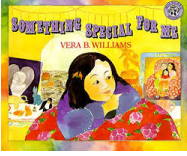
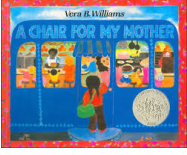


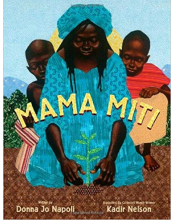
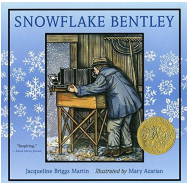


# Unit 3: Resources in Our Communities      WEEK 7 At a Glance

Weekly Question: <b>How do we make choices as consumers?</b>					
<p><b>Texts</b></p>    	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: economy, budget, value (n1)            Day 2: Introduce Weekly Words: donate, value (n2), evaluate            Day 3: Personal Pronouns            Day 4: Possessive Pronouns            Day 5: Carousel Brainstorm</p>				
	<p><b>Text Talk</b></p> <p>Day 1: <i>Something Special for Me</i>, Read 1            Day 2: <i>Something Special for Me</i>, Read 2            Day 3: <i>Something Special for Me</i>, Read 3, <i>A Chair for My Mother</i>            Day 4: “What Can We Do With Money?” slides            Day 5: “Being Part of a Green Economy” slides</p>				
	<p><b>Stations</b></p> <p>Shared Reading: “This or That?”            Independent and Partner Reading            Listening &amp; Speaking: Talk, Draw, Talk; Listen &amp; Respond (<i>Something Special...</i>)            Science Literacy: What products are made from plants?            Vocabulary: Draw for Meaning            Word Work: Various Activities</p>				
<p><b>Mentor texts</b></p>  	<table border="1" style="width: 100%;"> <tr> <td data-bbox="410 1272 808 1497"> <p><b>Science and Engineering</b></p> <p>Lesson 1: What Comes From Plants?            Lesson 2: Advertising Maine Produce</p> </td> <td data-bbox="808 1272 1424 1497"> <p><b>Studios</b></p> <p>All studio spaces and materials open as needed toward market projects.</p> </td> </tr> <tr> <td colspan="2" data-bbox="410 1507 1424 1841"> <p><b>Writing: Biography</b></p> <p>Day 1: Individual Construction and Review            Day 2: Individual Construction and Review            Day 3: Deconstruction: Conclusion and Verbs, Individual Construction: Conclusion            Day 4: Peer-to-Peer Feedback            Day 5: Deconstruction and Joint Construction: Verbs, Individual Construction: Revision</p> </td> </tr> </table>	<p><b>Science and Engineering</b></p> <p>Lesson 1: What Comes From Plants?            Lesson 2: Advertising Maine Produce</p>	<p><b>Studios</b></p> <p>All studio spaces and materials open as needed toward market projects.</p>	<p><b>Writing: Biography</b></p> <p>Day 1: Individual Construction and Review            Day 2: Individual Construction and Review            Day 3: Deconstruction: Conclusion and Verbs, Individual Construction: Conclusion            Day 4: Peer-to-Peer Feedback            Day 5: Deconstruction and Joint Construction: Verbs, Individual Construction: Revision</p>	
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<p><b>Writing: Biography</b></p> <p>Day 1: Individual Construction and Review            Day 2: Individual Construction and Review            Day 3: Deconstruction: Conclusion and Verbs, Individual Construction: Conclusion            Day 4: Peer-to-Peer Feedback            Day 5: Deconstruction and Joint Construction: Verbs, Individual Construction: Revision</p>					

**WEEK 7 Days 1 & 2**

<h2 style="margin: 0;">Vocabulary &amp; Language</h2> <h3 style="margin: 0;">Weekly Words</h3>
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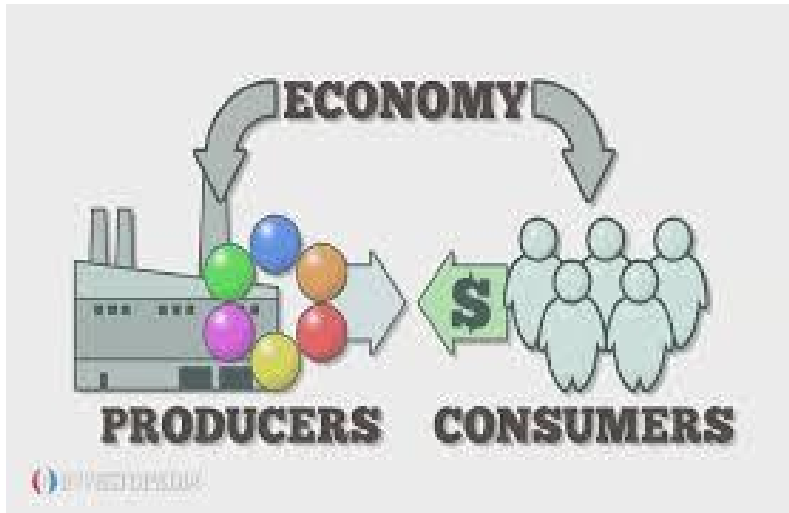
<b>Weekly Question</b>	How do we make choices as consumers?				
<b>Language Objectives</b>	<p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.5.1.c)</p>				
<b>Vocabulary</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;"><b>Day 1</b></td> </tr> <tr> <td style="padding: 5px;"> <p><b>economy:</b> the resources of a place, especially the goods and services that are produced and consumed</p> <p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> how much something is worth</p> </td> </tr> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;"><b>Day 2</b></td> </tr> <tr> <td style="padding: 5px;"> <p><b>donate:</b> to give (food, money, time) to help a person or group</p> <p><b>value (n):</b> the importance of something</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>economy:</b> the resources of a place, especially the goods and services that are produced and consumed</p> <p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> how much something is worth</p>	<b>Day 2</b>	<p><b>donate:</b> to give (food, money, time) to help a person or group</p> <p><b>value (n):</b> the importance of something</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 7 Weekly Words cards</li> <li>● chart paper</li> </ul> <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>				

<p><b>Opening</b> Day 1</p>	<p><i>Today, we'll start a new list of Weekly Words. Today's words are <b>economy, budget, and value.</b></i></p>
<p>Day 2</p>	<p><i>Let's continue learning our words for this week. Today's words are <b>donate, another meaning of value, and evaluate.</b></i></p>
<p><b>Discussion</b> 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><b>economy</b> Elaboration: <i>The Zildjian Cymbal Company is located in Norwell, Massachusetts. This company produces cymbals for musicians. People buy their cymbals... the factory makes money... the company hires workers... the workers earn a salary... the workers buy other goods and services... they may even go out to listen to musicians play! Producers and consumers are connected in the economy.</i></p> <p>Think, Pair, Share prompt: <i>How are you and your family part of Boston's economy?</i></p> <hr/> <p><b>budget</b> Elaboration: <i>We can use the word "budget" as both a noun and a verb. We can infer that the grandmother in Those Shoes kept a budget (this is a noun); she knew how much money they could spend on a pair of boots according to the amount of savings they had. We can also say that the grandmother had to budget her money (this is an action); she made careful decisions about what to spend her money on, and when she could spend it.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think it might be important to make a budget before we buy something?</i></p> <hr/> <p><b>value (n):</b> how much something is worth Elaboration: <i>People and companies decide on the value, or cost, of their products and services. Sometimes, when a shopkeeper has leftover goods, she lowers the value of them—she asks people to pay less money so more people will buy them.</i></p> <p>Think, Pair, Share prompt:</p>

	<p><i>Think of a time when you were surprised at the value of something you wanted—when it cost more or less than you expected.</i></p>
Day 2	<p><b>donate</b> Elaboration: <i>Many people donate goods they no longer use and which are in very good condition so that other people can use them. This is a good way to contribute to other people in our community.</i></p> <p>Think, Pair, Share prompt: <i>Have you ever donated something that belonged to you? Or have you ever received a donation from somebody?</i></p> <hr/> <p><b>value (n):</b> the importance of something Elaboration: <i>We know we have to value the work farmers do—they grow the food we need to survive! We also value our community in this classroom—all of us learning and working together. We can also value our friendships and our families. These are things that we don't pay money for, but which are really important to us.</i></p> <p>Think, Pair, Share prompt: <i>What is something that you value very much?</i></p> <hr/> <p><b>evaluate</b> Elaboration: <i>Each time we make a choice, we evaluate our options: Do we want this one, or that one? Which would be better? Should I buy the shoes that everyone has, or the ones that are more comfortable? The goods that come wrapped in plastic, or the ones that don't?</i></p> <p>Think, Pair, Share prompt: <i>Talk about how you would evaluate these choices: a toy that costs the amount of money you have right now, or a toy that you really want but would have to wait until you have saved enough money?</i></p>
Closing	<p><i>The words we're studying this week help us talk about making as consumers.</i></p>
Standards	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>

	<p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<p><b>Ongoing assessment</b></p>	<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> <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>

**Notes**



economy

<https://www.investopedia.com/terms/e/economy.asp>



budget

<https://dfi.wa.gov/financial-education/information/budgeting>

Weekly Words U3 W7

**BIG SALE!**  
Pajamas for babies: now \$7.59



value

[https://www.amazon.com/dp/B081JRK7WF/ref=sspa\\_dk\\_detail\\_6?pd\\_rd\\_i=B081JRGXFD&pd\\_rd\\_w=RS63K&pf\\_](https://www.amazon.com/dp/B081JRK7WF/ref=sspa_dk_detail_6?pd_rd_i=B081JRGXFD&pd_rd_w=RS63K&pf_)



donate

<https://www.tasteofhome.com/article/20-items-your-food-bank-needs-the-most/>

Weekly Words U3 W7



value

<https://ediblenortheastflorida.ediblecommunities.com/food-thought/farmers-markets-business-incubators-and-community-resources>



evaluate

<https://justcontinuethatthought.blogspot.com/2014/06/if-you-lack-momentum-its-your.html>

