noun naming what a truck is carrying.</i></p> <p><i>Let’s read a sentence to figure out which meaning of “load” is being used.</i></p> <p>Read the second sentence together.</p> <p><i>What does “load” mean in this sentence? How do you know?</i></p> |
| | <p><i>This is a word we explored during Science. Let’s read it together.</i></p> <p>Show the “combine” card. Read the word together.</p> <p><i>What does the word “<u>combine</u>” mean? [Pronounce the word as a noun, stressing the first syllable.] What does it mean when I say it like this: “<u>combine</u>”? [Pronounce the word as a verb, stressing the second syllable.]</i></p> <p><i>“<u>Combine</u>” and “<u>combine</u>” look the same but sounds a little different, depending on its meaning. When we say “<u>combine</u>,” we are using the noun that names a machine that cuts wheat and separates the grain. When we say “<u>combine</u>,” we are using the verb that expresses the action of putting things together.</i></p> |

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| | <p><i>Let's read a sentence to figure out which meaning of the word is being used.</i></p> <p>Read the third sentence together.</p> <p><i>What does "combine" mean in this sentence? How do you know?</i></p> |
| Closing | <p><i>Today we learned that we can use a word's context in a sentence to figure out what it means. Tomorrow we will continue doing this with other words.</i></p> |
| Standard (Boston) | <p>L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| Ongoing assessment | <p>Do children accurately define vocabulary words? Do they know the alternate meanings of the words? What do they understand about the different pronunciations of "combine"? Are they able to use sentence context to determine the meaning of the word?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p> |

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Vocabulary & Language U3 W5 D3

WEEK 5 Day 4

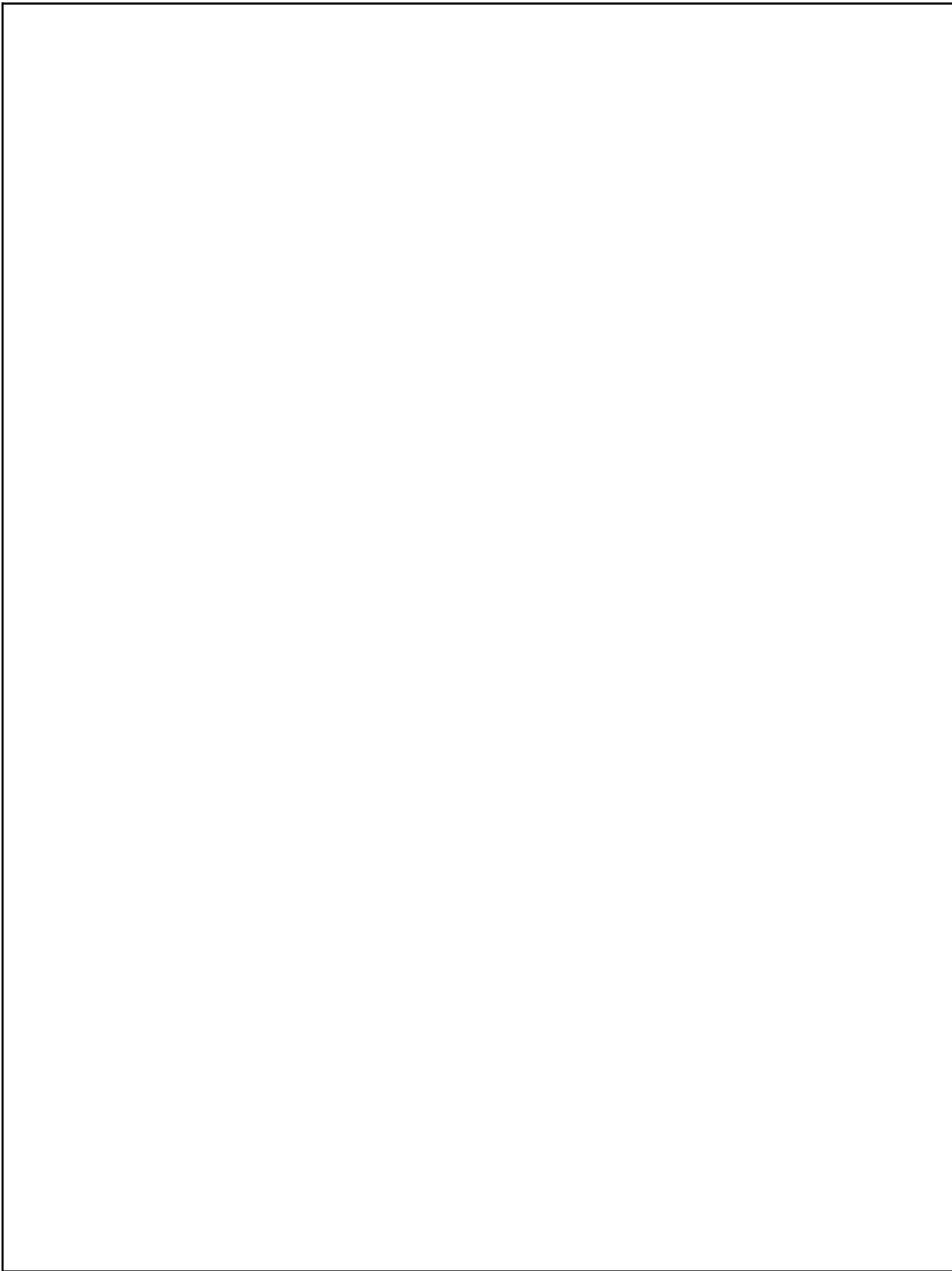
Vocabulary & Language
Words with Multiple Meanings

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| Weekly Question | How do resources get from where they come from to the people who use them? |
| Language Objective | I can use sentence context to determine the meaning of a word. (L.1.4a) |
| Vocabulary | <p>mold: a container used to give shape to something</p> <p>noun: a person, place, thing, or idea</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>adjective: a word that describes a person, place, thing or idea</p> <p>produce: to make</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● Words with Multiple Meanings cards, from Day 3 ● <i>On the Farm, At the Market</i>, G. Brian Karas Flag pages 10, 28, and 29. |
| Opening | <i>Yesterday we explored words with multiple meanings and determined what the words meant by using the context of the sentences.</i> |
| Discussion page 10 | <p><i>Let's read this word together.</i></p> <p>Show the "mold" card. Tap and blend the word together.</p> <p><i>What does the word "mold" mean?</i></p> <p><i>What is another meaning of the word?</i></p> <p><i>"Mold" can be a noun naming a container used to give shape to something, or it can be a noun naming a type of fungus.</i></p> <p><i>Let's read a sentence from On the Farm, At the Market to see which meaning of "mold" G. Brian Karas uses.</i></p> |

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| | <p>Read the second sentence on the page. <i>What does “mold” mean in this sentence? How do you know?</i></p> |
| page 28 | <p><i>Here is another word we find in this book. Let’s read it together.</i> Show the “special” card. Read the word together.</p> <p><i>What does the word “special” mean? What is another meaning of the word?</i></p> <p><i>“Special” can be an adjective that describes something as important or unique, or it can be a noun naming a dish that is not usually on the menu.</i></p> <p><i>Let’s read another sentence from On the Farm, At the Market to see which meaning of “special” G. Brian Karas uses.</i> Read the second to last sentence.</p> <p><i>What does “special” mean in this sentence? How do you know?</i></p> |
| page 29 | <p><i>This is a word we looked at last week. Let’s read it together.</i> Show the “produce” card.</p> <p><i>What does the word “produce” mean? What is another meaning of the word?</i></p> <p><i>“<u>Produce</u>” can be a verb that expresses the action of making something, or “<u>produce</u>” can be a noun naming fruits and vegetables. Like “<u>combine</u>” and “<u>combine</u>,” the meaning changes depending on how the word is pronounced.</i></p> <p><i>Let’s read a sentence from On the Farm, At the Market to see which meaning of this word G. Brian Karas uses.</i> Read the second sentence.</p> <p><i>What does “<u>produce</u>” mean in this sentence? How do you know?</i></p> |
| Closing | <p><i>Today we used context clues to figure out which meanings of words G. Brian Karas uses in On the Farm, At the Market.</i></p> |
| Standard (Boston) | <p>L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| Ongoing assessment | <p>Do children accurately define vocabulary words? Do they know the alternate meanings of the words?</p> |

