



# Read to Be Ready plans for: Producers & Consumers Week 3 1<sup>st</sup> 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.
- 1.07 Recognize major products and industries found in Tennessee (e.g. agriculture, manufacturing, mining, music, and tourism).
- 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.

**Government and Civics:** 1.20 Recognize that a mayor is a leader of a town/city and explain his/her role.

**Math:** 1.MD.B.4 Count the value of a set of like coins less than one dollar using the \$ symbol only.

**Comprehension skill:** See Curriculum Map  
**Phonics:** See Curriculum Map  
**Grammar/Writing:** see curriculum map, how-to report  
**Unit Focus:** goods & services; community helpers  
**Culminating Task:** Students will write about a Tennessee product

**Text Set:** Reading Street: Who Works Here? and Mayor Mom (advanced leveled reader in Reading Street set)

**Last two weeks:** A New Coat for Anna by Ziefert & Lobel The Big Buck Adventure by Gill & Tobola

|  | Read Aloud/Shared Reading  | Vocabulary Focus   | Discussion Questions  | Written Response   | Small Group/Center ideas/Resources   |
|--|--|--|---|--|--|
| <b>M<br/>O<br/>N<br/>D<br/>A<br/>Y</b> | 1 <sup>st</sup> read of <u>Who Works Here?</u><br><br>This week will be a <b>Shared Reading</b> focus, using the Reading Street story of <u>Who Works Here?</u><br><br>Today, gather the students around for a group reading of the story, <u>Who Works Here?</u><br><br>This is considered an instructional level text that | Tier 2 words to post and teach explicitly: <ul style="list-style-type: none"> <li>Neighborhood</li> <li>Services</li> <li>Community</li> <li>Citizen</li> <li>Taxes</li> </ul> | <p><i>What is the main idea of this story?</i></p> <p><i>What was the author's purpose in writing this story - to inform or to entertain?</i></p> <p><i>Did the story feature goods or services and how do you know?</i></p> <p><i>Many of these services are paid for through taxes. What is a tax?</i></p> <p><i>Who pays taxes? (citizens - members of</i></p> | <p>Create a Thinking Map that shows the community helpers from today's story.</p> <p>Write a sentence about one of the helpers and how they provide a service to the community.</p> <p>*Teachers, you can differentiate this task by the number of workers</p> | <p><b>**The PDF passages this week can be displayed by projector and will allow for all student eyes on the text as well as opportunity to mark the passages highlighting important vocabulary words, etc.</b></p> |

|                  |   |   |  |   |   |
|------------------|---|---|--|---|---|
|                  | <p>most students should be able to both read with the group and practice independently.</p> <p><b>**Also today during questioning read "Meet the School Nurse", a brief text from Readworks found on the BCS R2BR 1<sup>st</sup> grade page</b></p> |   | <p>the community)</p> <p><i>What would happen to these services if citizens did not pay their taxes?</i></p> <p><i>Who are some other service providers in our communities? (nurses, car repair technicians, dry cleaners, etc.)</i></p> <p><b>**Read – "Meet the School Nurse" to the class.</b></p> <p><i>What are some ways you as a citizen can show helpers such as the School Nurse, that you appreciate the services they provide?</i></p> <p><b>What kind of Thinking Map could you use to organize the titles of the service providers from this story? (bubble map or circle map)</b></p>                          | <p>the students are asked to write about, and/or having advanced learners also provide opening and closing sentences to their response.</p>         |   |
| <b>TUESDAY</b>   | <p>1<sup>st</sup> reading of the advanced leveled reader entitled <u>Mayor Mom</u> – Reading Street.</p> <p>Read aloud to whole group, and then reinforce with small group reading with advanced readers.</p>                                       | <ul style="list-style-type: none"> <li>• Mayor</li> <li>• Citizen</li> <li>• Community</li> <li>• Law</li> <li>• leader</li> <li>• schedule</li> </ul>                                | <p><i>What is the main idea of this story?</i></p> <p><i>Who is the Mayor for the City of Bartlett, our community? (Keith McDonald)</i></p> <p><i>What services does the Mayor provide for a city?</i></p> <p><i>What illustration did you see on each page that might help with the Mayor's schedule? (a clock)</i></p> <p><i>On page 6, why did Mayor Mom say that the boy was a "good citizen"?</i></p>   | <p>Pretend that you are the Mayor of Bartlett. Write about how you would serve the community. Draw an illustration that goes with your writing.</p> | <p>In small groups, read aloud or use as a shared read (depending on the reading level of the group) the <b>ReadWorks article</b> entitled: <b>"Important People"</b>.</p> <p>The service providers in this text source are: janitor, teacher, principal, mayor, and president.</p> <p><b>**Teachers, the next topic of study in R2BR lesson plans is all about the President of the United States.</b></p> |
| <b>WEDNESDAY</b> | <p>1<sup>st</sup> reading of "All About Money" – ReadWorks PDF found on BCS R2BR web page for 1<sup>st</sup> grade</p> <p><b>**Use vocab cards for review of coin identification &amp; worth.</b></p> <p>Coin song video noted in last column</p>   | <ul style="list-style-type: none"> <li>• Penny</li> <li>• Nickel</li> <li>• Dime</li> <li>• Quarter</li> <li>• Cents</li> <li>• spending</li> <li>• Saving</li> <li>• bank</li> </ul> | <p><i>How do we use money? (spend, save, donate)</i></p> <p><i>What do people have to consider when deciding whether to spend or save money? (is it a need or a want, do they have enough money, etc.)</i></p> <p><i>Why do families save money? (vacation, school supplies, special celebrations, etc.)</i></p> <p><i>Let's create a tree map to use when writing about the different coins. (Teachers – Begin the tree map whole group and have students continue independently in writing journals)</i></p> <p>Model for students how to write sentences in a continuous form on writing lines rather than as a list.</p> | <p>Use your Tree Map to write sentences in paragraph form (not list form) describing the four different coins and their values.</p>                 | <p>Coin song video by Jack Hartmann:</p> <p><a href="https://www.youtube.com/watch?v=pnXJGNo08v0">https://www.youtube.com/watch?v=pnXJGNo08v0</a></p>   |

|                                      |  |   |   |  |   |
|--------------------------------------|--|---|---|--|---|
| T<br>H<br>U<br>R<br>S<br>D<br>A<br>Y | <p>Introduce research project</p> <p>Today, spend time discussing products made in Tennessee. Decide ahead of time if this will become an individual, partner, or group project.</p> | <p>**Refer to the vocabulary cards from this 3-week unit on Consumers and Producers. Consumers producers goods services</p> | <p><i>Make a class list of Tennessee products. A PDF document is on the BCS R2BR page with suggestions.</i></p> <p><i>We want to discover the following about each product:</i><br/> <i>What is it; Where is it made in TN;</i><br/> <i>What is it made of; why is it important</i></p> | <p>Use the passage about your Tennessee product or industry and create a tree map.</p> | <p>**On the BCS R2BR 1<sup>st</sup> grade page there is a PDF document with 10 passages for 10 different TN products or industries.</p> <p>Use these passages for students to help one another read and then respond with text evidence for the Tree Map task and then tomorrow's writing task.</p> |
| F<br>R<br>I<br>D<br>A<br>Y           | <p>Students will work on their culminating writing task today regarding Tennessee product.</p>   |   |   | <p>Using your tree map from yesterday, write about your Tennessee product.</p>         | <p>**Use BCS 1<sup>st</sup> grade writing rubric to assess this culminating activity</p>  |