

Read to Be Ready plans for: Consumers & Producers Week 1 (3 week unit) 2nd Grade

- L.2.1. Ask and answer such questions *as who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- L.2.3. Describe how characters in a story respond to major events and challenges.
- L.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- FS.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- FS.2.4. Read with sufficient accuracy and fluency to support comprehension.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- Soc. St. Economics: 2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States.
- Soc. St. Economics: 2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.

Comprehension skill: plot, summarizing, categorizing

Phonics:

Grammar/Writing: Research - written product

Unit Focus: Consumers and Producers

Culminating Task: research project on natural resource & its product as mentioned in the text, *Ox-Cart Man*

Text Set: *Ox-Cart Man* by Donald Hall *The Paper Crane* by Molly Bang *Kamishibai Man* by Allen Say

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 st read of <i>Ox-Cart Man</i> . Teacher will read aloud with few pauses for discussing details.	These vocab words were chosen for their importance to understanding the specifics of this text: <ul style="list-style-type: none"> Sheared Yarn-spun Knit Wove-loom Shawl Flax Shingles Yoke & harness Embroidery needle Planks Self-sufficient <p>Use the next days of the plans to fully discuss these terms, not today, unless the students generate questions.</p>	What is the main idea of this text? (how goods are produced and then sold as products, etc)	What differences did you see between the time period in which the <i>Ox-Cart Man</i> was set and now? Select three ways and explain how they are different.	Students will be given a research assignment tomorrow. Decide whether they will work in pairs or individually.
			What goods did the <i>Ox-Cart man</i> and his family produce?		
			What products did he purchase?		
			What did the <i>Ox-Cart Man</i> consider when he decided what to purchase? (he needed things that would help the family make goods to sell next year)		
			What time period in the life of this family is covered in this story? (one year)		

T U E S D A Y	<p>2nd read of Ox-Cart Man.</p> <p>During today's reading, generate a class-developed list of the products that the Ox-Cart Man took to market. These will become the basis of individual student research.</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks • Self-sufficient 	<p>Refer to class-generated list of products that the Ox-Cart Man took to market.</p> <p>Fully discuss the meanings of the vocabulary words.</p> <p>What did he purchase at the market?</p> <p>What special treats did he choose at the market? Iron kettle; embroidery needle; carving knife; peppermint candy.</p> <p>In this story, identify the needs and the wants. Did the Ox-Cart Man make most of his choices based on needs or wants? Why?</p> <p>What does self-sufficient mean? Are we self-sufficient in our lives today?</p>	<p>The family in the Ox-Cart Man is self-sufficient. Explain what self-sufficient means and give examples of being self-sufficient using evidence from the story.</p>	<p>**Assign a natural resource and its product for pairs of students (or individuals) to research.</p> <ol style="list-style-type: none"> 1. sheep/wool/yarn 2. flax/ linen 3. wood/shingles 4. birch tree/brooms 5. honeycombs/honey 6. maple tree/maple sugar 7. goose/feathers 8. potatoes/turnips/cabbag <p>On Friday students will present to the class. Ask that their project include an explanation of how the natural resource is used to make the product, as well as step by step illustrations of the process.</p>
W E D N E S D A Y	<p>3rd read of Ox-Cart Man.</p> <p>Focus on the sequence in this story – they load the products – he sells the products – he buys things they will need to make more of the same products</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks • Self-sufficient 	<p>Tell about the plot of this story. (family loads their products on the cart; man spends 10 days driving the ox cart to market; he sells their products and buys goods to take home; family begins the process over again to make their products for next year)</p>	<p>What is the plot of the story, Ox-Cart Man? Use complete sentences as you clearly but briefly described the sequence of story.</p>	<p>Remind students of their project assignment. If possible allow for research time on laptops or other sources.</p>
T H U R S D A Y	<p>4th read of Ox-Cart Man</p> <p>Today's focus will be again on the comparison of life in the 1800's and life today.</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks • Self-sufficient 	<p>What simple machines have been invented since the days of the Ox-Cart Man which allow jobs to be done in an easier way? (remind students of their study of simple machines in 1st grade)</p> <p>How do we transport products to market today?</p> <p>What does a "market" look like today? (Kroger, Target, etc.)</p>	<p>Choose three work tasks from the story of the Ox-Cart Man and explain what they are and how they are now made simpler in today's world.</p>	

F Students will present their
R research projects
I
D
A
Y

Look for the following:

Did the student(s) explain what their natural resource was and how it is used to make products?

Did the student(s) illustrate a step by step process for using their resource to make a product?

Did they include some of the vocabulary from this week's study?

Culminating task:

The research project on a natural resource and the process to turn that resource into a product or products.