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| | <p>Are they able to use sentence context to determine the meaning of the word?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p> |
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Vocabulary & Language U3 W5 D4

WEEK 5 Day 5

Vocabulary & Language
Carousel Brainstorm

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| Weekly Question | How do resources get from where they come from to the people who use them? |
| Language Objective | I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1) |
| Vocabulary | ship: to send goods from one place to another transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat deliver: to bring something to a specific address load: to put a large amount of something in a container or on a vehicle container: an object used to transport or carry something purchase: to buy |
| Materials and Preparation | <ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch |
| Opening | <i>This week as we move through the Carousel Brainstorm, we'll think about resources and where they come from.</i> |
| Key Activity | Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word. |

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| Closing | In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge. |
| Standards (Boston) | SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| Ongoing assessment | <p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p> |

Notes

WEEK 5 Day 1



Text Talk
How Did That Get in My Lunchbox?
 Read 1 of 2, pages 1-11, 14-15

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| Big Idea | Places have different resources. People’s skills, knowledge, and talents are resources that contribute to the marketplace. |
| Weekly Question | How do resources get from where they come from to the people who use them? |
| Content Objectives | I can use informational text features such as headings and labels to learn new information and vocabulary. (RI.1.5) I can retell key details from an informational text to explain the work involved in a specific food’s supply chain. (RI.1.2, Economics 21) |
| Language Objective | I can use specific vocabulary acquired from an informational text to describe a food supply chain. (L.1.6) |
| Vocabulary | grain: a single seed of wheat or other cereal crop grind (ground): to make small by crushing store: to keep or save for future use supply chain: steps involved in producing and delivering goods transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat deliver: to bring something to a specific address load: to put a large amount of something in a container or on a vehicle |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>How Did That Get in My Lunchbox? The Story of Food</i>, Christine Butterworth ● chart paper |

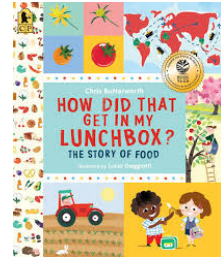
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| | <p>Prepare the Weekly Question Chart with the question: How do resources get from where they come from to the people who use them?</p> <p>On the whiteboard, write: What jobs are needed to get food into your lunchbox?</p> |
| <p>Opening 2 minutes</p> | <p><i>Today we will read an informational text by Christine Butterworth titled How Did That Get in My Lunchbox? The Story of Food. Look carefully at the cover. What do you see?</i></p> <p>Set a purpose for reading. <i>As we read today, we'll use text features like headings and labels to learn how different foods end up in our lunches, since each type of food has its own special supply chain. We'll also discuss the many ways that people work hard to get food into your lunchbox.</i></p> <p>Refer to the question on the whiteboard.</p> |
| <p>Text and Discussion 17 minutes page 3</p> | <p>Invite children to chorally read the question heading and each type of job on the page. <i>Let's keep reading to find out about the different kinds of jobs people do related to foods we might eat for lunch.</i></p> |
| <p>page 4</p> | <p><i>Not everyone brings their lunch to school; many of us get our lunches from the school cafeteria. This book will also teach us where the food we have in our cafeteria comes from.</i></p> |
| <p>page 7</p> | <p>Invite children to chorally read the question.</p> <p><i>Take a look at the illustration of this lunchbox to get an idea of some of the foods we'll read about in this text today and tomorrow.</i></p> |
| <p>page 8</p> | <p>Invite children to chorally read the question heading, before reading aloud the rest of the text on both pages. <i>Based on this question heading, what kind of food will we learn about?</i></p> <p><i>As we keep reading, use the labels and illustrations to understand how bread is made.</i></p> |
| <p>page 9</p> | <p><i>What do you think grains are? Use the labels and pictures to help you.</i></p> <p>Think, Pair, Share. <i>What jobs are needed to get bread into a lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p> |

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| page 10 | Invite children to chorally read the question heading, then read aloud the rest of the text on both pages. |
| page 11 | <p><i>What does it mean that they stored the cheese for months? What text feature could help you figure this out?</i></p> <p><i>What work was done before cheese ended up in the lunchbox?</i></p> <p>Skip the section on Apple Juice for Read 1.</p> |
| page 14 | <p>Invite children to chorally read the question heading, then read aloud the introductory paragraph, “Last spring... earth.”</p> <p>Chorally read each step in the supply chain.</p> |
| Key Discussion 5 minutes | <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What jobs are needed to get carrots into your lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p> <p>Prompt 2: <i>What work happened to transport and deliver carrots to the grocery store where our cafeteria workers or your parents bought the carrots for your lunch?</i></p> |
| Weekly Question Chart 1 minute | <p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, How do resources get from where they come from to the people who use them? We can record our ideas here.</i></p> <p><i>In this text, we read about all the work required to get different types of food into your lunchbox. In the example of carrots, we saw that different workers pack the boxes, load them onto trucks, drive the trucks, and unload the trucks at the store. Let’s add these ideas to our chart.</i></p> |
| Closing 1 minute | <i>Tomorrow we’ll learn about how apple juice and clementines get into your lunch box, and then we’ll have more to add to our chart!</i> |
| Standards (Boston) | <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</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> |

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| | <p>21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group and partner conversations.</p> <ul style="list-style-type: none"> Do children use details from the text to retell the key steps in a food’s supply chain? Do children use text features to support meaning-making? How do children incorporate new vocabulary into their retelling? Do children identify the work involved in a specific supply chain? |