Weekly Words U3 W7

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



**WEEK 7 Day 3**

**Vocabulary & Language**  
Personal Pronouns

<b>Weekly Question</b>	How do we make choices as consumers?
<b>Language Objective</b>	I can identify the nouns that pronouns replace. (L.1.1.c)
<b>Vocabulary</b>	<b>pronoun:</b> a word that can take the place of a noun
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Personal Pronouns slides</li> <li>● projector and screen</li> </ul>
<b>Opening</b>	<i>Many weeks ago we began talking about <b>pronouns</b>, or words that can take the place of nouns. This week we will continue to learn about pronouns, using the book Something Special for Me, by Vera B. Williams.</i>
<b>Discussion</b>  slide 1	<p><i>Let's take a look at a few sentences about Rosa, the main character in the book.</i></p> <p>Read the first set of sentences. <i>Right now these sentences repeat a lot. Instead of saying "Rosa, Rosa, Rosa," we could replace some of the "Rosa"s with the pronoun "she," because Rosa is a girl.</i></p> <p>Click the animation. Read the second set of sentences. <i>Now the sentences don't repeat as much; they say "she" instead. We know who "she" is, because the first sentence names Rosa.</i></p>
slide 2	<p><i>Now let's read a page from Something Special for Me.</i></p> <p>Read slide 2. <i>There are lots of pronouns on this page! Let's look closely at a few of the pronouns Vera B. Williams uses to refer to people and things.</i></p>

slide 3	<p><i>The pronoun in this sentence is “us.” As we read the sentence, try to figure out who “us” is.</i></p> <p>Read the sentence.</p> <p><i>Who does “us” refer to? How do you know?</i></p> <p>Note that while the illustration gives important information, children also have background information from having read <i>A Chair for My Mother</i>.</p>
slide 4	<p><i>Now we’ll reread that sentence, plus the next sentence.</i></p> <p>Read the two sentences.</p> <p><i>Let’s look closely at the highlighted pronouns.</i></p> <p><i>Who is “we”? How do you know?</i></p> <p><i>What is “it”? How do you know?</i></p> <p><i>Who is “me”? How do you know?</i></p> <p><i>Who is “I”? How do you know?</i></p>
<b>Closing</b>	<p><i>Today we learned about action verbs and discussed what happens at a market. Tomorrow we will continue discussing action verbs.</i></p> <p>Add new ideas to the Weekly Question chart.</p>
<b>Standard</b>	<p><b>L.1.1.c</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>
<b>Ongoing assessment</b>	<p>Do children understand that a subject has to be introduced before a pronoun can be used?</p> <p>Do they correctly name the people/object the pronouns refer to?</p> <p>In addition, 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>

<p><b>Notes</b></p>
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**WEEK 7 Day 4**

**Vocabulary & Language**  
Possessive Pronouns

<b>Weekly Question</b>	How do we make choices as consumers?
<b>Language Objective</b>	I can identify and use possessive pronouns. (L.1.1.c)
<b>Vocabulary</b>	<b>pronoun:</b> a word that can take the place of a noun <b>possess:</b> to own or have
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Possessive Pronouns cards, cut apart</li> <li>● tape, for attaching possessive pronoun cards to the board</li> </ul> <p>On the whiteboard, write the following sentences.</p> <p style="padding-left: 40px;">The book belongs to me. It is ____.</p> <p style="padding-left: 40px;">The coat belongs to Diego. It is ____.</p> <p style="padding-left: 40px;">The pencils belong to us. They are ____.</p> <p style="padding-left: 40px;">The shoes belong to you. They are ____.</p> <p style="padding-left: 40px;">The snack belongs to them. It is ____.</p> <p style="padding-left: 40px;">The cup belongs to Andrea. It is ____.</p>
<b>Opening</b>	<i>Yesterday we discussed pronouns, discussing who and what they replaced in a sentence. Today we are going to talk about another type of pronoun, called a possessive pronoun.</i>
<b>Discussion</b>	<i>To <b>possess</b> means to own or have. <b>Possessive pronouns</b> are pronouns that show who something belongs to. For example, I could say “Rosa is very happy with her choice. Now, the accordion is Rosa’s.” But, that sounds a little too awkward. It would be easier to say “Rosa is very happy with her choice. Now, the accordion is hers.”</i>

	<p><i>In that sentence, “hers” is a possessive pronoun I used instead of naming Rosa more than once.</i></p> <p><i>Let’s read the possessive pronouns together. Then we will practice using them.</i></p> <p>Show each possessive pronoun card and read each word together. Explain what the words mean, as necessary. After reviewing the words, stick them to the board near the sentences, for children’s reference.</p> <p>Refer to the sentences.</p> <p><i>Let’s read these sentences and fill in the blanks, using our possessive pronouns.</i></p> <p>Read the first sentence. Ask children which possessive pronoun belongs in the blank, and how they know. Tape up the card to fill in the blank, and reread the sentence. Repeat the process for each sentence.</p> <p>Give children an opportunity to say new sentences that include possessive pronouns.</p>
<b>Closing</b>	<p><i>Today we learned about possessive pronouns and practiced using them. You might start noticing pronouns and possessive pronouns everywhere as you read, write, and talk!</i></p>
<b>Standard</b>	<p><b>L.1.1.c</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>
<b>Ongoing assessment</b>	<p>Do children connect possessive pronouns with the nouns/pronouns they relate to? What are their confusions?</p> <p>In addition, 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>

**Notes**

Possessive Pronouns

mine

yours

hers

his

ours

theirs

**WEEK 7 Day 5**

**Vocabulary & Language**  
Carousel Brainstorm

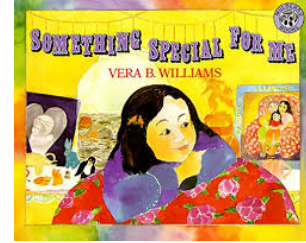
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<p><b>economy:</b> the resources of a place, especially the goods and services that are produced and consumed</p> <p><b>donate:</b> to give (food, money, time) to help a person or group</p> <p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom</li> <li>● markers, one for each child</li> <li>● timer or stopwatch</li> </ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about how consumers make choices.</i>
<b>Key Activity</b>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p>Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.</p>

Vocabulary and Language U3 W7 D5

<b>Closing</b>	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	<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 7 Day 1



**Text Talk**  
***Something Special for Me*, Read 1 of 3**  
 pages 2-17

<b>Big Idea</b>	People make choices as consumers.
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objectives</b>	<p>I can use key details from the text to describe Rosa’s actions and feelings when she goes shopping for a birthday gift. (R.6.1.a, Economics 25-Boston).</p> <p>I can use key details from the text as well as my understanding of story structure to predict the ending of the story (R.8.1.a)</p>
<b>Language Objective</b>	I can answer questions about key details in a text read aloud (SL.2.1.a)
<b>SEL Objective</b>	I can describe the feelings and behaviors of a character as she makes an important decision. (SR 1.2, DM 1.1 -Boston)
<b>Vocabulary</b>	<p><b>decide:</b> to make a choice after considering multiple possibilities</p> <p><b>recognize:</b> to identify something familiar</p> <p><b>exact:</b> precise</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>Something Special for Me</i>, Vera B. Williams</li> </ul>

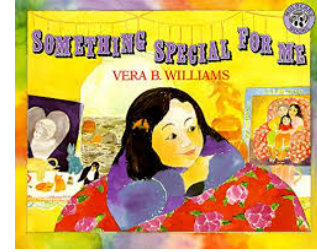


	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Our new chair has...”</p> <ul style="list-style-type: none"> <li>● chart paper</li> </ul> <p>Prepare the Weekly Question Chart with the question: How do we make choices as consumers?</p> <p>On the whiteboard, write:</p> <p>What steps does Rosa take when she’s trying to decide whether to buy something?</p> <p>How does Rosa feel when she’s trying to decide? Why do you think she feels this way?</p>
<p><b>Opening</b> 3 minutes</p>	<p><i>Today we will continue getting to know a character we met earlier in our unit—Rosa, from A Chair for My Mother. Today’s story is called Something Special For Me, and it is also by Vera B. Williams.</i></p> <p><i>Look at the cover. Do you see the chair they bought with the money from the jar? Based on the title and what we know from A Chair for My Mother, what do you predict this story will be about?</i></p> <p>Invite children to briefly turn and talk.</p> <p>Set a purpose for reading, referring to the whiteboard. <i>We will read the first half of the story today and discuss these questions:</i></p> <p><i>What steps does Rosa take when she’s trying to decide to buy something?</i></p> <p><i>What does Rosa feel when she’s trying to decide? Why do you think she feels this way?</i></p>
<p><b>Text and Discussion</b> 15 Minutes</p> <p>page 9</p>	<p><i>Who are all the people that contributed their earnings to the jar?</i></p>
<p>page 11</p>	<p><i>As I continue reading, listen for the steps that Rosa takes as she tries to decide what to buy.</i></p> <p>Read the page. <i>What steps does she take to decide whether to buy the skates?</i></p>
<p>page 13</p>	<p><i>What steps does Rosa take to decide what to buy in the department store?</i></p>

	Elicit children’s ideas. As needed, highlight that in both the skate and the department stores Rosa tried something on and imagined herself with her friends.
page 15	Think, Pair, Share. <i>What kind of store are Rosa and her mother in now? What steps does Rosa take this time? Use details from the page to support your ideas.</i> Stop reading here.
<b>Key Discussion</b> 6 minutes	Think, Pair, Share. Prompt 1: <i>How does Rosa feel when she’s trying to decide what to buy? Why do you think she feels this way?</i>  Prompt 2: <i>What do you think will happen next in the story? What makes you think that?</i>  As children share predictions, encourage them to use key details from the story as well as their knowledge of story structure (problem/solution) to make probable predictions.
<b>Weekly Question Chart</b> 1 minute	Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the question, How do we make choices as consumers? We can record our ideas here.</i>  <i>In this text so far, Rosa is trying to decide how to spend the money in the jar for her birthday. She doesn’t have enough money to buy herself lots of birthday presents; she has to evaluate the choices and then make just one choice. Let’s add this idea to our chart. We can add more to our chart during the week.</i>
<b>Closing</b> 1 minute	<i>One of the words we’ll explore this week is <b>evaluate</b>. As Rosa tries to decide what to buy, she is <b>evaluating</b> it, thinking about its value, or what it is worth to her. Tomorrow we’ll finish the story to find out if Rosa is able to make a decision about how to use the money from the jar!</i>
<b>Standards</b>	<b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. <b>R.8.1.a</b> Explain major differences between texts that tell stories and texts that give information, drawing on various text types. <b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

	<p><b>(Boston) Economics 25.</b> 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><b>(Boston) SEL SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><b>(Boston) SEL DM 1.1.</b> Understand the difference between values and choice and identify and use the stages of good decision-making.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>How do children describe Rosa’s decision making process?</p> <p>How do children describe Rosa’s feelings? Do they use details from the text to support their ideas?</p> <p>Do children make meaningful predictions based on key details and predictable story structures?</p>

