



Read to Be Ready plans for: Producers & Consumers Week 2 1st Grade

ELA Standards:

- 1.FL.PC.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
- 1.FL.PA.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words.
e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.
- 1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 1.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences.
e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions i. Produce and expand simple and compound declarative sentences in response to prompts. k. End sentences with correct punctuation.
- 1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
i. Sort words into categories to gain a sense of the concepts the categories represent.
iii. Identify real-life connections between words and their use.
iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
- 1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Social Studies: Economics

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Distinguish how people are consumers and producers of goods and services.
- 1.08 Determine the difference between basic wants and needs, and provide examples of each.
- 1.09 Assess factors that could influence a person to use or save money.

Comprehension skill: main idea, sequencing

Phonics: See Curriculum Map

Grammar/Writing: see curriculum map, how-to report

Unit Focus: Producers & Consumers

Culminating Task: Students will write about a sequence of tasks, resulting in a product, using transitional words

Text Set: This week: A New Coat for Anna by Ziefert & Lobel Last week: The Big Buck Adventure by Gill & Tobola

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>1st read of <u>A New Coat for Anna</u></p> <p>This is a lengthy book. Today read from the beginning through the page where they trade a lamp for the yarn – and a basket of red cherries.</p> <p>**Many great areas to focus upon with this text:</p> <ul style="list-style-type: none"> Sequencing Barter/trade Producers/consumers Four seasons 	<p>Tier 2 words</p> <ul style="list-style-type: none"> trade (barter) producer product consumer goods services needs wants wool-sheep sheared card spinning wheel – yarn weave-cloth tailor- coat 	<p><i>Looking at the illustration just before the title page what can you infer about the setting & time of the story and the season? (long ago/winter/city)</i></p> <p><i>The author tells us that a war had ended. This was World War II which ended in 1945. What results of a war do you see in the photos and did you hear about in the text? (injuries; buildings tumbled; stores closed; food shortages; no one had any money)</i></p> <p><i>Anna needed a new coat. What made this difficult for Anna's mom? (She had no money)</i></p> <p><i>How is Anna's mom solving the problem of</i></p>	<p>Today we began reading A New Coat for Anna.</p> <p>Write about why the author chose this title for the story.</p>	<p>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</p> <p>Video about goods and services: narrated by a student reader – https://www.youtube.com/watch?v=fxfbQsCeTE</p>

			<p><i>not having money? (barter/trade)</i></p> <p><i>Why did the author choose this title for the book? (it relates to the main idea)</i></p>		
T U E S D A Y	<p>2nd reading of <u>A New Coat for Anna</u></p> <p>Review with a picture walk through the 1st half of book, read yesterday. Then begin today's reading from the page with Anna & mom surrounded by white yarn to the end of the story.</p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> trade (barter) producer product consumer goods services needs wants wool-sheep sheared card spinning wheel - yarn weave-cloth tailor- coat 	<p><i>What is the main idea of this book? (how to meet needs without money through barter/trade; the steps in creating a product)</i></p> <p><i>*Teachers - Create a class t-chart or multiple flow maps showing what was traded in each part of the story. Example:</i></p> <ul style="list-style-type: none"> gold watch ----- wool lamp ----- yarn <p><i>Were the trades of equal value? For instance, do you think trading a gold watch for wool was a good idea? Why or why not?</i></p> <p><i>Who were the producers in the story? (farmer, spinner, weaver, tailor)</i></p> <p><i>Describe the job of each producer from the story and name the product that they made.</i></p>	<p>Using the class t-chart or multiple flow maps, choose one of the trades and write about whether it was a fair trade and give your reasons for your thinking.</p>	<p>Read Aloud of A New Coat for Anna:</p> <p>https://www.youtube.com/watch?v=cu2iLBqUJ8</p>
W E D N E S D A Y	<p>3rd reading of <u>A New Coat for Anna</u></p> <p>** Today, use the illustrations & text in the book to help students create a class flow map of the steps in producing Anna's coat. Display this on chart paper or interactive board.</p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> trade (barter) producer product consumer goods services needs wants wool-sheep sheared card spinning wheel - yarn weave-cloth tailor- coat 	<p>**Create a Flow Map with the class, identifying the basic sequence in making the coat. To save time for the paragraph writing task please allow students to copy the words from the class flow map onto their own flow map frame in writing journals.</p> <ol style="list-style-type: none"> 1. shear the sheep to get wool 2. spin the wool into yarn 3. weave the yarn into cloth 4. cut and sew cloth into a coat 	<p>Students will copy the class Flow Map showing the sequence of steps needed to make Anna's coat.</p> <p>*Glue flow map to left side page of writing journals. (example of flow map on p. 69 in Thinking Maps manual)</p> <p>Right side page: Using the Flow Map, students will write a paragraph describing the steps in making a coat, using transition words such as first, next, then, last.</p>	<p>**Teacher note: This week's writing prompts will allow for practice with flow maps and with using sequencing words in sentence development. This will provide practice in writing several sentences in a particular order to answer a prompt</p>
T H U R S D A Y	<p>4th reading of <u>A New Coat for Anna</u></p> <p>Today, review the pages that indicate which season is occurring how we know this: Winter - Beginning of story Spring - farmer shears sheep Summer - lamp traded for yarn End of summer (fall) - dying the yarn & weaver & tailor</p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> trade (barter) producer product consumer goods services needs wants wool-sheep sheared card spinning wheel - yarn 	<p><i>How long did it take from the beginning of the story until the end for the coat to be made? (From Winter until the next Christmas)</i></p> <p><i>What clues does the author give for each season? (Teachers - help students discover clues from text and illustrations.)</i></p>	<p>Create a flow map with bubble map for each season, and sighting what happened in each. (It will coordinate with the information on yesterday's flow/bubble map)</p> <p>(example on page 65 of Thinking Maps teachers' manual)</p>	

	Winter - Christmas	<ul style="list-style-type: none"> ○ weave-cloth ○ tailor- coat 			
F R I D A Y	<p>Video read aloud of the tale of The Little Red Hen https://www.youtube.com/watch?v=DnDtd8ZzuLE</p> <p>or, if you have a copy of the story please read this story to the class.</p>	<ul style="list-style-type: none"> • Farmer • Miller • baker • wheat 	<p><i>In the story of the Little Red Hen, what 3 different producer roles did Red Hen have to become? (farmer, miller, baker)</i></p> <p><i>Who was the consumer in the story of the Little Red Hen and why? (Red Hen- she did all the work so she got to eat the bread)</i></p> <p><i>What was the sequence for turning wheat into bread? (Model the beginning of a flow map for this, with the rest to be completed by students in writing journals)</i></p>	<p>Create a flow map showing the sequence of events and the producers for turning wheat into bread, then write a paragraph describing the steps. Use transitional words such as first, next, then, last.</p>	