Notes

WEEK 5 Day 2



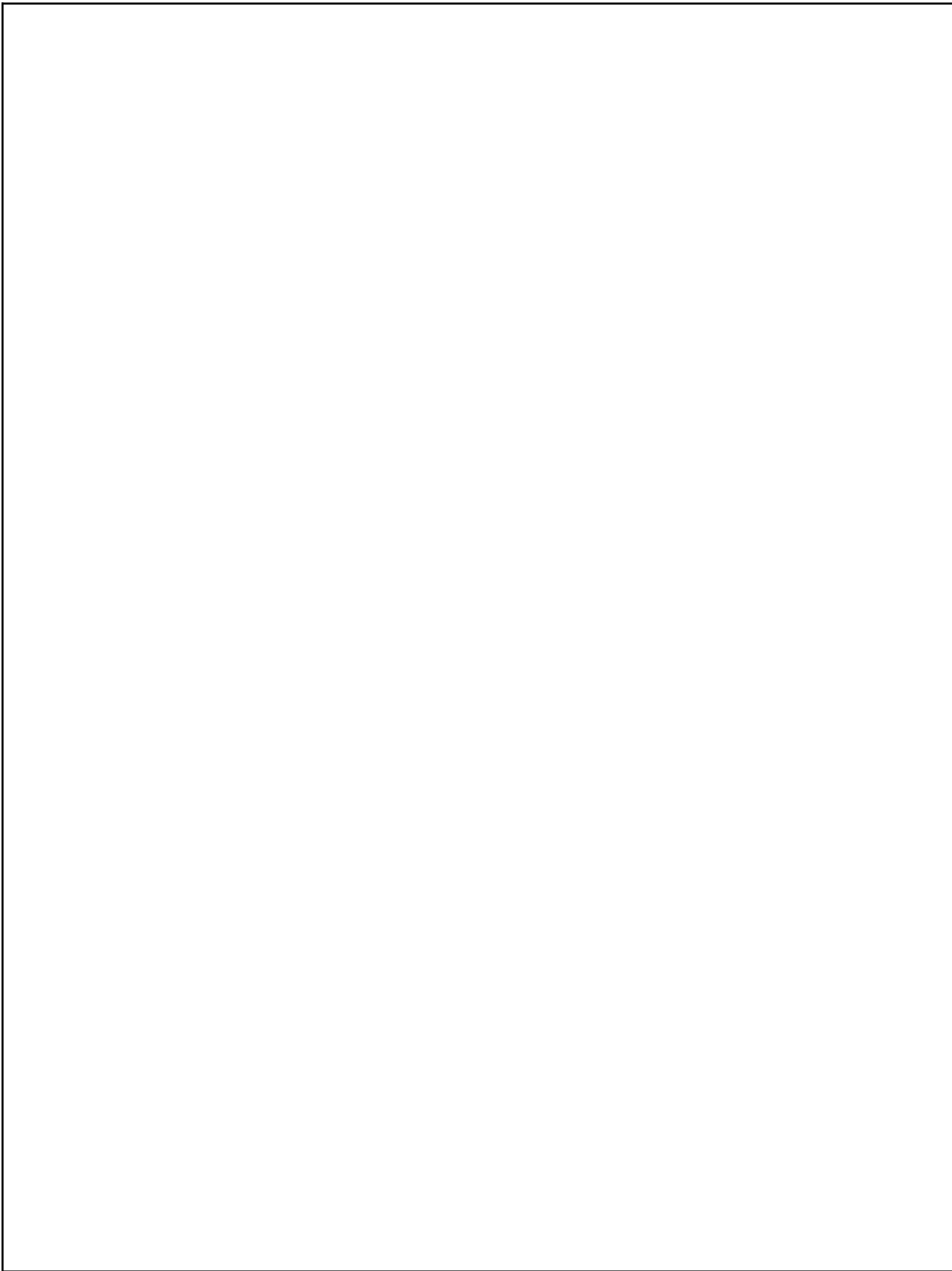
Text Talk
How Did That Get in My Lunchbox?
 Read 2 of 2, pages 12-13, 16-19

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| Big Idea | <p>Places have different resources.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> |
| Weekly Question | How do resources get from where they come from to the people who use them? |
| Content Objectives | <p>I can use informational text features such as headings and labels to learn new information and vocabulary. (RI.1.5)</p> <p>I can retell and explain the work involved in a specific food’s supply chain through discussion and writing. (RI.1.2, Economics 21)</p> |
| Language Objective | I can use specific vocabulary acquired from an informational text to describe a food supply chain. (L.1.6) |
| Vocabulary | <p>orchard: a piece of land planted with fruit trees</p> <p>grove: a group of trees</p> <p>supply chain: steps involved in producing and delivering goods</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> |
| Materials and Preparation | <ul style="list-style-type: none"> • <i>How Did That Get in My Lunchbox? The Story of Food</i>, Christine Butterworth |

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| | <ul style="list-style-type: none"> ● “How did clementines get in your lunchbox?” excerpt, one copy for each child ● <i>How Did That Get in My Lunchbox?</i> response sheets, one copy for each child <p>Strategically group children into triads for shared reading. See Partner and Triad Shared Reading in the Introductory Documents.</p> <p>On the whiteboard, write: What jobs are needed to get food into your lunchbox?</p> |
| <p>Opening 1 minutes</p> | <p><i>Today we will continue to read How Did That Get in My Lunchbox? The Story of Food by Christine Butterworth.</i></p> <p>Set a purpose for reading. <i>Today we’ll learn how apple juice and clementines end up in our lunchboxes or school cafeteria. Just like yesterday, we’ll use text features like headings, labels, and illustrations to learn new information. We’ll also discuss the many ways that people work hard to get food into your lunchbox.</i></p> <p>Refer to the question on the whiteboard.</p> <p><i>Today you’ll read one of the sections yourselves, in your groups of three. Then you’ll do some writing about the text.</i></p> |
| <p>Text and Discussion 4 minutes</p> <p>page 12</p> | <p>Invite children to chorally read the question heading, then read aloud the rest of the text on both pages.</p> |
| <p>Page 13</p> | <p><i>An orchard is a piece of land planted with fruit trees.</i></p> <p><i>What are all the jobs needed to get apple juice into your lunch box?</i></p> |
| <p>page 16</p> | <p>Invite children to chorally read the heading, then read aloud just the introductory paragraph. <i>A grove is a group of trees.</i></p> |
| <p>Key Discussion and activity 15 minutes</p> | <p>Group children into triads for shared reading and discussion, and explain the task. <i>In your small group, read about how clementines get in a lunchbox. Then, talk together about the writing prompt. You will work independently to write down your ideas using information learned from the text.</i></p> <p>Distribute the text excerpts to each child. Allow children time to read.</p> |

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| | <p><i>What jobs are needed to get clementines into your lunch box? Use details from the text to describe the work in each step of the supply chain.</i></p> <p>Once children have had time to share their ideas in their small groups, send them off to write and draw independently. Remind children to refer to their text excerpt for support and evidence.</p> |
| <p>Closing 5 minute</p> | <p>Bring the group back together. read the closing pages of the text, then invite a few children to share their writing about clementines.</p> |
| <p>Standards (Boston)</p> | <p>RI.1.2. Identify the main topic and retell key details of a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 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. 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group and partner conversations.</p> <p>Are children able to use details from the text to retell the key steps in a food’s supply chain? Are children able to use text features to support meaning-making? How do children incorporate new vocabulary into their retelling? Are children able to identify the work involved in a specific supply chain?</p> <p>Observe children’s writing.</p> <p>Are children able to use information from the text in their drawing and writing? Do children communicate a clear and relevant message in response to the prompt? Do children include accurate information?</p> |

Notes



How did your clementine get in your lunchbox?


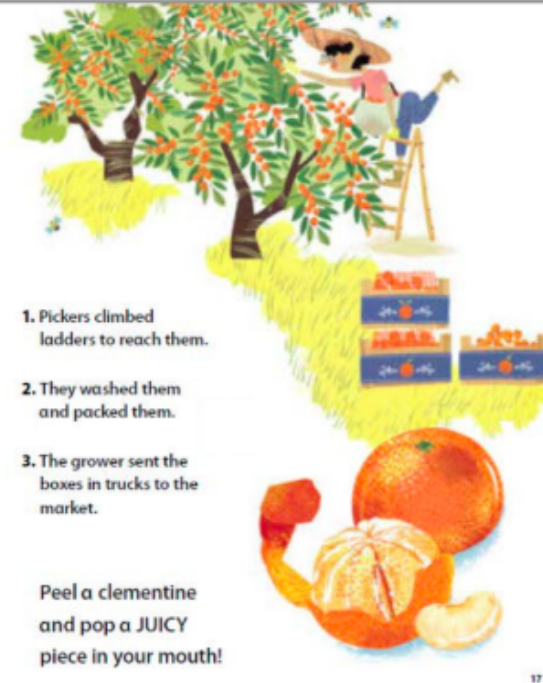
Early in the summer, the trees in the clementine grove were full of sweet smelling, waxy flowers.



As the flowers died, a tiny green clementine berry began to grow out of each one. By the time cooler winter weather arrived, the clementines had turned orange.

1. Pickers climbed ladders to reach them.
2. They washed them and packed them.
3. The grower sent the boxes in trucks to the market.

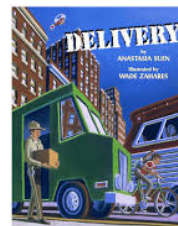
Peel a clementine and pop a juicy piece into your mouth!