**Notes**



**Text Talk**  
***Something Special for Me*, Read 2 of 3**  
 pages 17-30

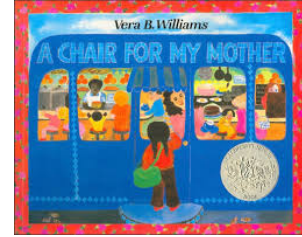
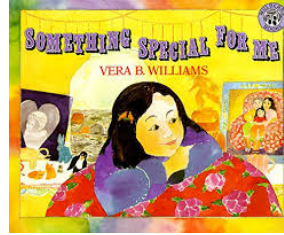
<b>Big Idea</b>	People make choices as consumers.
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objectives</b>	I can use key details from the text to describe how Rosa’s family and friends were important in helping her make a decision. (R.6.1.a, SEL DM 1.1 - Boston)
<b>Language Objective</b>	I can contribute to a group discussion and build on the ideas of my peers using details from the text. (SL.1.1.b)
<b>SEL Objective</b>	I can describe how a character’s relationships with friends and family impact their decision making (DM 1.1, DM 1.2 - Boston).
<b>Vocabulary</b>	<p><b>decide:</b> to come to a final resolution about something</p> <p><b>owner:</b> a person who owns something, like a business</p> <p><b>expensive:</b> costing a lot of money</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Something Special for Me</i>, Vera B. Williams</li> <li>● <i>Something Special for Me</i> slides</li> <li>● Sentence Frames for Discussion, Parts 1 and 2</li> </ul> <p>On the whiteboard, write:</p>

	<p>How are Rosa’s friends and family important in helping her make her decision?</p> <p>Who do you think is the most important friend or family member in Rosa’s process of making her decision?</p>
<p><b>Opening</b> 1 minutes</p>	<p><i>Yesterday we read the first half of the story, Something Special for Me by Vera B. Williams.</i></p> <p>Set a purpose for reading. <i>When we left off, Rosa was having a hard time deciding what to buy with the money in the jar. Today we’ll keep reading to find out what happens. Then we’ll reread part of the text closely to see how her friends and family were important in helping her make her decision.</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>page 17</p>	<p><i>Let’s begin reading where we left off yesterday.</i></p>
<p>page 19</p>	<p><i>What does it mean that Josephine is the owner of the Blue Tile Diner?</i></p> <p>Read through to the end of the text with minimal stopping.</p>
<p>pages 29-30</p>	<p><i>If something has <b>value</b> to someone, then it is important to that person. How do the words and illustrations on pages 29 and 30 show the value of the accordion for Rosa?</i></p>
<p>Slides</p>	<p>Project the text on the slides for close reading.</p>
<p>slide 1</p>	<p>Read the guiding question (also on the whiteboard). <i>As we reread these pages, we will consider this question: Who do you think is the most important friend or family member in Rosa’s process of making her decision?</i></p> <p><i>What are we looking to find out?</i> Ask a child to restate the question in her own words.</p>
<p>slides 2- 3, Pages 22- 23</p>	<p><i>What was special about how Rosa’s other grandma played the accordion? What lines of text helped you know that?</i></p> <p><i>As we keep reading, notice how Rosa is inspired by this information.</i></p>
<p>slide 4, page 25</p>	<p>Think, Pair, Share.</p>

	<i>How are Rosa’s friends and family important when she’s trying to decide whether to buy the accordion?</i>
slide 5, page 24	<i>What does this illustration tell us about how Rosa feels about her friends and family?</i>
slide 6, page 26	<i>In this illustration, we see Rosa’s family gathered around her at the music store. Let’s reread to find how each member was important in her decision to buy the accordion.</i>
Slide 7, page 27	<i>What does it mean that some accordions were <b>expensive</b>?</i>  <i>What was unique about the accordion that Rosa bought?</i>  <i>How did Aunt Ida and Uncle Sandy support Rosa to purchase the accordion?</i>
<b>Key Discussion and Activity</b> 5 minutes	Facilitate a whole class discussion. Use the Sentence frames for Discussion Parts 1 and 2.  Read the second question on the whiteboard: Who do you think is the most important friend or family member in Rosa’s process of making her decision?  <i>Identify one of Rosa’s friends or family members who you think is most important in helping her make her decision. Why do you think that? Remember to use details from any part of the whole story to support your ideas.</i>  <i>We may all have different ideas about this, and that’s fine.</i>  <i>You can state your idea, and you can also build on the ideas of classmates by adding more evidence from the story.</i>  Hold the book (and/or project the full text) so that children can refer back to relevant key details.
<b>Closing</b> 1 minute	<i>Tomorrow we’ll have a chance to compare this story with the other Rosa story we read, A Chair for My Mother.</i>
<b>Standards</b>	<b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. <b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

	<p><b>(Boston) Economics 25.</b> 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><b>(Boston) DM 1.1.</b> Understand the difference between values and choice and identify and use the stages of good decision-making.</p> <p><b>(Boston) DM 2.1.</b> Apply responsible, constructive choices in daily academic and social situations.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>How do children describe Rosa’s decision making process?</p> <p>Do children explain the role of Rosa’s friends and family in her decision making process?</p> <p>How do children contribute to partner and whole group discussions?</p> <p>Do children use key details from the text to support their ideas?</p>

**Notes**



**Text Talk**  
***Something Special for Me*, Read 3 of 3**  
***A Chair for My Mother***

<b>Big Idea</b>	People make choices as consumers.
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objectives</b>	I can compare Rosa’s family’s experiences and actions related to saving money in two texts. (R.11.1.a, R.11.1.b, Economics 27 - Boston)
<b>Language Objective</b>	I can use appropriate conjunctions and sentence structure when comparing and contrasting two texts.(L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<p><b>compare:</b> to notice similarities and differences between two or more things</p> <p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Something Special for Me</i>, Vera B. Williams</li> <li>● <i>A Chair for My Mother</i>, Vera B. Williams</li> <li>● Sentence Frames for Discussion, Parts 1 and 2</li> <li>● Comparing Rosa Stories slides</li> <li>● chart paper</li> </ul> <p>Prepare the following Comparing Rosa Stories chart.</p>



	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Comparing Rosa Stories</th> </tr> <tr> <th style="text-align: center;">A Chair for My Mother</th> <th style="text-align: center;">Something Special for Me</th> </tr> <tr> <td style="height: 200px;"></td> <td style="height: 200px;"></td> </tr> </table> <p style="text-align: center; margin-top: 20px;"><u>Both stories</u></p> <p>On the whiteboard, write:</p> <p style="margin-left: 40px;">What’s different about the stories?</p> <p style="margin-left: 40px;">What’s similar about the stories?</p> <p style="margin-left: 40px;">How does Rosa’s family’s experiences impact how they use their savings?</p>	Comparing Rosa Stories		A Chair for My Mother	Something Special for Me		
Comparing Rosa Stories							
A Chair for My Mother	Something Special for Me						
<p><b>Opening</b> 1 minutes</p>	<p><i>This week we’ve been reading Something Special for Me, by the same author who wrote A Chair for My Mother, Vera B. Williams.</i></p> <p>Set a purpose for reading.</p> <p><i>Today we’re going to compare Rosa’s family’s experiences and decisions about money in the two books. When we compare, we notice what’s similar and what’s different. We’ll record what we find on this chart.</i></p> <p><i>After we’ve gathered key details from both books, we’ll talk about how Rosa’s family’s experiences impact how they use their savings.</i></p>						
<p><b>Text and Discussion</b> minutes  slide 1</p>	<p><i>Let’s begin by revisiting A Chair for My Mother.</i></p> <p><i>Think back: why did Rosa’s family’s house look this way in this book?</i></p>						

slide 2	<i>According to the text on this page, what was Rosa’s home like after the fire?</i>
slides 3-4	<p><i>Now let’s look at Something Special for Me and compare the texts.</i></p> <p>Read the text on slide 3 and examine the illustration on slide 4.  <i>What is Rosa’s home like at the beginning of Something Special for Me?</i></p> <p><i>Is this similar to or different from her home after the fire in A Chair for My Mother? Let’s record our ideas on the chart.</i></p> <p>Record a description of Rosa’s home on each side of the chart to highlight the difference.</p>
slides 5-6	<p><i>Let’s go back to A Chair for My Mother to see why and how Rosa’s family started putting money in the jar.</i></p> <p>Read slide 6.  <i>What money did Rosa’s mom put into the jar?</i></p>
slides 7-8	<p><i>How does Grandma also help budget the family’s money?</i></p> <p><i>Here we can see that Rosa’s family is <b>budgeting</b> their money so that they can afford to get the chair: they are deciding how much they can spend and saving it for that purpose. Let’s now read from Something Special to Me to see what’s similar or different.</i></p>
slides 9-10	<p>Think, Pair, Share.  <i>What’s similar so far to A Chair for My Mother? [in both stories the family is using the jar to save and to budget their money]</i></p> <p>Add ideas to the chart.</p>
slides 11-12	<p>Think, Pair, Share.  <i>What’s different about how the family will spend their savings in the two texts?</i></p> <p>Add ideas to the chart.</p>
<b>Key Discussion and Activity</b> 5 minutes	<p>Facilitate a whole class discussion. Use the Sentence frames for Discussion Parts 1 and 2.  <i>How does Rosa’s family’s experience in each story impact how they use their savings? Remember to use the sentence frames for discussion to build on your classmate’s ideas.</i></p>
<b>Closing</b> 1 minute	<i>Tomorrow we’ll revisit some other texts we’ve read to think about the different things people do with the money they have.</i>
<b>Standards</b>	<b>R.11.1.a</b> With prompting and support, describe the relationship between illustrations and the text.

	<p><b>R.11.1.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>(BOSTON) Economics 27.</b> Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>How do children use key details to compare and contrast the two texts?</p> <p>Do children use comparison language to discuss the texts?</p> <p>How do children participate in partner and whole group discussion?</p>

**Notes**

**WEEK 7 Day 4**

**Text Talk**  
**What Can We Do With Money? (slides)**

<b>Big Ideas</b>	<p>People make choices as consumers.</p> <p>The consumer choices people make can contribute to our communities.</p>
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objective</b>	I can identify how and why characters make decisions about using money in different situations. (R.11.1.a, R.11.1.b, Economics 25, Economics 27 - Boston)
<b>Language Objectives</b>	<p>I can identify and discuss fictional and real-life situations where people might save, spend, and donate money. (L.5.1.c, SL.3.1.a)</p> <p>I can articulate my reasons for making a particular decision about money. (DM 2.1, DM 3.1 - Boston)</p>
<b>SEL Objective</b>	I can make careful decisions about how to use money. (DM 2.1, DM 3.1 - Boston)
<b>Vocabulary</b>	<p><b>budget (n):</b> income and an amount of money for spending in a certain period of time; <i>and</i> <b>budget (v):</b> to decide how much money to spend for a particular purpose</p> <p><b>value (n):</b> the importance of something</p> <p><b>value (n):</b> how much something is worth</p> <p><b>evaluate:</b> to determine the worth of something, to assess</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Texts for reference: <i>Those Shoes</i>, <i>A Chair for My Mother</i>; <i>On the Farm</i>, <i>At the Market</i>; <i>Quinito’s Neighborhood</i>; <i>Wen-mei and Her Clay Pot</i>; <i>Bippity Bop Barbershop</i>; <i>Mirror</i>; <i>Last Stop on Market Street</i>; <i>Consumers and Producers</i>; “Heidi Bell and the Sea Turtles” (article from Unit 2, Week 7 Library Studio)</li> </ul>

	<ul style="list-style-type: none"> <li>• What can we do with money? slides</li> <li>• projector and screen</li> <li>• chart paper</li> </ul> <p>Prepare the What can we do with money? chart.</p> <table border="1" data-bbox="534 338 1330 777"> <tr> <th colspan="3">What can we do with money?</th> </tr> <tr> <td style="text-align: center;"><u>Save</u></td> <td style="text-align: center;"><u>Spend</u></td> <td style="text-align: center;"><u>Donate</u></td> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>• Weekly Words cards: <b>donate</b> (Week 7), <b>save</b> and <b>spend</b> (Week 2)</li> <li>• What do they do with their money? images, cut apart</li> <li>• Glue stick or tape</li> <li>• half- or quarter-sheets of blank paper, one for each child</li> <li>• writing and drawing tools</li> <li>• clipboards or other sturdy writing surfaces for each child, optional</li> </ul> <p>On the whiteboard, write the following sentence starter. I will _____ because _____.</p>	What can we do with money?			<u>Save</u>	<u>Spend</u>	<u>Donate</u>			
What can we do with money?										
<u>Save</u>	<u>Spend</u>	<u>Donate</u>								
<p><b>Opening</b> 2 minutes</p>	<p><i>We have met characters in many of our texts who make decisions about what to do with their money. Today we'll think about these characters and then make our own decisions about using money for different purposes.</i></p> <p>Set a purpose for the lesson. <i>Let's take a look back at some characters we've met and think about decisions they have made with their money. As we do this, we'll add them to our chart: Do they save, spend, or donate their money?</i></p> <p>Review the Weekly Words cards for save, spend, and donate.</p> <p>Distribute an image to each pair or trio of children. <i>You can add your character to the chart when it's your turn.</i></p>									
<p><b>Text and Discussion</b> 10 minutes</p>	<p><i>Do you recognize this scene? Here are Jeremy and his grandmother from Those Shoes. What decision did they make with their money? Why?</i></p>									

slides	Click through the slides, pausing on each to invite the children holding the corresponding image to identify what the character does with money and affix the image to the chart. Allow time to briefly discuss some of the more complex scenarios. Open and refer to corresponding texts to ground the discussion in evidence.
<b>Key Discussion and Activity</b> 8 minutes	<p><i>Imagine that you have five dollars. What will you do with that money, and why? You might save it, spend it, or donate it. On the paper, draw a picture to show what you might do with your money. Give as much information as you can in your drawing. For example, if you choose to donate it, who or what will you give it to? If you choose to save it, what are you saving it for? And if you choose to spend it, show what you will buy!</i></p> <p>Give children a moment to think. Distribute paper, writing surfaces, and writing and drawing tools, or send children to tables to write.</p> <p>After a few minutes, bring children back to the whole group with their papers.</p> <p><i>What did you decide to do with your money? As you share your ideas, you can use this sentence (refer to the sentence on the board): "I will _____ because _____."</i></p> <p>Invite a few children to share their drawings and ideas.</p>
<b>Closing</b> 3 minutes	<p><i>We always have an opportunity to make a careful decision about what we do with our money. You practiced this today! As we finish our Text Talk, you can attach your drawing to our chart in the column where it belongs: save, spend, or donate.</i></p>
<b>Standards</b>	<p><b>R.11.1.c</b> With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p><b>R.11.1.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>(Boston)</b></p> <p><b>Economics 25.</b> 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><b>Economics 27.</b> Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>

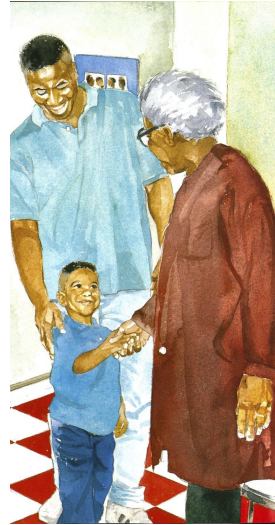
	<p><b>DM 2.1.</b> Apply responsible, constructive choices in daily academic and social situations.</p> <p><b>DM 3.1.</b> Consider ethical, safe and societal factors in making decisions.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen as children describe different text-based scenarios.</p> <ul style="list-style-type: none"> <li>What details do they cite to discuss characters’ reasons for their actions?</li> <li>How do children understand the choices the characters have for using their money?</li> <li>How do children understand the situational factors that affect those choices?</li> </ul> <p>As children consider how they will use money themselves, listen to their reasoning.</p> <ul style="list-style-type: none"> <li>What connections do they make to text-based situations?</li> <li>How realistic or fantastical are their ideas?</li> <li>What factors do children consider in making their decisions?</li> </ul>

**Notes**

What do they do with their money? images









**Text Talk**  
**Being Part of a Green Economy (slides)**

<b>Big Idea</b>	<p>People make choices as consumers.</p> <p>The consumer choices people make can contribute to our communities.</p>
<b>Weekly Question</b>	How do we make choices as consumers?
<b>Content Objectives</b>	I can explain what makes a supply chain “green” using key details from the text. (R.6.1.b, Economics 26 - Boston)
<b>Language Objective</b>	I can use sentence level context to determine the meaning of key vocabulary in a text. (L.4.1.a)
<b>Vocabulary</b>	<p><b>economy:</b> the resources of a place, especially the goods and services that are produced and consumed</p> <p><b>system:</b> a set of things or people working together</p> <p><b>waste:</b> what is left and cannot be used</p> <p><b>compost:</b> decayed organic material</p> <p><b>transport:</b> to take or carry people or goods from one place to another by vehicle, airplane, or boat</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Being Part of a Green Economy slides</li> <li>● Being Part of a Green Economy excerpt, cut apart, one copy for each child</li> </ul> <p>Strategically group into triads for triad reading.</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What is compost?</p>

	<p>What makes a supply chain part of a "green economy"?</p>
<p><b>Opening</b> 1 minutes</p>	<p><i>This week we have been thinking about choices consumers make. Businesses are consumers, because they purchase things they need. As consumers, businesses make choices about the kinds of supply chains they want to be part of.</i></p> <p><i>Food businesses, like restaurants and stores, make choices about the kinds of food they buy. They also have to make choices about what to do with their <b>waste</b>, the food that doesn't get eaten.</i></p> <p>Set a purpose for reading. <i>Today, we will read an informational text to learn about an organization that helps businesses be part of a green economy. As we read, we'll gather key details so that we can explain what a green economy is. We'll discuss two questions: What is compost? and What is a "green economy"?</i></p>
<p><b>Text and Discussion</b> 10 minutes</p>	<p><i>An <b>economy</b> is a system of producers and consumers—people and businesses buying and selling things.</i></p> <p><i>According to the text, what makes an economy "green"?</i></p> <p><i>As we keep reading, we'll learn more about the important role of the supply chain in a green economy.</i></p>
<p>slide 1</p>	
<p>slide 2</p>	<p><i>What sentence on this slide shows us how a business is a type of consumer?</i></p>
<p>slide 3</p>	<p><i>Based on details in the last sentence, what do you think <b>compost</b> is?</i></p> <p>Elicit a few ideas, but do not provide a definition. <i>Let's keep reading so that we can better understand what compost is and why it's important.</i></p>
<p>slide 5</p>	<p>Read the slide, but do not pause to discuss until after slide 6.</p>
<p>slide 6</p>	<p>Read the slide.</p> <p>Arrange children into triads for shared reading and distribute the excerpt for close reading. Read aloud the first question on the whiteboard: <i>What is compost?</i></p> <p><i>In your group, read the excerpt aloud together, and then share your ideas about compost using details from the text.</i></p>

	<p>As children read and talk, listen in to select a group who can articulate which details (soil, food waste) helped them understand the concept of compost. Bring the children back to the whole group. Invite the selected group to share their thinking.</p> <p><i>As we keep reading, we will continue to learn more about compost and its role in the green economy.</i></p>
slide 7	<i>How do the words and images on this slide contribute to our understanding about compost?</i>
slide 5	<p>Return to slide 5. <i>Now that we've discussed what compost is, why do you think only certain items can be composted?</i></p>
slide 8	<i>This is part of the supply chain we've read about before—when food is transported from farms to people who will cook and eat it!</i>
<p><b>Key Discussion and Activity</b> Minutes</p> <p>slide 9</p>	<p>Think, Pair, Share. <i>Look closely at the diagram on the slide. How is this supply chain part of a "green economy"?</i></p> <p>Circulate to support children to use key details from the text for their conversations. Prompt them by asking them to distinguish between this supply chain and other supply chains they have learned about.</p>
slides 10-11	Read the slide texts and captions.
<p><b>Closing</b> 1 minute</p>	<i>How does CERO make you feel inspired?</i>
<p><b>Weekly Question Chart</b> 5 minutes</p>	<p>Refer to the Weekly Question Chart: How do we make choices as consumers?</p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Some consumers like Rosa save their money because they are on a budget; some consumers choose to donate their money; businesses are a type of consumer and make choices about how .</p>
<b>Standards</b>	<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>L.4.1.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>

	<b>(Boston) Economics 26.</b> Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).
<b>Ongoing assessment</b>	Listen to children’s responses during whole group conversation and Think, Pair, Share as well as to their oral reading. Do children use key details from the text to answer questions? How do children participate in shared reading routines? Do children use context clues to determine the meaning of key vocabulary? Do children build on the ideas of their peers during discussion?

**Notes**

CERO transports the food waste from the bins to local farms.