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| <p>How did your clementine get in your lunchbox?</p> <p>Early in summer, the trees in the clementine grove were full of sweet smelling, waxy flowers.</p>  <p>As the flowers died, a tiny green clementine berry began to grow out of each one.</p> <p>By the time cooler winter weather arrived, the clementines had turned orange.</p> <p>16</p> |  <ol style="list-style-type: none">1. Pickers climbed ladders to reach them.2. They washed them and packed them.3. The grower sent the boxes in trucks to the market. <p>Peel a clementine and pop a JUICY piece in your mouth!</p> <p>17</p> |
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Text Talk U3 W5 D2

Name _____ Date _____

What jobs are needed to get clementines into your lunch?
Use details from the text to support your ideas.



WEEK 5 Day 3

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

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| 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> |

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| | <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> |

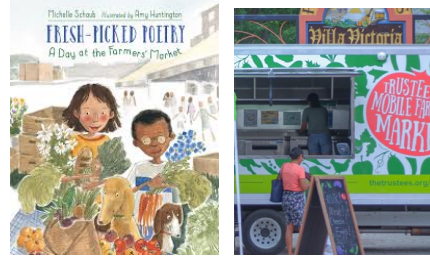
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| <p>Key Discussion and activity 12 minutes</p> | <p><i>We read about foods being transported by truck in How Did That Get in My lunchbox? and in the poem “Early Risers.” In this book we see that many different vehicles bring goods from producers to 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:</p> <p><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> |

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| 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? |
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Unit 3: Resources in Our Communities

WEEK 5 Day 4



Text Talk
Fresh-Picked Poetry: “Early Risers”
and “Mobile Markets” (slides)

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| 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 | <p>I can use words and phrases from a poem to understand the poet’s message. (RL.1.2, RL.1.4)</p> <p>I can use information from video and news articles to explain why consumers might use a mobile farmer’s market. (Economics 19, 25)</p> |
| Language Objective | I can use key details in a text to determine the meaning of words and phrases. (L.1.4) |
| Vocabulary | <p>toil: to work very hard</p> <p>harvest: to gather crops</p> <p>load: to put a large amount of something in a container or on a vehicle</p> <p>bounty: a generous amount of something</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● “Early Risers,” in <i>Fresh-Picked Poetry</i>, Michelle Schaub ● Mobile Markets slides, including “Early Risers” and Farmer's market on wheels video (1:30 minutes) (https://www.youtube.com/watch?v=NMzNwXIQAW8) ● Sentences Frames for Discussion, Parts 1 and 2 <p>On the whiteboard, write:</p> |

Text Talk U3 W5 D4

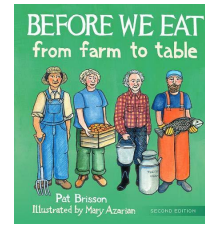
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| | <p>What is the poet’s message about farmers?</p> |
| <p>Opening 1 minute</p> | <p><i>Yesterday we saw that lots of transportation is needed to deliver goods in local and global industries.</i></p> <p><i>Today we’ll zoom in on a place where local food is sold—a farmer’s market! We will read another poem by Michelle Schaub from the book Fresh-Picked Poetry. This poem is called “Early Risers.”</i></p> <p>Set a purpose for reading. <i>As we read today, we’ll use the details in the poem to figure out new words and phrases, then we’ll work together in a discussion to determine the poet’s message.</i></p> <p><i>At the end of our lesson we’ll learn about a new kind of farmer’s market by watching a video!</i></p> |
| <p>Text and Discussion 10 minutes</p> | <p>Read the text once aloud from the book, modeling fluent and expressive reading.</p> |
| <p>slide 1, lines 1-6</p> | <p>Project the text so children can see the print clearly. Read aloud lines 1-6, “While you sleep ... wash, and load.” <i>What do you think it means that “farmers toil by silver light?”</i> Elicit a few ideas, then unpack the sentence by using clues from the key details that follow it. <i>These lines say that farmers harvest, sort, wash, and load. If we use those details as clues, what does “toil” mean? [work very hard, on any task]</i></p> <p><i>What time of day do the farmers toil, or work? What words in the poem help us determine that? [silver light]</i></p> |
| <p>lines 7-12</p> | <p>Read aloud lines 7-12, “Hop in trucks ... stretch, and sigh.” <i>What’s happening in the poem now?</i> <i>We saw in our text yesterday that many goods, especially foods, are transported by trucks.</i></p> <p><i>What does it mean that “dawn pinks the sky?”</i> <i>Why do you think the poet included those lines?</i></p> |
| <p>lines 13-20</p> | <p>Read aloud lines 13-20, “Set up tables ...” to the end of the poem.</p> <p>Think, Pair, Share.</p> |

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| | <p><i>What does the poet mean by, “By the time your day begins, the farmer’s day is in full swing?”</i></p> <p>Gather children back as a whole group. <i>What is the bounty that the farmers bring? What clues in the poem or illustration can help you?</i></p> |
| <p>Key Discussion and activity 13 minutes</p> | <p>Facilitate a whole group discussion using the Sentence Frames for Discussion. <i>What is the poet’s message about farmers? Remember to use details from the poem to support your idea.</i></p> <p><i>This week we’ve been thinking about how food gets from farms to us. As we saw in this poem, “Early Risers,” one way food gets to us is through farmers markets. Grocery stores also sell fresh fruits and vegetables.</i></p> <p><i>But some neighborhoods don’t have grocery stores or farmers markets. How do people in those neighborhoods get the fresh food they need? To respond to this challenge, some people here in Boston came up with the idea of a mobile healthy food market, called Fresh Truck. Let’s learn about it by watching a video.</i></p> <p>Play the video linked on slide 2. Note that the narration is very fast; prepare to pause as needed or to show the video more than one time.</p> |
| slide 2 | <p><i>What is a mobile food market? What does it do?</i></p> <p><i>Why did Josh want to have a mobile healthy food market?</i></p> |
| slide 3 | <p><i>This image shows another mobile farmers market. They sell produce from their own farms along with produce from other local farms.</i></p> <p><i>Reporters often interview community members about a certain topic. Here is an online article about this mobile farmers market.</i></p> <p>Click on the link to show the news article, but do not read.</p> |
| slides 4 and 5 | <p>Read aloud each slide.</p> <p>Think, Pair, Share. <i>Think about what you have learned from both the video and the quotes. Why might consumers decide to go to a mobile farmer’s market?</i></p> |
| <p>Closing 1 minute</p> | <p><i>We’ve read a lot about how food gets from farms to us! We’ll read one more book about this topic tomorrow.</i></p> |

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| <p>Standards (Boston)</p> | <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group and partner conversation.</p> <ul style="list-style-type: none"> Do children use the prompts for an evidence-based, collaborative discussion? Do children use key details in the poem to determine the meaning of new words and phrases? How do children incorporate unit vocabulary into their responses? |

Notes

Unit 3: Resources in Our Communities



WEEK 5 Day 5

Text Talk
Before We Eat: From Farm to Table

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| 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 determine the main idea of a text and its supporting details by gathering information from words and illustrations (RI.1.2, RI.1.6) |
| Language Objective | I can use words and phrases from the unit of study to describe the key ideas of a new text. (L.1.6) |
| SEL Objective | I can recognize others’ work and how it contributes to me getting what I need. (SR 1.2) |
| Vocabulary | <p>provide: to give, to supply</p> <p>plow: to turn up the soil for farming</p> <p>tend: to care for</p> <p>harvest: the period of time when farmers collect plants for food</p> <p>grime: dirt on the surface of something</p> <p>graze: to put animals out to feed on grass</p> <p>sow: an adult female pig</p> <p>clerk: a person employed in a store or office</p> <p>gratitude: thankfulness</p> <p>aware: having knowledge of a situation</p> <p>supply chain: steps involved in producing and delivering goods</p> |
| Materials and Preparation | <ul style="list-style-type: none"> • <i>Before We Eat: From Farm to Table</i>, Pat Brisson <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:

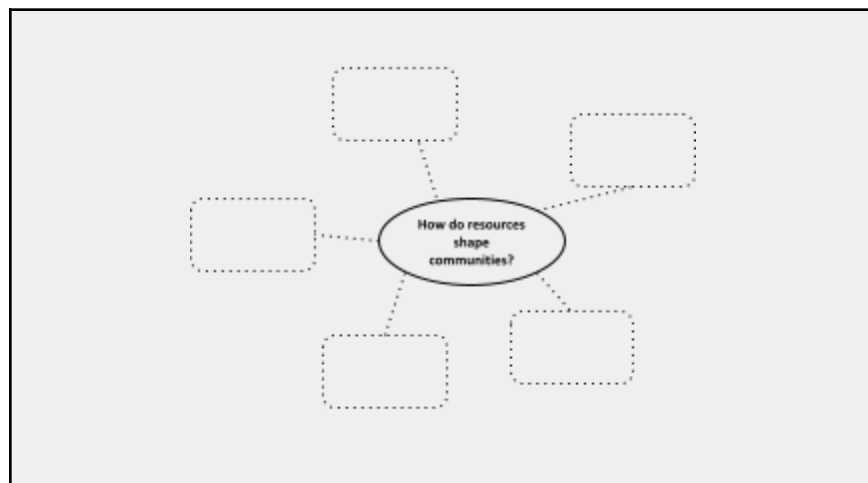
What information do we learn from illustrations?

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.



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| <p>Opening 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>Text and Discussion 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>Grime 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> |

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| | <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> |
| <p>Shared Reading</p> <p>stanza 1, slide 3 (pages 1-2)</p> | <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> <p>Set a purpose for the read. <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> |
| <p>stanza 2, slide 6 (pages 7-8)</p> | <p><i>What work happens here?</i></p> |
| <p>stanza 4, slide 12 (pages 19-20)</p> | <p><i>What work happens here?</i></p> |
| <p>Key Discussion and activity 3 minutes</p> | <p>Think, Pair, Share. <i>What is one type of work that you learned about, or learned more about, in this text?</i></p> |
| <p>Weekly Question Chart 2 minutes</p> | <p>Read the Weekly Question Chart. <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> |
| <p>Resources in Our</p> | <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> |

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| <p>Communities Chart 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>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.1.2. Identify the main topic and retell key details of a text.</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>Economics 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> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> |
| <p>Ongoing assessment</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> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Notes

Name_____

Date_____

Before We Eat: From Farm to Table

by Pat Brisson

- 1 As we sit around this table
let's give thanks as we are able
to all the folks we'll never meet
who helped provide this food we eat.

- 2 They plowed the ground and planted seeds,
tended fields, removed the weeds.
They picked the food at harvest time,
working in the heat and grime.

- 3 They grazed the cattle, fed the sows,
gathered eggs, and milked the cows.
They fished from boats out on the seas;
raised wheat and nuts and honey bees.

- 4 Thank the ones who packed the crates,
sorted boxes, checked the weights.
Thank the drivers on the roads
in their trucks with heavy loads.

- 5 And all the clerks at all the stores
who did the grocery-selling chores.
Thank the ones who bought this food,
the ones who teach me gratitude.
- 6 Sitting at this meal we share,
we are grateful and aware,
sending thanks upon the air...
to those workers everywhere.

Name: _____

Delivery

By Anastasia Suen

A new day is on its way.

Papers come one by one.

Boxes and cans come in trucks and vans.

Unwrap it all for shelves on the wall.

Wheels and wings carry many things.

High and low, we come and go.

Trucks on roads carry loads.

Trains speed by. Hello! Goodbye!

Containers wait at number eight.

A new day is on its way.

Delivery!

Unit 3: Resources in Our Communities

WEEK 5

Stations

| Station | Activities | Materials Writing tools at each station |
|------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shared Reading | “Delivery” | <ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer |
| Teacher Groups | Strategic small group instruction | <ul style="list-style-type: none"> ● as needed |
| Reading | Independent and Partner Reading | <ul style="list-style-type: none"> ● individual book bags ● pencils |
| Listening & Speaking | Talk, Draw, Talk | <ul style="list-style-type: none"> ● Week 5 image (container trucks) ● Week 5 prompt and recording sheet ● sand timers ● drawing tools |
| | Listen and Respond: <i>Before We Eat</i> | <ul style="list-style-type: none"> ● audio recording and technology ● <i>Before We Eat</i> book ● <i>Before We Eat</i> conversation prompts |
| Vocabulary | Draw for Meaning <i>supply chain, worker, customer, harvest, produce, provide</i> | <ul style="list-style-type: none"> ● Week 4 Weekly Words cards ● Draw for Meaning sheets |
| Science Literacy | What defenses do plants use to help them survive? | <ul style="list-style-type: none"> ● Week 5 prompt, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils |
| | Filling in weather calendar | |
| Word Work (align with phonics program) | Fluent Reader’s Challenge | <ul style="list-style-type: none"> ● Week 5 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card |
| | Look, Cover, Write, Check | <ul style="list-style-type: none"> ● Week 5 Look, Cover, Write, Check sheets ● Look, Cover, Write, Check directions card |
| | Blend Sort | <ul style="list-style-type: none"> ● Week 5 Blend Sort sheets ● scissors and glue ● Sort directions card |

Stations U3 W5

Name: _____ Date: _____

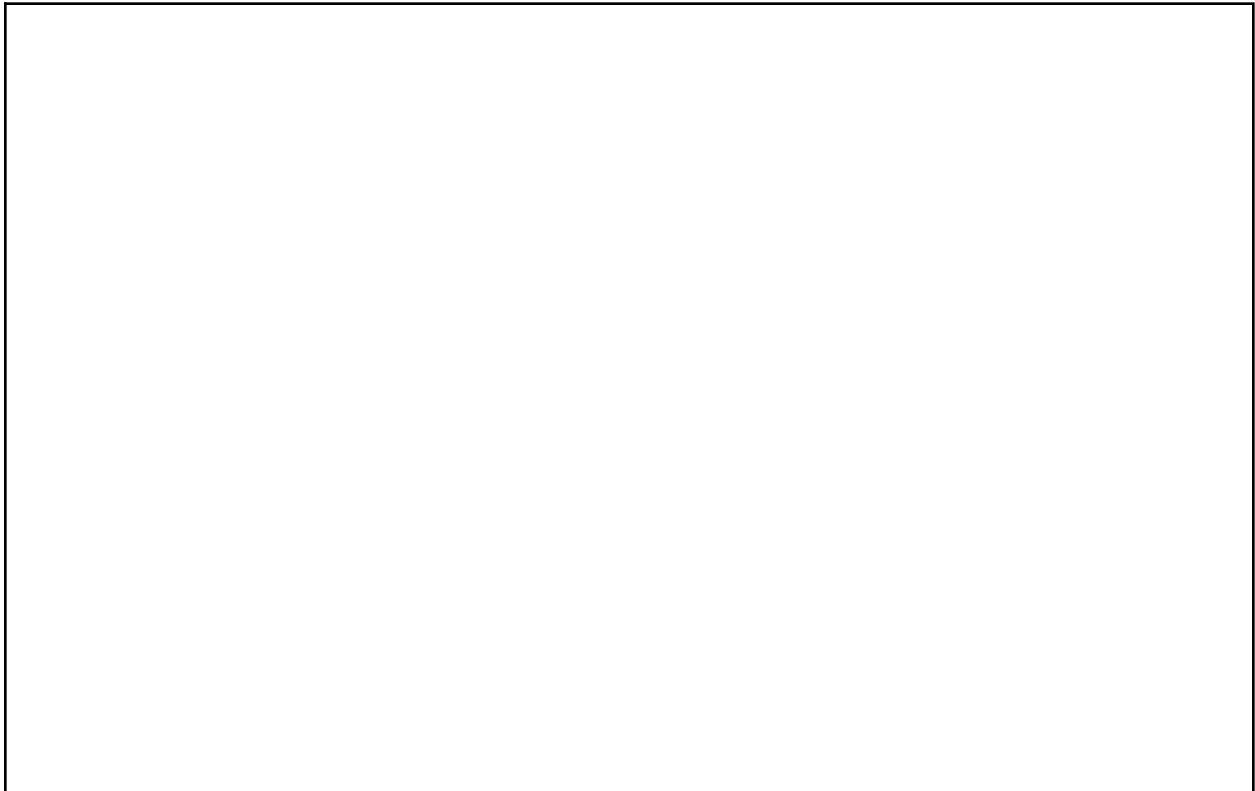
Use at least 6 words from these boxes and other words you know to respond to the following questions.

| | | | |
|----------|----------|-----------|--------|
| consumer | producer | goods | market |
| buy | sell | transport | farm |

1. What is happening in the photograph?

2. Pick one of the goods from the photograph. What steps do you think the farmer had to take to get that good to the market?