This is where the food waste breaks down and becomes **compost**. The **compost** makes the soil healthier for growing new plants.

---

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WEEK 7

**Shared Reading**  
**“This or That?”**

<b>Weekly Question</b>	How do we make choices as consumers?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● “This or that” slides</li><li>● chart paper and markers Write out the text for whole group reading.</li><li>● pointer</li><li>● highlighter tape (optional)</li></ul>
<b>Opening</b> 1 minutes	<p><i>Our Shared Reading text this week is called “This or That?” It is sung to the tune of “This Old Man.”</i></p> <p><i>Before we sing it ourselves, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 minutes	<p>Review the Foundations Vowel Teams poster.</p> <p>Identify a vowel sound. <i>I’m going to say a word that we’ll see in our text, and you’ll say what sound you hear.</i></p> <p><i>The word is “choice.” How many sounds do you hear? What are they?</i></p> <p>Invite children to say each sound. <i>When we read the song, be on the look out for how the word “choice” is spelled.</i></p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /s/././ā/.../v/.../ing/. Say and tap the sounds. How many sounds do you hear? What’s the word?</i></p>

	<p><i>What’s the base word? [save] What suffix do you hear? [ing]</i></p> <p>Segment sounds. <i>Now we’re going to segment the sounds in a word. Say “which” after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let’s say each sound slowly while we all tap the sounds. /wh/.../i/.../ch/</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word “saving?” Let’s say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables. The base word “save” is a syllable, and the suffix /ing/ is a syllable.</i></p>
<p><b>Shared Reading</b> 12 minutes</p>	<p>Hum the tune, but do not model singing it, since it is mostly decodable.</p> <p><i>As we read today use what you know about letters and sounds, especially vowel teams, to read the words of a new song!</i></p> <p>Invite children to chorally sing the full song.</p> <p>Connect the text to unit content. <i>What is the message of this song? How does it connect to our weekly question, How do we make choices as consumers?</i></p> <p>Identify and review key letter-sound relationships based on the needs of the class. Mark on the charted text. For example: <i>What words have a vowel team? (ground, few, peaches) How is the /ing/ different in “saving” and “thing?”</i></p> <p>Remind children that /ing/ can be a glued sound or a suffix.</p> <p>Preview a spelling rule. <i>In the word “ake,” the silent e at the end makes the vowel a say its name—it makes the vowel long. What other words in the song follow this rule?</i></p> <p>Identify high frequency words. <i>What high frequency (trick) words do you see in this song?</i></p> <p>Invite children to chorally sing the full text for fluency practice. While singing, pause at decodable words to ensure children have an opportunity to apply their phonics knowledge.</p>



<p><b>Closing</b> 1 minute</p>	<p><i>You will continue to practice reading and singing “This or That?” in the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.  <b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  <b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  <b>R.3.1.b</b> Decode regularly spelled one-syllable words.  <b>R.12.1.a</b> Read various on-level text with purpose and understanding.  <b>R.12.1.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b>Ongoing Assessment</b></p>	<p>Listen to children as they respond to questions and discussion prompts.  Do children segment and blend phonemes?  Do children identify syllables?  Do children identify words with vowel teams?  Do children distinguish between /ing/ as a glued sound from a suffix?  Listen to children chorally read.  Do children read with appropriate phrasing and expression?</p>
<p><b>Daily Practice</b></p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> <li>● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with five sounds.</li> <li>● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with vowel teams.</li> </ul>

<p><b>Notes</b></p>
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Name: \_\_\_\_\_

## **This or That?**

Sung to the tune of "This Old Man"

Modified from National Geographic Sing with Me Phonics Songs

This or that?

Which is best?

Make a choice then save the rest

Saving money is the thing to do

Keep those coins, at least a few.

Unit 3: Resources in Our Communities

WEEK 7

Stations

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	“This or That?”	<ul style="list-style-type: none"> <li>● Shared Reading text on chart and/or slides</li> <li>● pointer</li> </ul>
<b>Teacher Groups</b>	Strategic small group instruction	<ul style="list-style-type: none"> <li>● as needed</li> </ul>
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● “This or That?” child copies</li> <li>● individual book bags</li> <li>● pencils</li> </ul>
<b>Listening &amp; Speaking</b>	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>● Week 7 image (child with piggy bank)</li> <li>● Week 7 prompt and recording sheet</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
	Listen and Respond: <i>Something Special for Me</i>	<ul style="list-style-type: none"> <li>● audio recording and technology</li> <li>● <i>Something Special for Me</i> book</li> <li>● <i>Something Special...</i> conversation prompts</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>job, employment, salary, income, wage, human resources</i>	<ul style="list-style-type: none"> <li>● <b>Week 6</b> Weekly Words cards</li> <li>● Draw for Meaning sheets</li> </ul>
<b>Science Literacy</b>	What products are made from plants? Filling in weather calendar	<ul style="list-style-type: none"> <li>● Week 7 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>● science journals</li> <li>● colored pencils and pencils</li> </ul>
<b>Word Work</b>  (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> <li>● Week 7 Fluent Reader’s Challenge sheets</li> <li>● sand timers</li> <li>● Fluent Reader’s Challenge directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>● Week 7 Trick Word Memory sheets</li> <li>● scissors</li> <li>● Memory directions card</li> </ul>
	Name It, Write It, Mark It	<ul style="list-style-type: none"> <li>● Week 7 Name It, Write It, Mark It sheets</li> </ul>

Stations U3 W7

		<ul style="list-style-type: none"><li>● Name It, Write It, Mark It directions card</li></ul>
	Sentences	<ul style="list-style-type: none"><li>● Week 7 Sentences sheets</li><li>● scissors</li><li>● Sentences directions card</li></ul>

## Trick Word Memory

out

now

about

any

our

many

down

how

any

out

now

many

how

about

down

our

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W7

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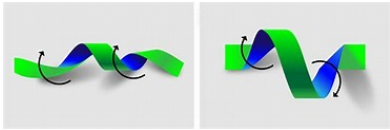





Maine Department of Education

Name: \_\_\_\_\_

Name It	Write It	Mark It
---------	----------	---------

Look at the picture. Name the object. Write the word.  
Mark the open syllable.

Word Bank				
trusted	standing	slanted	<del>crafted</del>	stomping
blasted	stinging	twisted	splashing	

 <u>c</u> rafted	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Sentences

sentence 1

how

on

the

going

blimp

about

sentence 2

are

now

you

squinting

sentence 3

don't

on

much

this

spend

craft



Name: \_\_\_\_\_

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Talk, Draw, Talk Week 7



<https://www.todayparent.com/family/kids-money/>

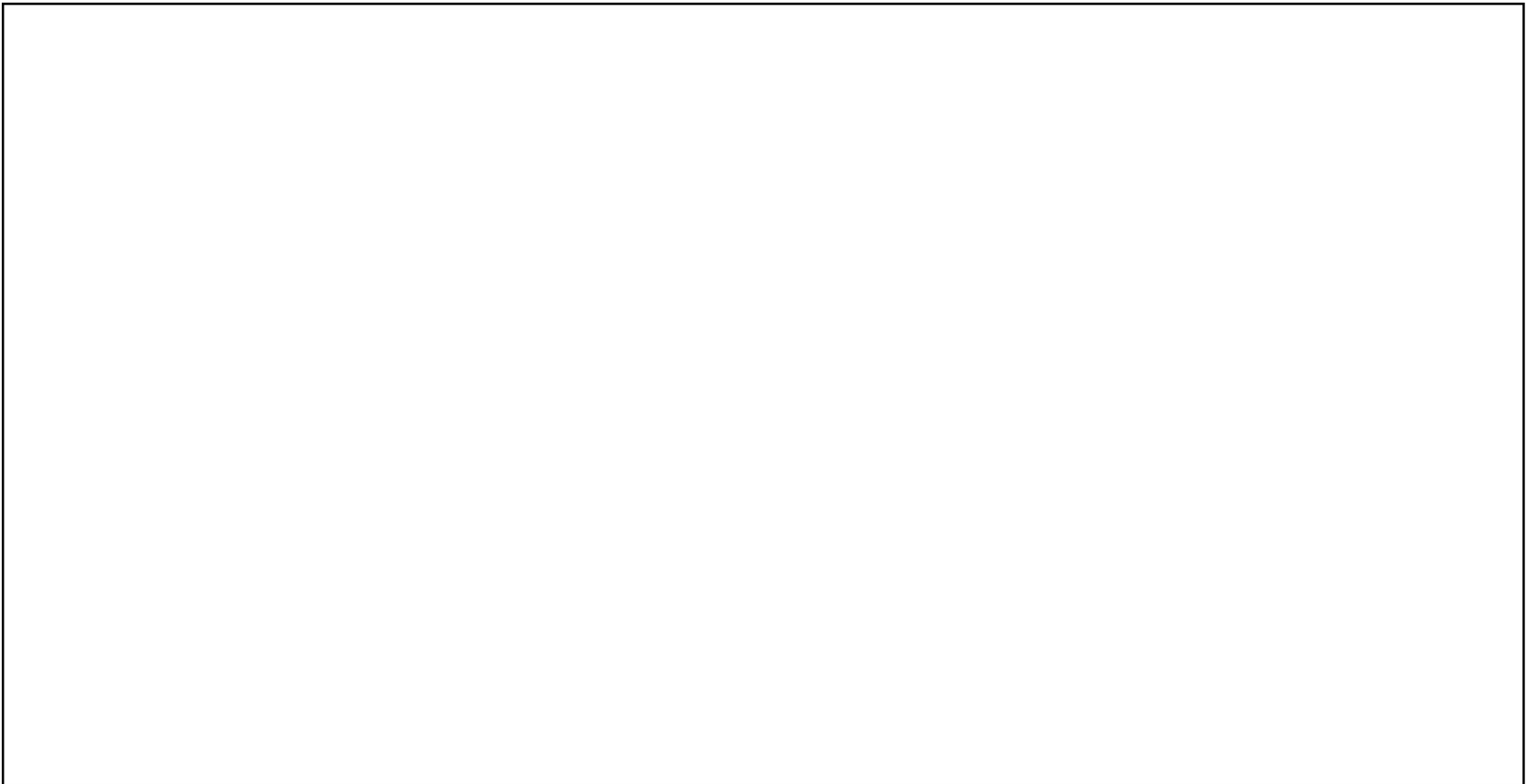


<https://www.todayparent.com/family/kids-money/>

Name: \_\_\_\_\_

**Talk Draw Talk**

Look carefully at the image. Talk with your partner about why you think this child looks so excited about saving money. After you talk, draw a good or service you might save money for. Show how much money you would need. Then talk with your partner about your drawings.



***Something Special for Me*** Conversation Prompts: Cut apart and provide with text and audio recording.

**Question 1**

Why does Rosa's family decide to let Rosa spend the money they have been saving in the jar?

***Something Special for Me***

**Question 2**

What is Rosa's wish, and how does that wish help her decide how to spend the money?

***Something Special for Me***

Week 7 Prompt

What products are made from plants?	Date: _____ Weather: _____ Temperature: _____
What products are made from plants?	Date: _____ Weather: _____ Temperature: _____
What products are made from plants?	Date: _____ Weather: _____ Temperature: _____
What products are made from plants?	Date: _____ Weather: _____ Temperature: _____
What products are made from plants?	Date: _____ Weather: _____ Temperature: _____

**WEEK 7 Lesson 1**

**Science and Engineering: What comes from Plants?**

<b>S &amp; E Big Idea</b>	Each day we interact with plants or plant products in some way. Plants do more than provide food we eat. Plants help us build homes, produce the clothes we wear, and are even made into medicines to help people.
<b>S &amp; E Guiding Question</b>	What is made with plants? What items do I use everyday that come from plants? Other than food, how else are plants used to help people?
<b>Content Objective</b>	I can use what I have learned in previous lessons and make connections about what items come from plants. (NGSS1-LS1-1, K-2-ETS1-1)
<b>Vocabulary</b>	<b>trunk:</b> the base of the tree <b>roots:</b> the part of the tree that holds it in the ground
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Reading A - Z Book <a href="#">What Comes from Plants</a> Project the text.</li> <li>● <a href="#">What Plants Make</a> sort page, one per child</li> <li>● <a href="#">What Plants Make cards</a>, one set per child</li> <li>● <a href="#">Where Does Chocolate Come From</a> song</li> </ul> <p>Children will work in pairs. If necessary, prepare these pairs ahead of time.</p>
<b>Opening</b> 5 minutes	<p style="text-align: center;"><i>What are some things that we get from plants?</i></p> <p>Make connections to previous lessons. If children only identify food items, challenge them to look at what they are wearing and what is around them. They may identify things like paper, pencils, shirts and pants, etc.</p>
<b>Investigation and Discussion</b> 20 minutes	<p>As a whole group, read What Comes from Plants. Make connections to previous learning.</p> <p>Children complete the What Plants Make sort, in pairs. After, in the whole group, discuss why children made the choices they made when</p>

	placing the items into categories.
<b>Closing</b> 5 minutes	Show the Where Does Chocolate Come From video. Remind children of previous discussions about cacao.
<b>Standards</b>	<b>1-ESS1-1</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.
<b>Ongoing assessment</b>	What do children understand about how plants grow?

**Notes**

Name: \_\_\_\_\_

Cut and paste the item cards in the correct category.

Made with Plants



Not Made with Plants





# What Plants Make

Cut, sort, and glue these cards in the correct category.



**WEEK 7 Lesson 2**

**Science and Engineering: Advertising Maine Produce**  
 \*This lesson may work directly with the class market project (dependent on the class market focus) or can stand alone.

<b>S &amp; E Big Ideas</b>	Maine is rich with many agricultural products.
<b>S &amp; E Guiding Question</b>	Why should someone buy your product?
<b>Content Objective</b>	I can use what I already know to work within a small group and to consider how to sell my Maine produce. (Standard 3 and 5)
<b>Vocabulary</b>	<b>agricultural product:</b> a product that is a plant or harvested from plants
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● links for Maine Farmers Markets video                             <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/UucieBWimS4">https://youtu.be/UucieBWimS4</a></li> <li>○ <a href="https://youtu.be/ZPFtneH5iTI">https://youtu.be/ZPFtneH5iTI</a></li> </ul> </li> <li>● <a href="#">sample advertisement</a>, 1-2 copies</li> <li>● white paper, 11x14, at least one per child</li> <li>● paint and brushes</li> <li>● markers</li> <li>● a variety of produce containers (blueberry box, quart container, potato sack or bag, Maine maple syrup container, apple bag,</li> <li>● construction paper, variety of colors</li> <li>● glue</li> <li>● clay or modeling dough (optional)</li> <li>● nylons &amp; fiber fill (to make potatoes) (optional)</li> </ul> <p>Children will work in small groups to create advertisements. If necessary, create these groups ahead of time.</p>
<b>Opening</b> 10 minutes	<i>Today we will pretend that we are farmers getting ready to sell our goods at a farmer’s market. We will watch a video clip (or two) about farmer’s markets that are happening here in Maine. Pay close attention to what is being sold there and how. Notice how the product is displayed and how it’s being advertised.</i>

	<p>Show the videos. Then discuss children’s observations. Make connections to the Markets Project in Studios.</p> <p><i>In small groups, we will think about how to advertise a type of local Maine agricultural produce.</i></p>
<p><b>Investigation</b> 15 minutes</p>	<p>Each small group will select a type of produce to “sell”. Show the sample advertisement.</p> <p>Each group will make a sign that advertises their produce. They should include a price for their products and create a display. Children may choose to make a model of their produce or bring in a real sample.</p> <p>Display the available materials and allow for children to select the materials they need. Encourage them to work neatly and to present their products clearly.</p>
<p><b>Closing</b> 5 minutes</p>	<p><i>Let’s share our classroom farmers market!</i></p> <p>Take a gallery walk around the various displays.</p>
<p><b>Standards</b></p>	<p><b>Standard 3:</b> Present information and supporting evidence appropriate to the task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.</p> <p><b>Standard 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking and listening.</p>
<p><b>Ongoing assessment</b></p>	<p>Check for understanding based on children’s work.</p>

**Notes**

# FRESH MAINE APPLES



Cortland  
Macintosh  
Honey Crisp  
Gala  
Empire

Picked Daily

**WEEK 7 Studios**



**How do we make choices as consumers?**

All studio spaces and materials are open for children to use as needed toward their market projects. The Science and Engineering Studio is also dedicated to developing and realizing the Our Markets Project for Weeks 6-8, while children can continue to make, discuss, and record observations of plant growth and of the sky (weather).

<p><b>Big Ideas</b></p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Business Plans for each group, from previous weeks</li> <li>● Business Plans Page 3, one for each group</li> <li>● paper and writing tools for making invitations</li> <li>● small books or long pieces of paper for representing supply chains, optional</li> <li>● small books or paper for writing autobiographies, optional</li> <li>● Our Markets Project Plan, from Week 5</li> </ul> <p>Review each group’s business plans and children’s work from the previous week; plan to support each group with needed feedback, guidance, and materials. Consider what whole group work still needs completion, as well.</p>
<p><b>Opening</b></p>	<p>With the whole group, look again at the Project Plan.</p>

	<p><i>You each have decided on names for your own market stalls. Now, what might we call the whole market?</i></p> <p>Make a suggestion about who will be visiting the market, if it will be open beyond the classroom itself (families and/or members of the school community). Ask for the children’s input. Indicate expectations and materials available for making invitations to distribute by the end of the week.</p> <p><i>Our market will open next week! This week you will finish preparations for your market stalls.</i></p> <p><i>You have a new page to complete for your business plans. This page is a little more tricky.</i></p> <p>Walk through the Business Plan, Page 3 and answer questions.</p> <p><i>If you are producing goods, you will write and draw to represent the supply chain of those goods from the producer to your market stall.</i></p> <p><i>If you are offering a service, you will write short autobiographies that tell how you became that kind of service worker. Autobiographies are a lot like biographies, except that you tell your own life story, instead of someone else’s.</i></p> <p><i>You can do this work independently or with your group. You can record your ideas on Page 3 of your Business Plan, or you can use these [small books/papers].</i></p> <p>Invite children to report on their immediate next steps. Dismiss children to work.</p>
<b>Facilitation</b>	<p>Circulate as children work. Encourage them to refer back to their business plans to guide their efforts.</p> <p>Provide materials as needed, along with guidance and resources for writing work (supply chains and autobiographies).</p> <p>Identify tasks that need to be completed for the whole market to run well, and invite individual children to contribute to those.</p>
<b>Closing Studios</b>	<p>Check in with each group about their progress and materials needed for ongoing work.</p> <p>Check off any whole group tasks that have been completed on the bottom of the class Project Plan.</p>

<b>Market Group 1:</b> <hr/>	Progress notes and needs; feedback provided:
<b>Market Group 2:</b> <hr/>	Progress notes and needs; feedback provided:

<p><b>Market Group 3:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 4:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>



<p><b>Market Group 5:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 6:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

**Notes for completing whole class project:**

**Standards**

Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following project-specific standards.

Our Markets Project  
(Boston)

**Civics 1.** Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.

**Civics 2.** Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

**Economics 22.** Explain what it means to be employed and define the terms *income, wages, and salary*.

**Economics 23.** Give examples of products (goods) that people buy and use.

**Economics 24.** Give examples of services people do for each other.

**SA 4.3.** Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.

**SA 5.1.** Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.

**SM 3.1.** Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.

**SR 2.1.** Develop rewarding positive relationships and work collaboratively with others.

**SR 4.1.** Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.

**Math 1.MD.D.5** Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).

Our Markets Project **Business Plan** Page 3

Names: \_\_\_\_\_  
\_\_\_\_\_

What work do you still need to do to get your market stall ready?

Who will do it?

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Goods	Services
<p>What are the parts of the supply chain to produce your goods and deliver them to market?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>	<p>How did you first hear about this kind of service?</p> <p>Why are you interested in providing this service?</p> <p>What did you need to learn to provide this service?</p> <p>What would you like to tell others who might want to become this kind of service worker?</p>

**Studios U3 W7**

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

### Unit 3: Resources in Our Communities

## WEEK 7 Days 1-2, continued from Week 6, Day 5

During Days 1-2, children continue to use research to write independently the orientation and record of events of their biographies. Children also give and receive feedback using Thinking and Feedback. In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Biography Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Biography: (see the attached lessons for recommendations)

- turning research into writing
- orientation
- record of events
- phrases of time

#### Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 1 and 2. Make additional copies as necessary to plan for multiple individual, small group, or whole group lessons.