Add to your ideas with an illustration.



Name: _____

Fluent Reader's Challenge

I got **a** chill **from** that bad draft.

Peg swept **the** rug with **the** brush.

Did **you have any** shrimp?

He slept in **the** tent.

She has many red plants.

I will print on **the** pad.

Jack felt **his** leg twist.

Brad will blend **that** drink.

Russ slept on **the** cot.

We must stand **to** sing **many** songs.

The blimp did not go fast at all.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Name: _____

| | | | |
|------|-------|-------|---------|
| Look | Cover | Write | Check ✓ |
|------|-------|-------|---------|

| | | |
|---------|-------------------|--|
| each | <hr/> <hr/> <hr/> | |
| between | <hr/> <hr/> <hr/> | |
| any | <hr/> <hr/> <hr/> | |
| many | <hr/> <hr/> <hr/> | |
| see | <hr/> <hr/> <hr/> | |
| says | <hr/> <hr/> <hr/> | |

Skills
Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

each

between

any

many

see

says



<https://sustainableagriculture.net/blog/fmlfpp-funding-analysis/>



<https://sustainableagriculture.net/blog/fmlfpp-funding-analysis/>

Stations: Mid-Unit Assessment U3 W5

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Name: _____

Blend Sort

Read the words. Write the words in the correct columns according to their beginning blends.

| bl | sc / sk | cr |
|----|---------|----|
| | | |

Fundations Unit 10, Week 1

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Word Work Station U3 W5

| | | |
|----|----|----|
| br | fl | pr |
| | | |

| | | | | | |
|------------------|--------|-------|-------|-------|-------|
| Word Bank | block | crag | flag | skate | prick |
| | branch | plum | brick | broom | flute |
| | blimp | press | blink | crown | skirt |
| | skunk | print | crib | | |

Word Work Station U3 W5

Mid-Unit Assessment Rubric

Relevant Unit Big Ideas:

- People make exchanges to obtain the goods and services they need and want.
- Places have different resources.

| | 1 | 2 | 3 |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Uses unit vocabulary (L.1.6) | Uses 1 to 2 words from the unit or uses words inaccurately. | Uses 3 to 5 words accurately. | Uses 6-8 words accurately. |
| With guidance, gathers key details from a photo to respond in writing to the prompt. (W.1.8, RI.1.7) | Does not mention details from the photo. | Uses 1-2 details from the photo but may not use the details to support a response to the prompt. | Uses at least 2 details from the photo to support a response to the prompt. |
| Demonstrates conceptual understanding and knowledge about the topic (Economics 23 and 25) | Response does not align to the unit's big ideas. | Response aligns somewhat to the unit's big ideas. | Response aligns meaningfully to the unit's big ideas. |
| | Demonstrates significant misconceptions. | Demonstrates partial knowledge on the topic. | Demonstrates knowledge on the topic. |

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------|
| Conventions | 1 | 2 | 3 | 4 |
| Sentence Complexity L.1.1j | Includes frequent errors in usage; sentences are often difficult to understand. | Writes in clear, simple sentences and phrases. | Writes in complete simple and compound sentences. | Uses a variety of simple and compound sentences. |
| Capitalization L.1.2a | Uses upper case letters minimally or incorrectly. | Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | Makes no errors in capitalization. |

Stations: Mid-Unit Assessment Rubric U3 W5

| Conventions, continued | 1 | 2 | 3 | 4 |
|-------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Punctuation L.1.2b | Includes frequent errors in end punctuation, making the piece difficult to read. | Inconsistently uses end punctuation. | Correctly uses end punctuation. | Correctly uses commas and/or apostrophes, in addition to end punctuation. |
| Spelling L.1.2d L.1.2e | Includes severe errors in spelling that often obscure meaning. | Includes frequent errors in the spelling of grade-appropriate words. | Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically. | Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words. |

Unit 3 Exemplar

Use at least 6 words from these boxes and other words you know to respond to the following questions. (RL.1.7, L.1.6, W.1.8)

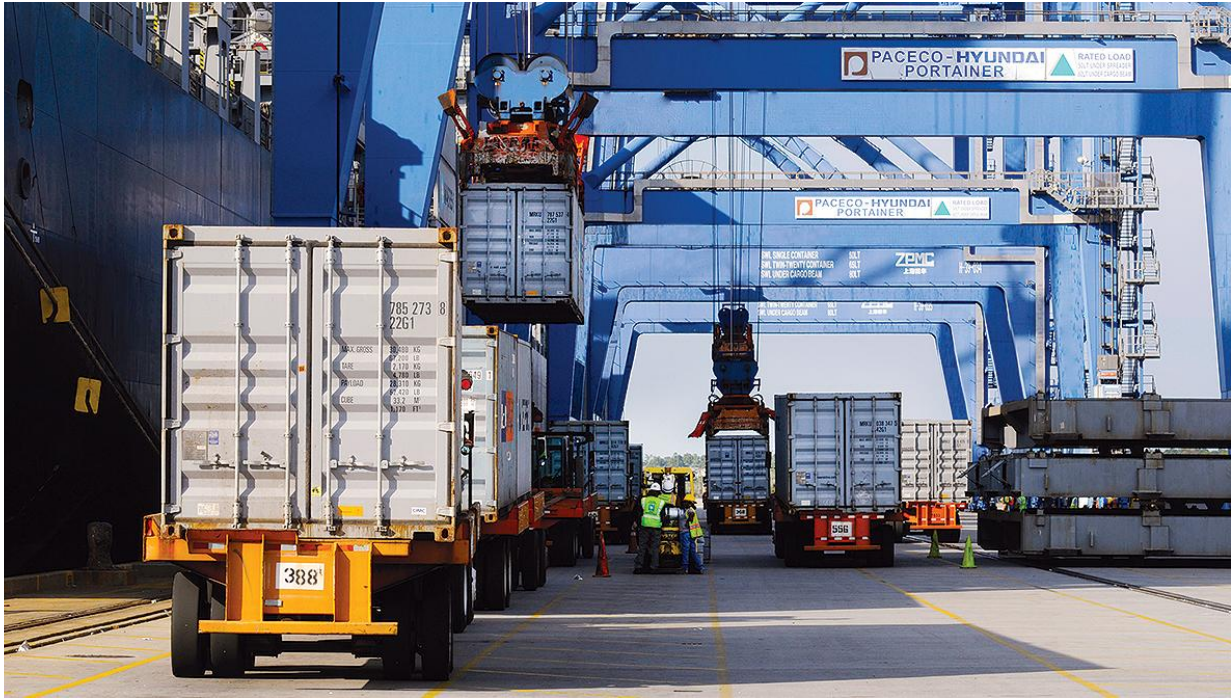
1. What is happening in the photograph?