**Day 1**

Target Students (individual, small group, or whole group?):

Topic:

**Day 2**

Target Students (individual, small group, or whole group?):

Topic:

# Writing Biography

## Review: Turning Research into Writing

### Materials:

- Biography Stages sheet, from Day 3
- children's writing folders, including research sheets
- drawing and writing tools
- children's writing notebooks
- video/audio recordings of interviews
- equipment for playing video/audio

---

### Process (small or whole group):

- Identify the stage (orientation or record of events) to be written.
- Locate all of the research sheets corresponding with that stage.
- Sit with a group to review the research sheets and discuss the information on them.
- Model orally rehearsing what you will write, based on the research. For example, "As a child, she played school with her friends."
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations (if they are not illustrating with photographs). Children may refer back to the video/audio recordings of the interviews to remember key details.



# Writing Biography

## Deconstruction and Revision: Orientation

### Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- mentor text for biography: *Snowflake Bentley*, *Mama Miti*, or a child's writing that includes a strong orientation
- children's biographies

### Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and what is significant about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who the biography is about, when it happened, where it happened, and why that person is important.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation.

# Writing Biography

## Deconstruction and Revision: Record of Events

### Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- children's writing folders, including research sheets
- children's biographies

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### Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review that the record of events includes events in a person's life that relate to the significant thing the biography is communicating.
- Have children review their research sheets.
- Guide children to revise their record of events to include all events related to the person's significance, in order.

# Writing Biography

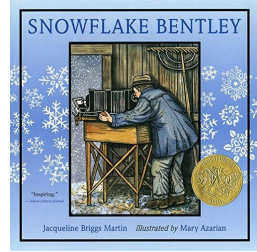
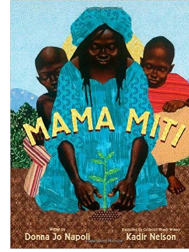
## Deconstruction and Revision: Phrases of Time

### Materials:

- Biography anchor chart, from Week 5, Day 4
- Phrases of Time slides, from Day 4
- *Snowflake Bentley*  
Flag the following pages for practice identifying phrases of time: 1, 6-7, 9, 10, 16-17, 25, 26.
- children's biographies

### Process (small or whole group):

- Show the Biography anchor chart and review how phrases of time work in biographies.
- Use the Phrases of Time slides to review examples of phrases of time.
- For more practice, read the flagged pages of *Snowflake Bentley* and have children identify phrases of time.
- Help children identify an event that does not begin with a phrase of time. Scaffold by asking children when that event happened and then identifying phrases of time to introduce the event.



## Writing Biography

Deconstruction: Conclusion and Verbs  
Individual Construction: Conclusion

<b>Content Objective</b>	I can use research to write a biography. (W.2, W2.1.a, W.3.1.b, W.1.1.a, W.1.1.b, History 18 - Boston)
<b>Language Objectives</b>	With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1.a)  I can use present tense verbs to write a conclusion. (L.1.1.d)
<b>Vocabulary</b>	<p><b>conclusion:</b> the end</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>impact:</b> to have an effect on someone or something</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>tense:</b> the form of a verb that specifies time</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography anchor chart, from Week 5, Day 4</li> <li>● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin Flag page 28.</li> <li>● <i>Mama Miti</i>, Donna Jo Napoli Flag page 29.</li> <li>● Biography Verbs slides</li> <li>● projector and screen</li> <li>● Biography Stages sheets, from Week 6, Day 3</li> <li>● children’s writing folders, including research sheets</li> <li>● drawing and writing tools</li> <li>● children’s writing notebooks</li> <li>● Biography Observation Tools, from Week 6, Day 3</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p><i>Today we will closely read the conclusions in our mentor texts, and then you will write the conclusion of your biography.</i></p>
<p><b>Deconstruction</b> 8 minutes</p> <p><i>Snowflake Bentley, page 28</i></p>	<p>Refer to the Biography anchor chart.</p> <p><i>Remember, the conclusion of a biography tells why the person is significant. It talks about the person’s impact on the world and on other people.</i></p> <p><i>As I reread the conclusion of Snowflake Bentley, listen carefully for information about why Wilson Bentley is significant.</i></p> <p>Read page 28.</p> <p><i>What does this conclusion say about why Wilson Bentley is significant?</i></p>
<p><i>Mama Miti, page 29</i></p>	<p>Read page 28.</p> <p><i>What does this conclusion say about why Wangari Maathai is significant?</i></p>
<p><b>Deconstruction</b> 8 minutes</p> <p>slide 1</p>	<p><i>Now let’s take a look at verbs. Remember, verbs can be written in different tenses. They can show the past, the present (right now), or the future.</i></p> <p><i>This is one of the record of events from Snowflake Bentley. Just like in personal recounts, the events are written in the past tense, because they are recounting events that have already happened.</i></p>
<p>slide 2</p>	<p><i>Let’s reread the conclusions to look at the verbs.</i></p> <p><i>Here is most of the conclusion from Snowflake Bentley. The verbs are highlighted. As I read, listen to hear if the verbs are in the past tense, expressing what already happened; the present tense, expressing what is happening now; or the future tense, expressing what will happen.</i></p> <p>Read slide 1.</p> <p><i>What did you notice about the verbs?</i></p> <p><i>The verbs in this conclusion are all in the past tense. Wilson Bentley is no longer alive, and his impact is described here in the past tense, expressing things he did before and ways that others have responded to his work.</i></p>
<p>slide 3</p>	<p><i>Here is most of the conclusion from Mama Miti. The verbs are highlighted. As I read, listen to hear if the verbs are in the past, present, or future tense.</i></p> <p>Read slide 2.</p>

	<p><i>What did you notice about the verbs?</i></p> <p><i>The verbs in this conclusion are a little different. The beginning of the conclusion summarizes the things that Wangari did, so the author uses the past tense. Then the author switches to present tense to say what Wangari is doing now, what her impact is today. When this book was written, “Mama Miti” was still alive.</i></p>
<p><b>Individual Construction</b> 12 minutes</p>	<p><i>The people you interviewed are also still alive, so your conclusions should be written in the present tense. When you write your conclusion, include information about what the person you interviewed is doing today and why that person is significant.</i></p> <p><i>Before you write, find all of your research sheets labeled <u>C</u>, for conclusion. With your group, discuss the information on your research sheets. After you discuss the information, you will be ready to write.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing. Then send groups with research sheets, drawing and writing tools, and writing notebooks.</p> <p>Circulate to support groups as they discuss research. Then, support children as they write conclusions, taking notes on the Biography Observation Tools.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you wrote conclusions. Tomorrow you will give and receive feedback to make your biographies even better!</i></p>
<p><b>Standards</b></p>	<p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g.,</p>

	<p><i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i>  <b>(BOSTON) History 18.</b> Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion.          What do children identify as the significance of each person?          Do children accurately identify the verb tenses?          What do they understand about the role of verb tense in a conclusion?</p> <p>Reflect on small group discussions.          Do children identify and discuss research before writing?          What supports will they need as they continue to turn research into writing?</p> <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends when planning for revisions in Week 8.</p>

**Notes**

## WEEK 7 Day 4

### Writing Biography Peer-to-Peer Feedback

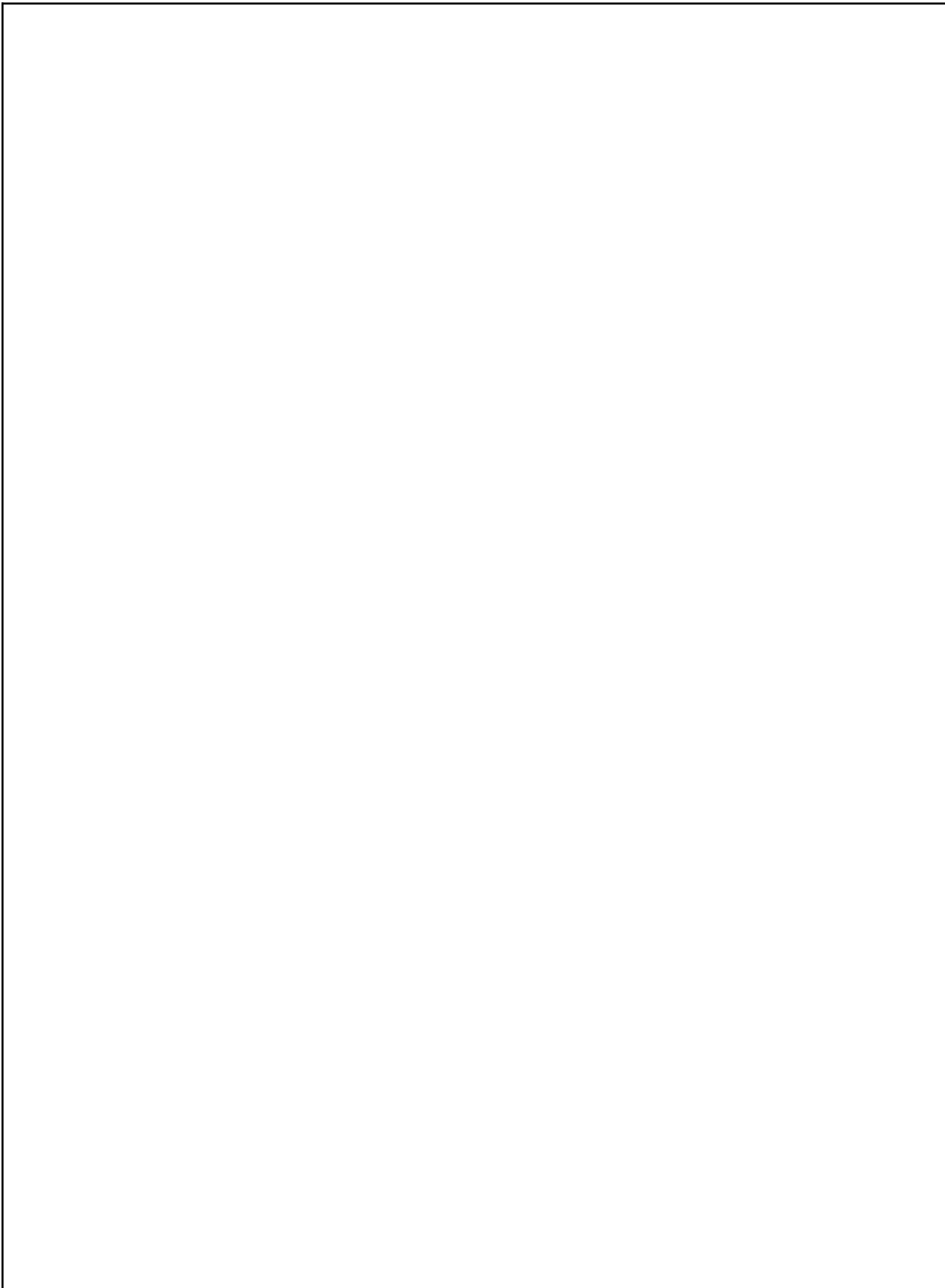
<b>Content Objective</b>	I can use feedback to plan for revising my writing. (W.3.1.b, W.2, W.2.1.a)
<b>Language Objective</b>	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>biography:</b> a genre of writing whose purpose is to tell a person's life story <b>revise:</b> make changes to writing <b>publish:</b> prepare writing for an audience
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● children's biographies Set aside the writing of the child chosen to model feedback.</li><li>● Biography sheet, one copy for each child and one for modeling</li><li>● writing tools</li><li>● writing folders</li></ul>
<b>Opening</b> 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide <b>feedback</b> to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]'s biography and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
<b>Peer-to-Peer Feedback Practice</b> 10 minutes	Introduce the Biography Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your other writing. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>



	<p><i>Here’s how this will work. When you begin working with your partner, you will read your biography to her. Your partner will be someone in your group, so she will know information about the person you wrote about.</i></p> <p><i>After listening to your biography, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it begin with an orientation?” If the biography begins with an orientation, your partner will check “Yes.” If not, she will check “No.” If there is no orientation, talk about how the writer should introduce the biography, and write a plan in the box.</i></p> <p><i>The second question says, “Does it include events related to what is significant about this person?” If the biography includes events related to the person’s significance, your partner will check “Yes.” If something is missing or unrelated to what is significant about this person, she will check “No.” If something is missing or needs to be revised, talk about it and write a plan in the box below.</i></p> <p><i>The last question says, “Does it end with a conclusion?” If the biography ends with a conclusion, your partner will check “Yes.” If not, she will check “No.” If there is no conclusion, talk about how the writer should end the biography, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please read us your biography.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it begin with an orientation?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation, drawing upon the expertise of the other group members. Repeat the process with the other questions.</p>
<p><b>Peer-to-Peer Feedback</b> 18 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children with other children writing about the same person and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Biography Feedback sheets in their writing folders.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your biographies.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic</p>

	<p>with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

**Notes**



## Biography Feedback

Writer's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_



Does it begin with an **orientation**?

Yes

No

**orientation** plan:



Does it include **events** related to what is significant about this person?

Yes

No

**events** to add:



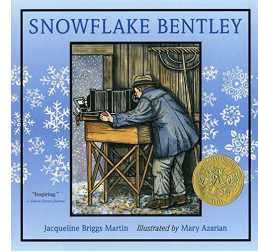
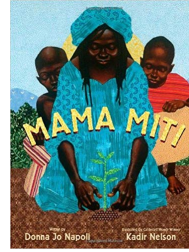
Does it end with a **conclusion**?

Yes

No

**conclusion** plan:

WEEK 7 Day 5



## Writing Biography

Deconstruction and Joint Construction: Verbs  
Individual Construction: Revision

<b>Content Objectives</b>	<p>I can use feedback to revise my writing. (W..3.1.b, W.2, W.2.1.a)</p> <p>I can revise my writing to include verbs related to the topic. (W.2.1.a)</p>
<b>Language Objective</b>	<p>I can use past tense verbs to write the record of events and present tense verbs to write the conclusion. (L.1.1.d)</p>
<b>Vocabulary</b>	<p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>revise:</b> make changes to writing</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p> <p><b>tense:</b> the form of a verb that specifies time</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography Verbs cards Cut apart the cards with images. Copy and cut apart the blank cards, enough for each child to have one.</li> <li>● Biography anchor chart image: verbs Cut out the image.</li> <li>● Biography anchor chart, from Week 5, Day 4</li> <li>● drawing and writing tools</li> <li>● Biography Stages sheets, from Week 6, Day 3</li> <li>● children’s writing folders, including research and feedback sheets</li> <li>● children’s writing notebooks</li> </ul>

	<ul style="list-style-type: none"> <li>● video/audio recordings of interviews, from Week 5, Day 5 and Week 6, Days 1-2, for reference</li> <li>● equipment for playing video/audio</li> <li>● Biography Observation Tools, from Week 6, Day 3</li> </ul>
<b>Opening</b> 1 minute	<p><i>Yesterday you gave and received feedback about your biographies. Today we are going to take another look at the verbs in biographies, and then you will use the feedback you received, as well as what you learn about verbs, to begin revising.</i></p>
<b>Deconstruction</b> 5 minutes	<p><i>When we learned about personal recounts, we learned that they include verbs related to the topic. This is the same in biographies.</i></p> <p><i>I collected some verbs from Snowflake Bentley and Mama Miti and wrote them here, on these cards. We are going to think about how the verbs relate to the topic of the biographies.</i></p> <p>Show and read the <i>Snowflake Bentley</i> verbs. <i>How do these verbs relate to the topic of Snowflake Bentley and the significance of Wilson Bentley?</i></p> <p>Show and read the <i>Mama Miti</i> verbs. <i>How do these verbs relate to the topic of Mama Miti and the significance of Wangari Maathai?</i></p> <p><i>Let's add this information about verbs to our Biography anchor chart.</i></p> <p>Read the verbs card and attach it to the chart, under Language.</p>
<b>Joint Construction</b> 8 minutes	<p><i>Now it's your turn. Each group will get a set of blank verbs cards, one for each person in the group. Talk together about what is significant about the person you are writing about. Then think about verbs that relate to the topic. For example, if you are writing about a school nurse, you might use a verb like "cared."</i></p> <p>Send groups with blank verbs cards and drawing and writing tools. Circulate to support children as they generate ideas. Support children to apply spelling patterns learned in Foundations. As needed, add conventional spelling under children's written words.</p>
<b>Individual Construction</b> 15 minutes	<p>Bring children's attention together as a whole group.</p> <p><i>Now you will begin revising. Review your feedback sheets from yesterday. If you planned to add or change information in your biography, revise that part first. If you are missing information, you can watch or listen to the interview to find out the part or parts you missed.</i></p> <p><i>After you revise your stages, go back and look at your verbs. See if</i></p>

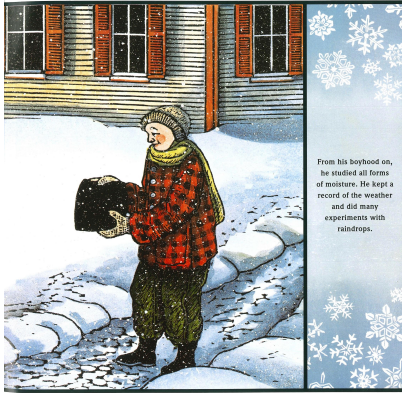


	<p><i>you can include some of the verbs your group came up with. Make sure that the verbs in your record of events are in the past tense and that your verbs in the conclusion are in the present tense.</i></p> <p>Circulate to support children as they revise. In preparation for Week 8, use the Biography Observation Tools to take notes.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned even more about the verbs in biographies and you began revising your work. Next you will continue revisions.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes about children’s understanding of verbs. What connections do they make between the verbs and the topic of the biographies?</p> <p>Review children’s verbs cards. Which verbs do children name? Do they all relate to the topic?</p> <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends when planning for revisions in Week 8.</p>

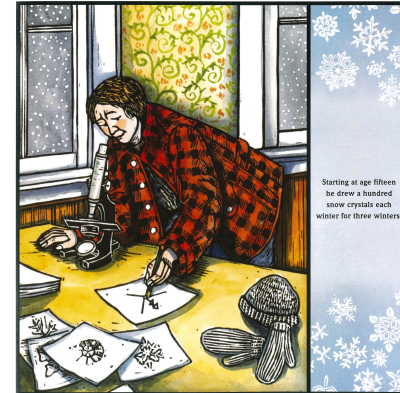
**Notes**



## Biography Verbs Cards



studied



drew



made

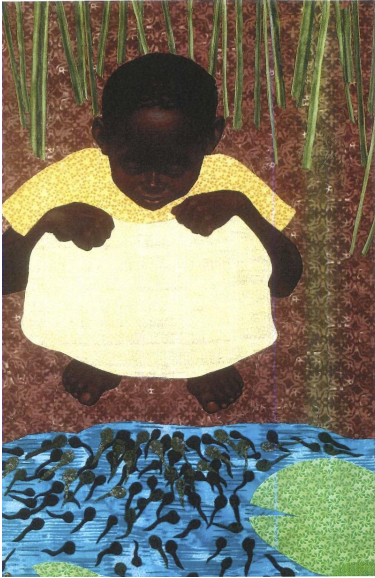


wrote

Writing U3 W7 D5

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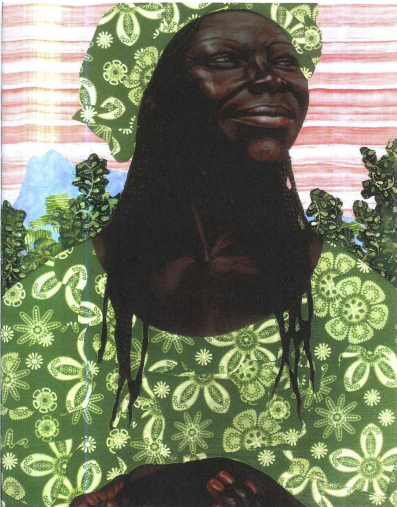
Maine Department of Education



listened



took



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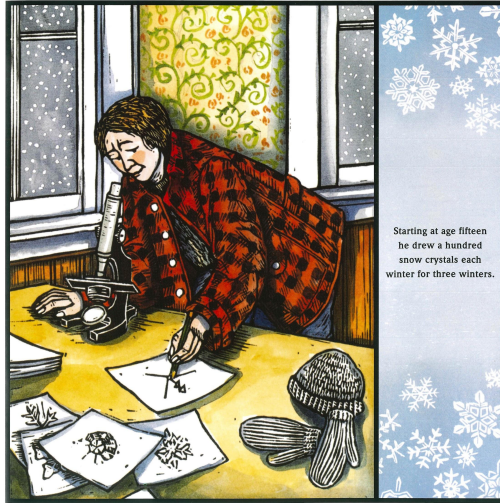
said


Writing U3 W7 D5

Writing U3 W7 D5

Biography anchor chart image

language



Starting at age fifteen  
he drew a hundred  
snow crystals each  
winter for three winters.

drew

**verbs:** relate to the topic;  
record of events: past tense  
conclusion: present tense

Writing U3 W7 D5