A person is shopping at a farmers market. She is the consumer, because she has her hand in her wallet and she wants to buy the fruit. The person selling fruits and vegetables is the producer and those are the goods he sells.

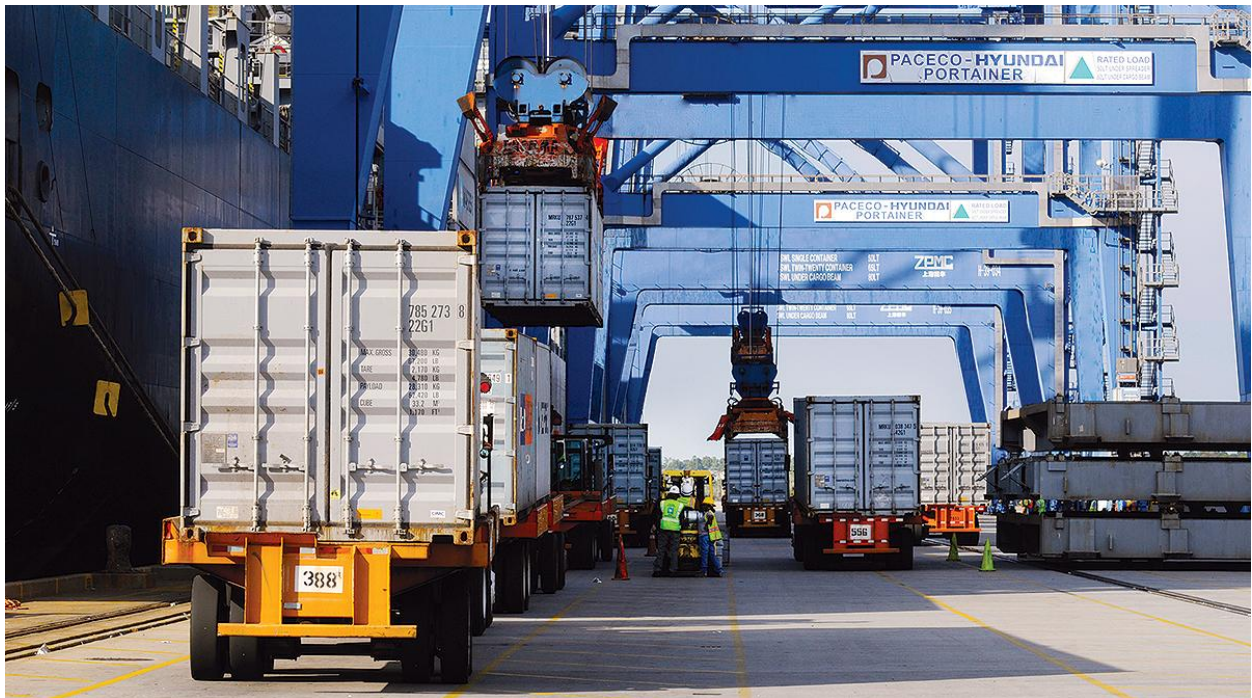
2. Pick one of the goods from the photograph. What steps do you think the farmer had to take to get that good to the market?

First the blueberries grew on a farm. Then the man put them in boxes and transported the blueberries in a truck from his farm to the market.

Talk, Draw, Talk Week 5



<https://www.ttnews.com/articles/industry-groups-object-new-chassis-fees-taking-effect-ports>



<https://www.ttnews.com/articles/industry-groups-object-new-chassis-fees-taking-effect-ports>

Listening & Speaking U3 W5.1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about what you think is happening. After you talk, make your own drawing with containers being loaded or stacked onto ships or trucks. Then talk with your partner about your drawings.



Before We Eat: From Farm to Table Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

Describe some of the work that has to happen before vegetables are ready for the market.

Before We Eat: From Farm to Table

Question 2

Why does the author remind readers to be thankful as we sit down to eat a meal?

Before We Eat: From Farm to Table

Week 5 Prompt

| | |
|----------------------------------------------------------|--------------------------------------------------------------|
| <p>What defenses do plants use to help them survive?</p> | <p>Date: _____ Weather: _____ Temperature: _____</p> |
| <p>What defenses do plants use to help them survive?</p> | <p>Date: _____ Weather: _____ Temperature: _____</p> |
| <p>What defenses do plants use to help them survive?</p> | <p>Date: _____ Weather: _____ Temperature: _____</p> |
| <p>What defenses do plants use to help them survive?</p> | <p>Date: _____ Weather: _____ Temperature: _____</p> |
| <p>What defenses do plants use to help them survive?</p> | <p>Date: _____ Weather: _____ Temperature: _____</p> |

WEEK 5 Lesson 1

Science and Engineering: Photosynthesis
 Children read a passage to learn about photosynthesis.

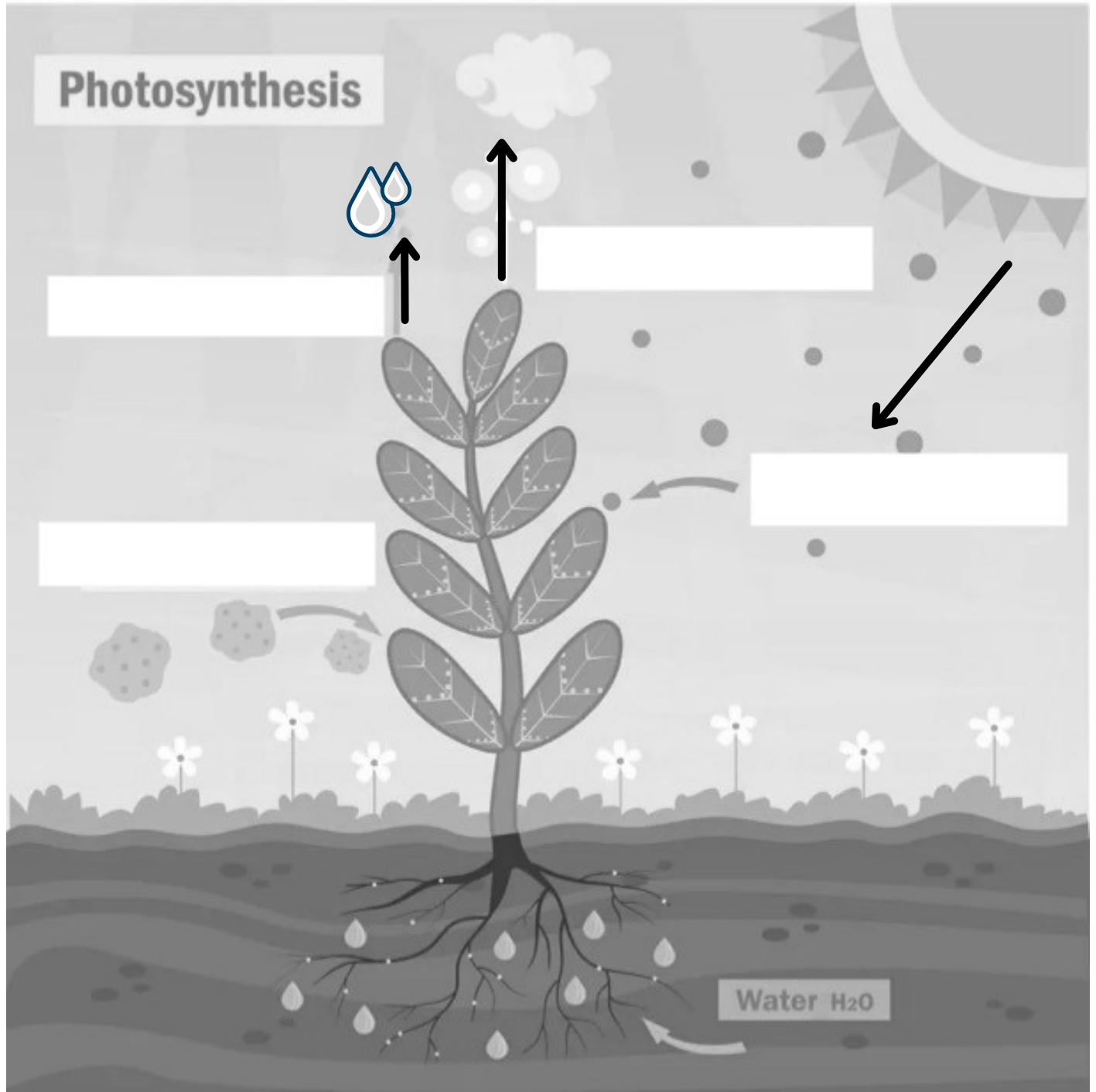
| | |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S & E Big Ideas | All living things need similar elements to survive. Like people, plants need food and they need air. The process of photosynthesis creates all the food that a plant needs to survive. Plants also breathe in the sense that they absorb carbon dioxide from the environment and release oxygen into the air. Plant respiration occurs through the small openings in the leaves. |
| S & E Guiding Question | Do plants and people need the same things to survive? Why do plants have leaves? Do plants breathe? |
| Content Objective | I can use text to help me understand new ideas about photosynthesis. (1-LS1-2) |
| Vocabulary | carbon dioxide: gas that plants breathe in from the air oxygen: gas that plants release into the air photosynthesis: the way plants make their own food |
| Materials and Preparation | <ul style="list-style-type: none"> ● Photosynthesis song ● Photosynthesis sheet, one per child ● Photosynthesis passage, one per child <p>Children will work in partners to complete the Photosynthesis sheet. sheet. Prepare partnerships if necessary.</p> |
| Opening 5 minutes | <p><i>Let's make a list of the five things animals (or people) need to survive. Now a list of the five things plants need. What's the same and what's different?</i></p> <p>If children need support, provide the following: ANIMALS: food, water, air, shelter, space; PLANTS: sun (energy), water, air, soil, space</p> |
| Investigation and Discussion 20 minutes | <p><i>Plants create their own food through a process called photosynthesis. Can you lay out in the sun and get breakfast? A plant can! Their roots draw up water and minerals from the soil. Their green leaves absorb energy from the sun and carbon</i></p> |

| | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><i>dioxide (what we breathe out) from the air. This combines to create sugar (food) for the plant to grow and releases oxygen (what we breathe in).</i></p> <p>Show and sing the Photosynthesis song.</p> <p>As a whole group, read the Photosynthesis passage. Invite children's questions and connections.</p> <p>Children complete the Photosynthesis sheet in pairs.</p> |
| <p>Closing 5 minutes</p> | <p><i>If we don't have enough trees and green plants, what will happen to the oxygen we need to breathe?</i></p> <p>As a whole group, on the board, draw a picture of a plant and what it needs. Draw arrows to show what goes in and what comes out during photosynthesis.</p> |
| <p>Standards</p> | <p>1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> |
| <p>Ongoing assessment</p> | <p>What do children understand about photosynthesis? How do children show their understanding?</p> |

Notes

Name: _____

Cut out the words in the box below. Glue the words on the plant picture.



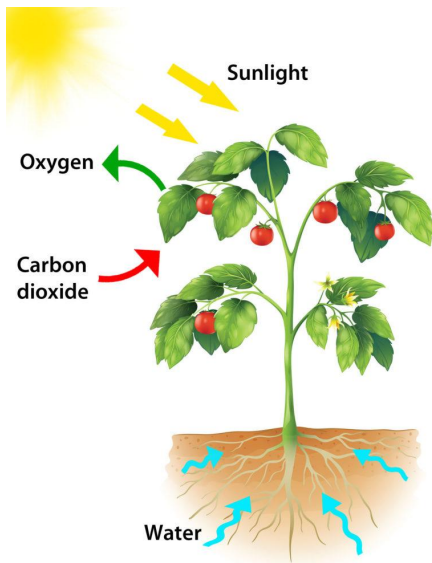
Water

Oxygen

Carbon Dioxide

Sunlight

Photosynthesis



Plants make food using sunlight, air, and water. This is called **photosynthesis**. Plants make food in their cells. Plants use the green cells in their leaves and sunlight to make a special sugar. The sugar gives the plant energy to grow.

Plants take in **carbon dioxide** and release **oxygen**. Our bodies take in oxygen and release carbon dioxide.

Plants help to keep our air clean.

Have you ever sat under a tree and felt water drop on you? That is because plants also release water through their leaves. Each leaf has tiny holes that let water and air pass in and out of the leaf. Plants are amazing!

Glossary

carbon dioxide: gas that plants breathe in from the air

oxygen: gas that plants release into the air

photosynthesis: the way plants make their own food

WEEK 5 Lesson 2

Science and Engineering: Plant Defenses

Children will investigate plant defenses. They will watch a video and complete a sheet in pairs.

| | |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S & E Big Ideas | Plants are living organisms that need water, air, nutrients, light, and space to grow. Plants can't move so they have developed natural defenses to protect them from predators. |
| S & E Guiding Question | How do plants defend themselves? In what ways do plants defend themselves? |
| Content Objective | I can use text to help me understand new ideas about plant defenses. (1-LS1-2) |
| Vocabulary | predator: an animals that eats the plant defense: a way for a plant to protect itself herbivores: animals that eat plants thorns/spines: prickly parts of plants pollinator: something that carries pollen from one plant to another |
| Materials and Preparation | <ul style="list-style-type: none">● Plants with Weapons-SciShow Kids video● The Cactus Plant sheet● Prickly Plants Epic Book <p>Children will work in partners to complete the sheet. Prepare partnerships if necessary.</p> |
| Opening 5 minutes | Show the Plants with Weapons video. Invite children to share their reactions. |
| Investigation and Discussion 20 minutes | Pairs of children complete The Cactus Plant sheet. The children will determine what each part of the cactus does to sustain life in the desert. |

Science and Engineering U3 W5 L2

| | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | When complete, discuss children’s findings in the whole group. |
| Closing 5 minutes | As a whole group, read Prickly Plants. In Studios, children will create plant superheroes. Preview this activity by asking children to recall what they have learned and connect the information to their own bodies. <i>What parts of the human body protect people from harm? [skin, hair, etc.]</i> |
| Standards | 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. |
| Ongoing assessment | What do children understand about how plants grow? |

Notes

The Cactus Plant

Cactuses live in hot dry climates like the desert. Look at the picture of the cactus and how each part helps it survive. Check off the correct answers.

1. The sharp spines help it...

- catch food.
- scare off animals

2. The bright flowers help it...

- scare away birds
- attract pollinators

3. The thick skin and waxy skin help it...

- store water
- attract insects

4. The shallow wide roots help it...

- collect water
- escape predators

Art Studio

How can we use materials in the Art Studio to begin building what we need for our market stall?

Building Studio

Where are these goods produced, and where are they going?

What are the steps to get these goods to consumers ?

Drama Studio

What are the steps of this supply chain?

Who are the workers, and what do they do?

Library Studio

What information can we find about supply chains?

What information can we find about the workers who are part of the supply chain?

What else would we like to find out?

Science and Engineering Studio

How will you create your superhero plant?

How will it defend itself?

Writing and Drawing Studio

What are the steps of the supply chain?

Does this sequence make sense?

Our Markets Project **Business Plan**

Names: _____

What good or service will be offered?

Why is this good or service important for the community?

How will you let people know about your goods or service?

What will the business be called?

_____ or _____

| Goods | Services |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p>How will you produce your goods? List materials you will need and what you will do.</p> | <p>What tools will you need to run your business? List materials you will need and what you will do.</p> |
| <p>How will you transport your goods?</p> | <p>How will you set up your market stall?</p> |

Supply Chain Tags



producer



supplier



manufacturer



distributor



retailer



consumer